ASSOCIATION FOR VOLUNTEER ADMINISTRATION

THE JOURNAL OF VOLUNTEER ADMINISTRATION

XII:1,2

Fall/Winter 1993-1994

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.

THE JOURNAL OF VOLUNTEER ADMINISTRATION is published quarterly. Subscriptions are a benefit of membership in the Association for Volunteer Administration (AVA). Non-AVA members may subscribe to THE JOURNAL at a cost of $29 per year or $78 for three years. Subscribers in Canada and Mexico should add $3.00 per year to cover additional postage and handling. Subscribers outside the United States, Canada, and Mexico should add $11.00 per year for additional postage and handling costs. Checks or money orders (payable through a US bank or in $US) should be made payable to: Association for Volunteer Administration.

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

ISSN 0733-6535

Correction: Sandra Broadwater was the author of the article "The Customer Satisfacton Survey for Self Evaluation" which was published in our Spring '93 edition. Ms. Broadwater conducted this research while an intern at the University of Maryland, in College Park while under the supervision and mentorship of Mary Reese, Executive Director at Prince George's Voluntary Action Center.

ABSTRACT

This article analyzes results from a comprehensive survey of members of the Association for Volunteer Administration (AVA), conducted in 1992–93. Two-thirds of the membership completed the mail questionnaire. The article elaborates findings from the survey in the areas of: professional background of members, their position in volunteer administration, their volunteer programs, interest in research in the field, and attitudes toward their work, organization, and profession. The concluding section discusses implications of the findings with respect to the AVA and professionalization of the field.

The Association for Volunteer Administration and Professionalization of the Field: Suggestions from a Survey for the Membership

Jeffrey L. Brudney, PhD
Teresa G. Love, BA
Chilik Yu, MPA

INTRODUCTION

This article presents and analyzes results from a recent survey of members of the Association for Volunteer Administration (AVA). The survey was a joint undertaking of the researchers and the AVA. The president and board of directors of AVA provided valuable advice and guidance in developing the questionnaire; the AVA also printed the questionnaire and administered it by mail to the membership. The lead author designed the questionnaire, and all of the authors were responsible for data processing and analysis, and for preparation of the article.

The AVA Membership Survey was mailed in May 1992. The questionnaire can be found in Appendix I. The survey booklet began with a cover letter from the AVA president, encouraging members to complete and return the questionnaire. It concluded with instructions to staple or tape the completed questionnaire closed, affix postage, and mail. The AVA publicized the importance of participating in the survey in *UPDATE*, the Association's bimonthly newsletter, and at the 1992 International Conference on Volunteer Administration.

ANALYSIS OF RESPONSE RATE

The May 1992 administration of the AVA Membership Survey, plus one follow-up mailing in November 1992 to members who had not responded (which included another copy of the questionnaire), yielded a final sample of 1,042 respondents. The membership of AVA at the inception of the survey was 1550. Thus, the response rate to the Membership Survey was 67.2%—that is, two out of every three members completed and returned the questionnaire. For a mailed survey in which the addressee was responsible for supplying the return postage, this rate of participation is quite good.

Not only did the AVA Membership Survey achieve an acceptable return rate,

---

Jeffrey L. Brudney, Ph.D., is Professor of Political Science and Director of the Doctoral Program in Public Administration at the University of Georgia. He is the author of *Fostering Volunteer Programs in the Public Sector: Planning, Initiating, and Managing Voluntary Activities* (San Francisco, CA: Jossey-Bass, Publishers, 1990), which received the John Grenzebach Award for Outstanding Research in Philanthropy for Education.
Teresa G. Love, B.A., is a student in the Master's of Public Administration Program at the University of Georgia.
Chilik Yu, M.P.A., is a student in the Doctoral Program in Public Administration at the University of Georgia.

but also the responses appear to be balanced geographically. Although AVA does not collect information on the demographic characteristics of its full membership that might be compared with the analogous information from the survey sample, response rates to the Membership Survey can be analyzed by geographic region. This analysis appears in Appendix II.

The analysis of response rate by region shows that in every geographic region at least a majority of AVA members completed the questionnaire. The lowest response rate occurred in Region 2 (response rate = 55%), which encompasses New Jersey, New York, Ontario, and Quebec. The only other response rate to dip below 60% (barely) occurred in Region 6 (response rate = 59%), which consists of Arkansas, Louisiana, Oklahoma, and Texas. By contrast, the highest response rate, a remarkable 96%, occurred in Region 9 (Manitoba, Minnesota, North Dakota, South Dakota, Saskatchewan, and Wisconsin).

The remainder of this article presents key results from the AVA Membership Survey. The analysis follows the organization of the survey questionnaire, with major findings from each section of the survey discussed in turn. Appendices containing detailed findings appear at the end of the article.

DEMOGRAPHIC INFORMATION

An overwhelming percentage of respondents to the AVA survey were female (91.9%). Similarly, the great majority were white (94.1%), 3.6% were black, and very few were Hispanic, Asian, or of another ethnic background (1.8%). The average age of respondents was forty-seven, with a large range from twenty-four to eighty years. The great majority of respondents work in the United States (95.3%), 3.6% work in Canada, and very few in other countries (0.7%).

Based on the survey, AVA members appear to have high levels of formal education. Just over one-third of the sample had a bachelor's degree (34.4%), and another 14.2% had some college education. Approximately one-fifth had a master's degree (21.4%), and about the same number had completed master's degree courses; 1.7% held a doctoral degree. Very few of the AVA members had not attended at least some college.

To the degree that these results can be generalized to the AVA and beyond to the larger field, the volunteer administration profession appears to be predominately white, female, and middle-age. Most members work in the United States. High levels of formal education (a bachelor's degree or more) are the norm. The detailed findings appear in Appendix III.

PROFESSIONAL BACKGROUND

Eighty percent of the respondents (80.4%) said that prior to their first work experience in volunteer administration, they had not received training in volunteer administration or management. By the time of the AVA survey in 1992, however, most had acquired much more training and/or education in the field. For example, 6.1% of respondents had completed the Certification in Volunteer Administration (CVA), and 13.3% said that they were currently working on the CVA. Another 22.4% planned to begin work on the CVA within the next few years.

Asked to describe their formal education and/or training in volunteer administration, relatively few respondents indicated that they had not received any training in the field (22.6%). Ten percent had earned a certificate or degree in volunteer administration from a college or university (9.8%), and another 18.7% had attended university or college courses in the field. The overwhelming majority, 76.7%, said that they had attended courses or seminars in volunteer administration presented by a non-university source, such as a professional trainer; 9.6% had attained a certificate or degree from such a source. (Because multiple responses were allowed, percentages do not sum to 100.0.)

Respondents were asked whether they would now appreciate the opportunity to obtain further education and/or training in volunteer administration. Nearly eight in ten (77.9%) answered in the affirmative. With respect to the level of training desired, 8.3% said that they would value basic or beginning level training, 54.8% regarded an advanced training as desirable, 44.0% believed that "training for trainers" would be beneficial, and 46.4% would appreciate university or college-based courses. (Because multiple responses were allowed, the percentages do not sum to 100.0.)

Like most volunteer administrators, the typical AVA member had received no training in volunteer management before entering the field. A large majority have now completed some education in this area, especially courses or seminars in volunteer administration. In addition, members would appreciate further training opportunities, especially at the advanced level. Other studies corroborate the interest of volunteer administrators in continuing education, as well as their relatively high levels of formal education, despite a fairly common lack of prior training in the profession (Brudney, 1992). The detailed findings appear in Appendix IV.

PRESENT POSITION IN VOLUNTEER ADMINISTRATION

As might have been expected, two-thirds of the respondents to the AVA survey (67.6%) identified themselves as volunteer administrators; 11.1% were CEOs or organization heads, 6.0% were trainer-consultants, and the remaining 14.1% had other positions. On the average, respondents had held their current position for almost five years (mean = 4.95) , with a range of less than one year in the job to 43 years. In general, respondents had been in their present organization for a longer period, on the average 7.24 years, with a range, again, from less than one year to 43 years. More than 80% of the respondents (83.4%) hold full-time positions, and 15.5% have part-time jobs.

Respondents were asked to estimate the percentage of time on the job that they actually devote to volunteer administration. The average response was 70% (mean = 70.17%). This finding is consistent with other research that shows that these officials typically have a variety of work responsibilities, in addition to volunteer administration (Ostrowski and Sehl, 1990; Appel, Jimmerson, Macduff, and Long, 1988; Scheier, 1988a).

Respondents to the survey consisted of 90.5% salaried workers. Non-salaried employees made up 3.6% of the total, and another 3.7% were self-employed (for example, consultant or trainer). The preponderance of employees, about three-quarters, work for nonprofit organizations (73.0%). Virtually all other respondents (25.4%) are employed by government. Of this group, 3.7% work for the federal or national government, 8.5% for state (United States) or provincial (Canadian) governments, and 10.2% for local or municipal governments. A very small percentage of AVA members work in for-profit organizations (2.9%). National surveys report a very similar distribution of organizations in which volunteers donate their time (for example, Hodgkinson and Weitzman, 1992).

Also consistent with the finding of national surveys, AVA members work for organizations involved in a great variety of substantive domains. The most common area was the social or human services (46.3%), followed by health care organizations/hospitals (37.6%). Other common foci were education (26.9%) and youth/youth development (24.7%). Some organizational domains were found less often: community action organizations (16.8%), fund raising (16.6%), culture and the arts (12.7%), recreation (12.2%), and religion (10.1%). The final group of organizations consists of environment (9.1%), civic/social/fraternal (8.2%), law enforcement/criminal justice (7.8%), fire protection and emergency medical service (4.3%), foundations (3.3%), and political organizations (3.1%). Again, because mul-

tiple responses were allowed, percentages do not sum to 100.0.

A series of questions asked respondents how much formal education their organization requires for their position in volunteer administration, and how much they personally feel is necessary. With respect to high school graduation, 30.2% of respondents said that their organization requires this level of formal education, and 22.6% of them agreed that this level is necessary to do the job. Similarly, 16.0% said that the organization requires some college education for the position, and 18.5% felt this level was necessary. A small percentage of respondents said that their organization requires an associate degree (7.3%), and agreed that this level was necessary (4.7%).

More than half the respondents said that their organization requires a university or college degree for the position (56.6%); a very similar percentage (53.8%) also felt that a college degree was necessary for the job. While 15.3% answered that their organization required post-graduate work beyond the bachelor's degree, only 7.5% of respondents stated that this level of formal education was necessary.

Questions pertaining to volunteer-related educational requirements for the position led to greater differences in percentages. For example, 12.6% of respondents felt that a person should have a CVA to hold his/her present position, but only 1.9% said that their organization had this requirement. And, while 60% of respondents (59.9%) considered previous experience in volunteer administration a prerequisite for the position, only about 40% (43.4%) said that their organizations did so.

The largest difference in opinion between organizational requirements and individual judgments of prerequisites came in response to whether a person should have experience as a volunteer before she or he is qualified to hold the respondent's position. One-fourth said that their organizations (26.5%) required previous volunteer experience, while two-thirds of the respondents (66.0%) held this view personally. With regard to prior experience in other fields as a qualification, again, one-quarter (25.6%) said that their organizations had this requirement, while about 40% (41.3%) felt it was necessary.

Respondents to the AVA survey were asked to reveal their salary brackets. The most common income level was between $25,000 and $29,000, with 16.6% of all respondents. Almost as many (16.2%) earn between $20,000 and $24,999), and 15.2% are in the $30,000 to $34,999 range. So, about half make between $20,000 and $35,000, a finding compatible with other studies (Abbott, Langer, and Associates, 1992; Association for Volunteer Administration, 1987). Ten percent of respondents (10.7%) said that their salaries are between $35,000 and $39,999; about the same number (10.5%) earn between $15,000 and $19,999. Relatively few AVA members apparently fall into either extreme of the income scale: 3.2% report making less than $5,000 and 2.1% $60,000 or more.

Asked how their salaries compared to those that of other staff members in their organization at the same administrative level, about half the respondents (48.1%) said that they earn approximately the same amount. One-fourth (26.0%) stated they earn lower salaries. The remainder indicated that they earn much lower (6.5%), or higher (4.5%) or much higher (0.6%) salaries than other employees at a comparable level in the organization.

Respondents were asked a parallel question regarding job security. Nearly two-thirds (63.2%) answered that they had about the same amount of job security as that of other staff members at the same administrative level. The remainder split fairly evenly, responding that their job security was either lower (8.2%), much lower (3.8%), higher (12.7%) or much higher (3.3%).

Respondents were queried about organizational support to attend training programs in volunteer administration. Nearly two-thirds (65.0%) said that they

had attended a major training program in volunteer administration in the previous year (see discussion above on continuing education). Of those who had attended training programs, about half (52.5%) stated that their organizations had paid the cost of the training, 9.8% said that they had shared the cost with their organization, and 5.0% replied that they alone had paid. Respondents were asked to anticipate who would pay the training costs were they to attend a major training program in the future. Sixty percent (60.4%) answered that their organizations would pay, one-fourth (24.5%) responded that the cost would be shared, and the remaining 11.8% reported that they would have to pay.

In sum, the typical respondent to the survey, and most likely the typical AVA member, is a professional volunteer administrator. She or he has been in the position for about five years, and in the organization for seven years. Most are salaried employees earning between $20,000 and $35,000. Respondents perceived that their salary and job security are about the same as that of other employees in the organization at the same administrative level. On the average, 70% of their time on the job is spent on volunteer administration. Most work for nonprofit organizations focused on social or human services. They tend to believe that a college degree is necessary to perform their job successfully, as well as previous experience as a volunteer. The great majority are interested in continuing education in volunteer administration, and have attended a major training program within the past year. The detailed findings appear in Appendix V.

MEMBERSHIP IN AVA

In the sample, the average length of membership in the AVA was 4.20 years, with a range of less than one year to 26 years as a member. Most are satisfied with their membership. Half the respondents (50.6%) said that they were satisfied, and another 16.7% very satisfied. Of the remainder, most were neutral (29.6%), and only about 3% were either dissatisfied (2.6%) or very dissatisfied (0.5%) with their membership.

With regard to participation in AVA activities, 40.4% of the respondents took part in regional events, and 19.0% took part in AVA international activities. About half (51.5%) said that they had attended an AVA international conference in the past; one-fourth (25.5%) had attended the 1991 AVA international conference (the most recent International Conference on Volunteer Administration prior to the survey).

Approximately one in nine respondents (11.7%) said that they had contributed or made a financial gift to the AVA. Most had done so in one or more of the past three years. About the same number (12.5%) said that they planned to contribute to the AVA during the current year.

Survey respondents were asked to rank the benefits of AVA membership, with "1" indicating highest importance, "2" the next most importance, and so on. Of the benefits listed, 32.7% of respondents ranked the AVA publications as their first choice. Networking opportunities were next with 22.7% ranking it first, followed by professional and leadership development opportunities (20.3%). The AVA International Conference on Volunteer Administration was the next highest ranked benefit of membership (19.9%); the opportunity to show support for the profession (12.7%) followed. The AVA Certification Program (CVA) was the top benefit for just over one-tenth (11.7%) of respondents. The AVA regional, state, and provincial (Canadian) conferences (8.8%), and discounts on other publications (3.1%) ranked lower as benefits to members.

According to the mean or average ranking given to each of the benefits of AVA membership, respondents placed highest value on AVA publications. Of the AVA publications, respondents considered *The Journal of Volunteer Adminis-*

tration most valuable (mean = 1.37), *Update* was next (mean = 1.90), and the membership directory ranked third (mean = 2.56). Note that since the highest rank is "1," a lower mean indicates a higher ranking.

As a benefit of membership, networking opportunities ranked second overall to AVA publications in value to respondents (mean ranking = 3.00). Professional and leadership development opportunities ranked third (mean = 3.13). Attending an AVA international conference ranked fourth overall (mean = 3.80), while respondents ranked the opportunity to show support for their profession fifth (mean = 4.02). In order, the next three benefits were: AVA regional, state, and provincial conferences (mean = 4.28), the AVA certification program (mean = 4.54), and discounts on other publications (mean = 5.99).

Respondents answered a series of questions about the appropriate role of AVA in training and education in volunteer administration. Eighty-five percent (86.2%) believed that the AVA should publicize and promote training and educational opportunities in volunteer administration. Similarly, 82.9% thought that encouraging the development of training and educational opportunities in volunteer administration was an appropriate role. Nearly eighty percent (78.6%) said that AVA should work with colleges and universities to develop training and education programs in volunteer administration, and 69.3% that the AVA should sponsor the CVA program. Approximately 70% (67.7%) believed that working with non-college and non-university sources to develop training and education programs is an appropriate role, and just over two-thirds (67.2%) felt that the AVA should certify or endorse such programs.

Asked whether AVA should take public stands on issues related to volunteerism and volunteer administration, nearly 90% (88.0%) believed that AVA should promote and raise the profile of the field. Nearly as many (81.3%) thought AVA should serve as a clearing-house for information on volunteerism and volunteer administration. Three-fourths of the respondents (74.0%) said that taking public stands on issues related to volunteerism and volunteer administration would be an appropriate role for the AVA, while over two-thirds (67.2%) responded that the AVA should "lobby" governments on issues related to volunteerism and volunteer administration.

Thus, the sample supports an activist role for AVA in matters related to education and training in volunteer administration, and promotion and representation of the field to the public. Some authorities in the field have long endorsed such role for the profession (see Scheier, 1988a, 1988b, 1988–89).

In sum, the average respondent to the survey has been a member of AVA for about four years, and is satisfied with her or his membership. Most participate in at least some AVA activities. Respondents believed that a strong role for the AVA is appropriate in a variety of areas (for example, promoting the field of volunteer administration, publicizing training opportunities, serving as a clearing-house, and so forth). Respondents endorsed a strong role for AVA in advancing the field of volunteer administration. The detailed findings appear in Appendix VI.

VOLUNTEER PROGRAM

In general, the AVA survey data suggest that respondents were responsible for relatively large volunteer programs. Even when extreme or "outlier" cases have been removed to avoid skewing or inflating the average or "mean" of the sample, the programs appear sizable. For example, respondents directly supervised an average of 96 volunteers, who had donated a mean of approximately 41,000 hours to the host organization in the past year. Across these organizations, an average of 57 paid employees worked directly with volunteers. (For a full description of the data and analytical procedures, see Brudney, Love, and Yu, 1993).

The AVA survey presented a battery of items that asked respondents to assess the support of their organizations for the volunteer program. An overwhelming percentage (90.3%) answered that their organizations provide recognition activities for volunteers, such as award ceremonies, certificates, and luncheons. A similar percentage (87.0%) said that the organizations have job descriptions for volunteer positions. Over eighty percent (83.8%) said that their organization offers basic training for volunteers, and 81.9% said that the organization engages in outreach efforts to recruit volunteers.

Eighty percent (80.8%) of the organizations represented in the sample have formal record-keeping for volunteer activities (for example, to track hours contributed and work assignments). Eighty percent (79.9%) stated that their organization has a formal orientation to introduce volunteers into the organization. Over three-fourths (73.9%) of the organizations have a written policy governing the involvement of volunteers, while another 73.7% have liability coverage and/or insurance protection for volunteers. Nearly two-thirds (60.9%) of the organizations have ongoing training and professional development opportunities for volunteers to assume new jobs and greater responsibility.

About 55% (51.8%) of the respondents answered that their organization provides training for employees in working effectively with volunteers, A similar percentage (50.1%) said that their organization reimburses volunteers for their work-related expenses. Approximately half (41.3%) of those surveyed said that their organization had made or sponsored an evaluation study of its volunteer program in the last three years.

In sum, AVA respondents indicated that their organizations provide good support for the volunteer program. This finding applies to the larger volunteer programs represented in the sample, but some authorities would probably dispute how widely it can be generalized to all organizationally-based volunteer programs (for a review of the relevant literature, see Brudney, 1992). About 90% of the AVA sample said that their organization provides volunteer recognition, job descriptions, basic training, outreach efforts for recruiting, and formal record-keeping for volunteer activities. Approximately 80% said that their organization offers orientation, written policies, and liability coverage for volunteers;. Finally, about 50% of respondents reported that their organizations provide employee training for working with volunteers, reimbursement mechanisms, and evaluation studies of the volunteer programs. The detailed findings appear in Appendix VII.

RESEARCH IN VOLUNTEERISM/ VOLUNTEER ADMINISTRATION

Respondents were asked to specify the primary obstacles to their making greater use of existing research on volunteerism and volunteer administration. Over half the respondents (53.1%) said that lack of sufficient time to read research was central to the problem; 47.3% said difficulty in learning what research is available was primary; and 35.9% listed as an obstacle the lack of applicability of research findings to their job or career interests. One-fourth (26.5%) pointed to a lack of clear direction or implications from research findings in volunteer administration, while 15.0% said research findings in the field are not up-to-date. Other obstacles that were indicated include the technical methodology that is often used in research (11.4%), the complexity of research findings (10.6%), and the technical language found in research (10.3%). A small percentage (6.2%) checked other (unspecified) obstacles. Because multiple responses were allowed, percentages do not sum to 100.0.

On the average, the amount of time respondents said they were able to devote to reading research on volunteerism and volunteer administration was 2.04 hours per week.

In summary, the majority of respondents said that the primary obstacle to their making greater use of research on volunteerism and volunteer administration was lack of time, not factors related to the research *per se*. Among those who did cite such factors, the major problems were the inaccessibility of research and the lack of applicability of research to their needs. The average respondent was able to read research in this area for a reported two hours per week. The detailed findings appear in Appendix VIII.

ATTITUDES

A variety of items questioned respondents to the AVA survey regarding their attitudes toward volunteer administration and their jobs in this field. Two-thirds of those surveyed (65.8%) said that volunteer administration is their primary professional orientation, while 23.8% said that it is not (8.9% were undecided). Only 13.3% agreed with the statement that if they were to start their career over again, they would prefer to work outside the field of volunteer administration; by contrast, 64.9% disagreed (20.6% undecided).

Asked if they were more interested in advancing in their organization than in continuing a career in volunteer administration, 18.5% answered in the affirmative, while the majority (63.9%) disagreed (14.9% undecided). Respondents were asked whether they regard their work in volunteer administration as an intermediate step toward a career with a different focus. Only 18.9% agreed with this statement, while 60.6% said that they do not envision their career in this way (17.7% undecided).

Only about one-fifth (18.7%) of the respondents said that paid staff in their organizations were indifferent to the volunteer program; nearly 70% (69.3%) disagreed (7.4% undecided). Over 70% (73.5%) responded that the governing boards of their organizations had shown great support for the volunteer program, and only 12.3% felt that the governing boards had not been supportive (9.0% undecided). Similarly, 77.6% said that high level officials in their organizations had shown great support for the volunteer program, and only 11.3% disagreed (7.1% undecided).

Approximately half (45.9%) felt that most paid staff members in their organizations regarded volunteer administration as a professional occupation, while 28.4% disagreed (21.6% undecided). Asked whether the volunteer administrator in their organizations had considerable influence on staff-related policies, nearly half the respondents (48.0%) acknowledged affirmatively, while about one-third (31.0%) gave a negative response (15.6% undecided). About 40% felt they must constantly try to prove to others in the organization that the volunteer program is worthwhile, but 52.8% said that this step was not necessary (5.6% undecided).

Eighty percent (80.1%) of respondents said they were satisfied with their job in volunteer administration; only 8.1% said they were not (8.6% undecided). The overwhelming majority of respondents (88.0%) said that in general they like working for their organizations, while only 4.6% said they do not (4.9% undecided). About one-fifth (19.1%) responded that during the next year they will probably look for a new job outside their organization, but nearly two-thirds (62.0%) said they would not look (15.5% undecided). Asked whether they were satisfied with the amount of job security they have in their present position, 71.9% responded that they were satisfied, while 15.7% were not (9.7% undecided). Just over half (53.9%) said they were satisfied with their pay, and 37.5% said they were not (6.0% undecided).

Almost all respondents (96.2%) disagreed with the statement that they care little about what happens in their organizations as long as they get a paycheck (0.2% undecided). Over 90% (93.3%) felt that what happens to their organizations is really important to them (1.5% undecided). The overwhelming majority

(96.3%) said their work is meaningful to them (1.5% undecided). Virtually all respondents (97.9%) said they work hard on their job (0.5% undecided).

In sum, respondents to the AVA survey indicated satisfaction with their job and organizations. A majority claimed volunteer administration as their primary profession and said that they intended to remain in this field. Most felt that their organizations give widespread support to the volunteer program and administration, although it is unclear how much influence this official has on staff-related policies. The one area in which they expressed some dissatisfaction was pay. Nevertheless, respondents seemed satisfied, overall, with their career and their organization. The detailed findings appear in Appendix IX.

CONCLUSION: TOWARD INCREASED PROFESSIONALIZATION

Fisher and Cole (1993, p. 176) argue that the field of volunteer administration is moving toward increased professionalization: "The emergence of volunteer administration as a profession is marked by the leadership of the AVA, by the creation of standards of practice, and by the development of a strong literature base." The publication of their text as well as others in volunteer administration in recent years (for example, McCurley and Lynch, 1989) attests to this development. So does a "Report from the AVA Subcommittee on Volunteer Administration in Higher Education" (Stringer, 1993). The Subcommittee found that 56 institutions of higher education in the United States and Canada offer coursework in volunteer administration; 88% of the institutions offer 18 or more hours of classroom instruction in volunteer management. In three-quarters of these institutions, moreover, the curricula included the five competency areas identified by AVA's Performance Based Certification Program, or was compatible with these areas. Virtually all of the remaining institutions had curricula compatible with four of the AVA five competency areas. The Association for Volunteer Administration, thus, seems positioned to accelerate professionalization in the field.

The findings of the major survey of AVA members elaborated in this article substantiate the trend toward greater professionalization. Representing two-thirds of the AVA membership at the time the survey was conducted, respondents generally have completed relatively high levels of formal education, as well as continuing education in volunteer administration. They are interested in further training in volunteer management, especially at an advanced level; two-thirds had attended a major training program in volunteer administration in the previous year. Most hold full-time positions in volunteer administration, and devote well over half their time on the job to this responsibility. They tend to believe that a college degree is necessary to perform their job successfully, and report that they are able to find at least some time during the week to keep up with research in the field. A solid majority claimed volunteer administration as their primary profession and stated an intention to remain in the field.

Most respondents, too, are satisfied with their membership in AVA. Nevertheless, they also expect more of the Association. Like the AVA Subcommittee on Higher Education (Stringer, 1993, p. 10), they believe that the AVA should become more active in matters pertaining to education in volunteer administration. In addition, they endorse a stronger role for AVA in such areas as promoting the field of volunteer administration, taking public stands on issues relevant to the field, and lobbying governments. Should AVA embrace these suggestions, it could play an even more important part in the movement toward professionalization in volunteer administration.

REFERENCES

Abbott, Langer, and Associates (1992). *Compensation in Nonprofit Organiza-*

tions, Fifth Edition. Crete, IL: Abbott, Langer, and Associates.

Appel, M.A., Jimmerson, R.M., Macduff, N., and Long, J.S. (1988). "Northwest Volunteer Managers: Their Characteristics, Jobs, Volunteer Organizations and Perceived Training Needs." *Journal of Volunteer Administration, VII*(1), 1–8.

Association for Volunteer Administration (1987). *Profile: 1986 Membership Survey*. Boulder, CO: Association for Volunteer Administration.

Brudney, J.L. (1992). "Administrators of Volunteer Services: Their Needs for Training and Research." *Nonprofit Management and Leadership*, 2(3), 271–282.

Brudney, J.L.; Love, T.G.; and Yu, C. (1993). *The 1992 AVA Membership Survey: Summary of Results*. Boulder, CO: Association for Volunteer Administration.

Fisher, J.C., and Cole, K.M. (1993). *Leadership and Management of Volunteer Programs: A Guide for Volunteer Administrators*. San Francisco: Jossey-Bass.

Hodgkinson, V.A., and Weitzman, M.S. (1992). *Giving and Volunteering in the United States: Findings from a National Survey*. Washington, DC: Independent Sector.

McCurley, S., and Lynch, R. (1989). *Essential Volunteer Management*. Downers Grove, IL: VM Systems and Heritage Arts.

Ostrowski, J.S., and Sehl, F. (1990). "How Are We Doing? A Look at the Compensation levels of Rhode Island Volunteer Administrators." *Journal of Volunteer Administration, IX*(1), 9–19.

Scheier, I.H. (1988a). "Empowering a Profession: What's in Our Name?" *Journal of Volunteer Administration, VI*(4), 31–36.

Scheier, I.H. (1988b). "Empowering a Profession: Seeing Ourselves as More than Subsidiary." *Journal of Volunteer Administration, VII*(1), 29–34.

Scheier, I.H. (1988–89). "Empowering a Profession: Leverage Points and Process." *Journal of Volunteer Administration, VII*(2), 50–57.

Stringer, G.E. (1993). "Report from the AVA Subcommittee on Volunteer Administration in Higher Education." *Journal of Volunteer Administration, XI*(3), 5–12.

Appendix I

ASSOCIATION FOR VOLUNTEER ADMINISTRATION AVA MEMBERSHIP SURVEY QUESTIONNAIRE

Demographic Information

A1) Are you: 1_____Female 2_____Male

A2) Are you: 1_____White 2_____Black 3_____Asian 4_____Hispanic 5_____Other

A3) In what year were you born: 19_____

A4) Do you work in: 1_____U.S.A. 2_____Canada 3_____Other:_____

a) In what city and state/province do you work?
City:_____ State/Province:_____

A5) The highest level of formal education that you have completed is:

1_____Less than High School 2_____High school grad. 3_____Some College
4_____Associate (AA) degree 5_____College grad. 6_____Master's courses
7_____Master's degree 8_____Doctoral course-work 9_____Doctoral degree

Professional Background

B1) How many years have you worked in the field of volunteer administration? Please indicate the number of years salaried, non-salaried, and total.

_____Years Salaried _____Years Non-Salaried _____Total Years

B2) When you first began working in volunteer administration, had you received any training in volunteer administration/management? 1_____Yes 2_____No

B3) Have you completed the Certified in Volunteer Administration (CVA) process?

1_____Yes 2_____No

a) If "NO": Are you currently working on your CVA? 1_____Yes 2_____No

b) If "NO": Do you plan to apply for the CVA process?

1_____Yes ⇒ When?_____ 2_____No

B4) Please describe your formal education and/or training in volunteer administration. Please check all that apply:

1_____No formal education and/or training in volunteer administration
2_____University/college courses in volunteer administration
3_____University/college certificate/degree in volunteer administration
4_____Courses or seminars in volunteer administration from non-university source, such as a professional trainer
5_____Certificate/degree in vol. administration from non-university source

B5) Would you now appreciate the opportunity to obtain further education and/or training in volunteer administration? 1_____Yes 2_____No

a) If "YES": What types of education and/or training would you appreciate? Please check all that apply:

_____Basic or beginning level
_____Advanced level
_____"Training for trainers"
_____University/college-based courses

Your Present Position in Volunteer Administration

The following questions ask about your present position or activities in volunteer administration.

C1) Are you a: 1_____CEO or organization head 2_____Volunteer Administrator
3_____Trainer-consultant 4_____Other:_____

a) How long have you been in your present position? _____Years

b) How long have you been in your present organization? _____Years

c) Is your position: 1_____full-time, or 2_____part-time

d) What percent of your time on the job is actually devoted to volunteer administration?
_____Percent

C2) Are you: 1_____Salaried 2_____Non-salaried 3_____Self-employed (e.g., consultant, trainer) 4_____Other:_____

C3) Is the organization in which you work in volunteer administration (or perform most of your training/consulting): 1_____Nonprofit 2_____Federal/National Government
3_____State/Provincial Government 4_____Local/Municipal Government 5_____For profit

C4) Do you work in a: 1_____State/Provincial Office of Volunteerism 2_____Volunteer Center 3_____Community Action Agency 4_____None of these.

C5) What is the focus or general subject area of the program in which you work in volunteer administration (or perform most of your training or consulting)? Please check as many as apply:

1_____Culture/arts	2_____Social/human services
3_____Health care/hospital	4_____Community action
5_____Education	6_____Fire protection/Emergency medical
7_____Religious	8_____Law enforcement/criminal justice
9_____Recreation	10_____Environment
11_____Youth/youth devt.	12_____Political
13_____Fund raising	14_____Foundations
15_____Civic/social/fraternal	16_____Other_____

C6) What prerequisites or experiences does *your organization* require for your position in volunteer administration? What prerequisites or experiences do *you* feel are necessary to perform effectively in this position?

Org. Requires	I feel is Necessary	Prerequisite or Experience
_____	_____	High school graduation
_____	_____	Some college
_____	_____	Associate (AA) degree
_____	_____	University/College degree
_____	_____	Course-work or degree beyond B.A. or B.S.
_____	_____	AVA Certification in Volunteer Administration (CVA)
_____	_____	Previous experience in volunteer administration
_____	_____	Experience as a volunteer
_____	_____	Previous experience in field(s) other than volunteer administration, such as fund-raising personnel. Which field(s)?_____

C7) In 1991, what was your annual salary or earnings from your position (or from consulting and training) in volunteer administration (before taxes)?

_____Less than $5,000	_____$5,000 – $9,999	_____$10,000 – $14,999
_____$15,000 – $19,999	_____$20,000 – $24,999	_____$25,000 – $29,999
_____$30,000 – $34,999	_____$35,000 – $39,999	_____$40,000 – $44,999
_____$45,000 – $49,999	_____$50,000 – $54,999	_____$55,000 – $59,999
_____$60,000 or over		

C8) How does your salary compare to that of other staff members in your organization who are at the same administrative level? Is your salary: 1_____Much lower 2_____Lower 3_____About the same 4_____Higher 5_____Much higher

C9) How does your job security compare to that of other staff members in your organization who are at the same administrative level? Is your job security: 1_____Much lower 2_____Lower 3_____About the same 4_____Higher 5_____Much higher

C10) Have you attended a major training program in volunteer administration-management in the past year?

1_____Yes 2_____No

a) Were the costs of the training paid by: 1_____Your organization 2_____You alone 3_____Combination of you and your organization

C11) If you were to attend a major training program in volunteer administration-management, how do you anticipate that your training costs would be paid: 1_____By your organization 2_____By you alone 3_____Combination of you and your organization

Your Membership in AVA

D1) How many years have you been a member of AVA? _____Years

D2) How would you rate your overall satisfaction with your membership in AVA?

1_____Very Satisfied 2_____Satisfied 3_____Neutral 4_____Dissatisfied 5_____Very Dissatisfied

D3) a) Do you participate in AVA regional activities? 1_____Yes 2_____No

b) Do you participate in AVA international activities? 1_____Yes 2_____No

c) Have you attended an AVA international conference? 1_____Yes 2_____No

d) Did you attend 1991 AVA international conference? 1_____Yes 2_____No

D4) Have you ever contributed or made a financial gift to AVA?
1_____Yes ⇒ In what year?_____ 2_____No
a) Are you considering making a contribution or financial gift to AVA this year?
1_____Yes 2_____No

D5) Please rank the benefits of AVA membership listed below, with "1" indicating most important, "2" next most important, and so on.
_____AVA Certification Program (CVA)
_____AVA International Conference on Volunteer Administration
_____AVA Regional, State, and Provincial Conferences
_____AVA publications
_____Discounts on other publications
_____Networking opportunities
_____Opportunity to show support for my profession
_____Professional/leadership development opportunities
_____Other (describe):_____

D6) Please rank the value of the publications you receive as a benefit of AVA membership ("1" indicates most important, "2" next most important, etc.)
_____JOURNAL OF VOLUNTEER ADMINISTRATION, quarterly journal
_____UPDATE, bimonthly newsletter
_____Membership directory

D7) What should be the role of AVA in training/education in volunteer administration? Please check all that you favor.
_____Conduct the CVA program and award the CVA
_____Publicize/promote training/educational opportunities in volunteer administration
_____Encourage development of training/educational opportunities in volunteer administration
_____Certify or endorse training/educational programs in volunteer administration
_____Work with colleges/universities to develop training/education programs in volunteer administration
_____Work with non-college/university sources to develop training/education programs in volunteer administration

D8) Should AVA do any of the following? Please check all that you favor.
_____Take public stands on issued related to volunteerism/volunteer administration
_____"Lobby" governments on issues related to volunteerism/volunteer administration
_____Promote and raise profile of field of volunteer administration
_____Serve as clearing-house for information on volunteerism/volunteer administration

D9) How did you first learn about AVA?_____

Your Volunteer Program

E1) How many volunteers participated in your volunteer program in 1991?
_____Volunteers

E2) How many hours did volunteers contribute to your program in 1991?
_____Hours

E3) How many clients/consumers did your volunteer program serve in 1991?
_____Clients/Consumers

E4) What was the budget for your volunteer program in 1991?
_____Dollars Check here_____if no budget.

E5) How many paid employees did you directly supervise in 1991? _____Employees

E6) How many volunteers did you directly supervise in 1991? _____Volunteers

E7) How many paid employees work in your organization? _____Employees

E8) How many employees in your organization worked directly with volunteers in 1991?
_____Employees

E9) Does your organization have any of the following for its volunteer program? Please check all that apply.
_____A written policy regarding the involvement of volunteers in the organization
_____Training for employees in working effectively with volunteers
_____Liability coverage/insurance protection for volunteers
_____Job descriptions for volunteer positions

_____Recognition activities for volunteers, such as award ceremonies, certificates, and luncheons

_____Reimbursement for the work-related expenses of volunteers

_____Formal record-keeping for volunteer activities, for example, hours contributed and work assignments

_____Outreach efforts to recruit volunteers

_____Formal orientation to introduce volunteers into the organization

_____Basic training to show volunteers how to do the jobs assigned them

_____Ongoing training and professional development opportunities for volunteers to assume new jobs and greater responsibility

E10) Has your organization made or sponsored an evaluation study of its volunteer program?
1_____Yes ⇒ Year of latest study:_____ 2_____No

Research in Volunteerism/Volunteer Administration

F1) Are there any areas in volunteer management in which you would recommend that further research be conducted? Please list them below:

F2) What are the primary obstacles to your making greater use of existing research on volunteerism/volunteer administration? Please check all that apply.

_____Difficulty in finding out what research is available

_____Technical language often used in research

_____Technical methodology often used in research

_____Complexity of research findings

_____Lack of clear direction or implications from research findings

_____Research findings not up-to-date

_____Lack of applicability of research findings to your job/interests

_____Not enough time to read research

_____Other:_____

F3) In a typical week, how many hours are you able to devote to reading research on volunteerism/volunteer administration? _____Hours

Your Attitudes

G1) Your attitudes are very important! For each of the following statements, please indicate the extent to which the STRONGLY AGREE (S. Agree), AGREE (Agree), DISAGREE (Disagree), STRONGLY DISAGREE (S. Disagree), or are UNDECIDED (Und.):

a) Volunteer administration is my primary professional orientation.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

b) If I were to start my career over, I would prefer to work outside the field of volunteer administration.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

c) I am more interested in advancing in my organization than in continuing in volunteer administration.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

d) In general, I see my work in volunteer administration as an intermediate step toward a career with a different focus.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

e) Paid staff in my organization are indifferent to the volunteer program.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

f) The governing board of my organization has shown great support for the volunteer program.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

g) High level officials in my organization have shown great support for the volunteer program.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

h) The volunteer administrator has considerable influence on staff-related policies in my organization.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

i) Most paid staff members in this organization regard volunteer administration as a professional occupation.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

j) In general, I am satisfied with my job in volunteer administration.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

k) I must constantly try to prove to others in the organization that the volunteer program is worthwhile.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

l) In general, I like working in my organization
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

m) During the next year, I will probably look for a new job outside my organization.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

n) I care little about what happens in my organization as long as I get a paycheck.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

o) What happens to my organization is really important to me.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

p) The work I do on my job is meaningful to me.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

q) I work hard on my job.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

r) I am satisfied with the amount of job security I have.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

s) All in all, I am satisfied with my pay.
1_____S. Agree 2_____Agree 3_____Und. 4_____Disagree 5_____S. Disagree

Please feel free to write any comments/suggestions below, or anywhere on the questionnaire. Thank you for your assistance.

Appendix II
ANALYSIS OF RESPONSE RATE TO AVA MEMBERSHIP SURVEY

REGION	NUMBER OF RESPONDENTS	TOTAL MEMBERS IN REGION	RESPONSE RATE
1	78	119	65.55%
2	104	190	54.74%
3	96	146	65.75%
4	82	114	71.93%
5	48	80	60.00%
6	95	160	59.38%
7	120	184	65.22%
8	57	71	80.28%
9	94	98	95.92%
10	111	169	65.68%
11	69	115	60.00%
12	74	95	77.89%
13	6	9	66.67%
Total	1042	1550	67.23%

Region 1: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Region 2: New Jersey, New York, Ontario, Quebec
Region 3: Delaware, District of Columbia, Pennsylvania, Maryland
Region 4: North Carolina, South Carolina, Virginia, West Virginia
Region 5: Alabama, Florida, Georgia, Mississippi, Tennessee
Region 6: Arkansas, Louisiana, Oklahoma, Texas
Region 7: Indiana, Illinois, Kentucky, Michigan, Ohio
Region 8: Iowa, Kansas, Missouri, Nebraska
Region 9: Manitoba, Minnesota, North Dakota, South Dakota, Saskatchewan, Wisconsin
Region 10: Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, Washington
Region 11: Arizona, California, Hawaii, Mexico, Nevada
Region 12: Colorado, New Mexico, Utah, Wyoming
Region 13: International (Does not include Canada or Mexico)

Appendix III
DEMOGRAPHIC INFORMATION
Number of cases (N) = 1042

Sex:	92.1%	Female
	7.9%	Male
	0.2%	Missing
Race:	94.1%	White
	3.6%	Black
	0.6%	Asian
	0.9%	Hispanic
	0.3%	Other
	0.5%	Missing
Country:	95.3%	United States
	3.6%	Canada
	0.7%	Other
	0.5%	Missing
Education:	0.2%	Less than High School
	2.0%	High School Graduate
	14.2%	Some College
	3.6%	Associate (AA) degree
	34.4%	College Graduate
	18.8%	Master's courses
	21.4%	Master's degree
	3.1%	Doctoral coursework
	1.7%	Doctoral degree
	0.6%	Missing

Appendix IV
PROFESSIONAL BACKGROUND
Number of cases (N) = 1042

Received training in volunteer administration at outset of VA job:	17.3%	Yes
	80.4%	No
	2.3%	Missing
Completed CVA:	6.1%	Yes
	92.9%	No
	1.0%	Missing
Working on CVA	13.3%	Yes
	78.3%	No
	8.3%	Missing
Training in Volunteer Administration (approximately 0.3% missing):	22.6%	No formal VA education
	18.7%	College VA courses
	9.8%	College VA certificate/degree
	76.7%	Non-university courses or seminars in VA
	9.6%	Non-university VA certificate/degree
Appreciate the opportunity to obtain further education in VA:	77.9%	Yes
	19.9%	No
	2.2%	Missing
Types of education appreciated (approximately 21.6% missing)	8.3%	Basic or beginning level
	54.8%	Advanced level
	44.0%	"Training for trainers"
	46.4%	University/college-based courses

Appendix V
PRESENT POSITION IN VOLUNTEER ADMINISTRATION
Number of cases (N) = 1042

Present Position:	11.1%	CEO or organization head
	67.6%	Volunteer Administrator
	6.0%	Trainer-consultant
	14.1%	Other
	1.2%	Missing
Full-time/Part-time:	83.4%	Full-time
	15.5%	Part-time
	1.2%	Missing
Remuneration:	90.5%	Salaried
	3.6%	Non-salaried
	3.7%	Self-employed (e.g., consultant, trainer)
	0.8%	Other
	1.3%	Missing
Type of Organization:	73.0%	Non-profit
	3.7%	Federal/National Government
	8.5%	State/Provincial Government
	10.2%	Local/Municipal Government
	2.9%	For Profit
	1.6%	Missing
Type of Agency:	4.0%	State/Provincial Office of Volunteerism
	7.8%	Volunteer Center
	4.9%	Community Action Agency
	80.3%	None of these
	3.0%	Missing
Subject area of volunteer program (approximately 0.7% missing):	12.7%	Culture/arts
	37.6%	Health care/hospital
	26.9%	Education
	10.1%	Religion
	7.8%	Law enforcement/criminal justice
	12.2%	Recreation
	24.7%	Youth/youth development
	16.6%	Fund raising
	8.2%	Civic/social/fraternal
	46.3%	Social/human services
	16.8%	Community action
	4.3%	Fire protection/Emergency Medical
	9.1%	Environment
	3.1%	Political
	3.3%	Foundations
	16.2%	Other

Prerequisites for Respondent's Position (approx. 1.2% missing):

Org. Requires	I feel is Necessary	Prerequisites or Experience
12.3%	5.7%	High school graduation
7.8%	10.3%	Some college
2.2%	4.8%	Associate (AA) degree
15.9%	13.1%	University/College degree
3.0%	10.8%	Course-work or degree beyond BA or BS
0.5%	11.4%	AVA Certification (CVA)
8.6%	24.1%	Previous VA experience
5.0%	44.5%	Experience as a volunteer
6.6%	22.3%	Previous experience in field(s) other than VA, such as fund-raising or personnel

Salary in 1991:	3.2%	Less than $5,000
	2.6%	$5,000 – $9,999
	3.2%	$10,000 – $14,999
	10.5%	$15,000 – $19,999
	16.2%	$20,000 – $24,999
	16.6%	$25,000 – $29,999
	15.2%	$30,000 – $34,999
	10.7%	$35,000 – $39,999
	8.1%	$40,000 – $44,999
	2.7%	$45,000 – $49,999
	2.4%	$50,000 – $54,999
	1.2%	$55,000 – $59,999
	2.1%	$60,000 and over
	5.6%	Missing
Salary compared to other staff:	6.5%	Much lower
	26.0%	Lower
	48.1%	About the same
	4.5%	Higher
	0.6%	Much higher
	14.3 %	Missing
Job security compared to other staff:	3.8%	Much lower
	8.2%	Lower
	63.2%	About the same
	12.7%	Higher
	3.3%	Much higher
	8.8%	Missing
Attended a major training program in VA in the past year:	65.0%	Yes
	33.3%	No
	1.7%	Missing
Costs of the training were paid by:	52.5%	Your organization
	5.0%	You alone
	9.8%	Combination of you and your organization
	32.7%	Missing
Anticipate that your training costs would be paid by:	60.4%	Your organization
	11.8%	You alone
	24.5%	Combination of you and your organization
	3.4%	Missing

Appendix VI
MEMBERSHIP IN AVA
Number of cases (N) = 1042

Overall satisfaction rate with AVA membership:

16.1%	Very satisfied
48.8%	Satisfied
28.5%	Neutral
2.5%	Dissatisfied
0.5%	Very dissatisfied
3.6%	Missing

Participate in AVA regional activities:

37.8%	Yes
55.9%	No
6.3%	Missing

Participate in AVA international activities:

16.6% Yes
70.6% No
12.8% Missing

Attended an AVA international conference:

48.6% Yes
45.7% No
5.8% Missing

Attend the 1991 AVA international conference:

23.9% Yes
69.7% No
6.4% Missing

Ever contributed or made a financial gift to AVA:

11.4% Yes
86.3% No
2.3% Missing

Considering making a contribution to AVA:

11.6% Yes
81.5% No
6.9% Missing

Mean rankings of AVA membership benefits:

4.53 AVA Certification Program (CVA)
3.80 AVA International Conference on VA
4.28 AVA Regional, State, and Provincial Conferences
2.74 AVA publications
5.99 Discounts on other publications
3.00 Networking opportunities
4.02 Opportunity to show support for my profession
3.14 Professional/leadership development
4.14 Other

Mean rankings of AVA publications:

1.37 *The Journal of Volunteer Administration*
1.90 *UPDATE*
2.56 Membership directory

Role of AVA in training/education in VA should be (approximately 1.0% missing):

69.3% Conduct the CVA program and award the CVA
86.2% Publicize training opportunities in VA
82.9% Encourage development of training opportunities in VA
67.2% Certify or endorse training programs in VA
78.6% Work with colleges to develop training programs in VA
67.7% Work with non-college/university sources to develop training/education programs in volunteer administration
74.0% Take public stands on issues relating to VA
67.2% "Lobby" governments on issues relating to VA
88.0% Promote and raise profile of field of VA
81.3% Serve as clearinghouse for information on VA

Appendix VII
VOLUNTEER PROGRAM
Number of cases (N) = 1042

Does your organization have any of the following for its volunteer program (approximately 5.0% missing):

- 73.9% Written policy re: involvement of volunteers in organization
- 51.8% Training for employees in working effectively with volunteers
- 73.7% Liability coverage/insurance protection for volunteers
- 87.0% Job descriptions for volunteer positions
- 90.3% Recognition activities for volunteers
- 50.1% Pay for work-related expenses
- 80.8% Formal record-keeping of volunteer activities
- 81.9% Outreach efforts to recruit volunteers
- 79.9% Formal orientation to introduce volunteers into the organization
- 83.8% Basic job training for volunteers
- 60.9% Ongoing training opportunities for volunteers to assume new jobs and greater responsibilities

Organization made or sponsored an evaluation study of its volunteer program:

- 41.3% Yes
- 49.2% No
- 9.5% Missing

Appendix VIII
RESEARCH IN VOLUNTEERISM/VOLUNTEER ADMINISTRATION
Number of cases (N) = 1042

Primary obstacles to you making greater use of existing research? (approximately 3.1% missing):

- 47.3% Difficulty in finding out what research is available
- 10.2% Technical language often used in research
- 11.4% Technical methodology often used in research
- 10.6% Complexity of research findings
- 26.5% Lack of clear direction/implications from findings
- 15.0% Research findings not up-to-date
- 35.9% Lack of applicability of findings to job/interests
- 53.1% Not enough time to read research
- 6.2% Other

Appendix IX
ATTITUDES
Number of cases (N) = 1042

Volunteer administration is my primary professional orientation:

- 36.9% Strongly agree
- 28.9% Agree
- 8.9% Undecided
- 20.9% Disagree
- 2.9% Strongly disagree
- 1.4% Missing

If I were to start over, I would work outside VA:

- 2.7% Strongly agree
- 10.6% Agree
- 20.6% Undecided
- 41.6% Disagree
- 23.2% Strongly disagree
- 1.2% Missing

More interested in advancing in my organization than in continuing in VA:	4.6%	Strongly agree
	13.9%	Agree
	14.9%	Undecided
	41.9%	Disagree
	22.0%	Strongly disagree
	2.7%	Missing
Work in VA is intermediate step in career:	4.3%	Strongly agree
	14.6%	Agree
	17.7%	Undecided
	40.1%	Disagree
	20.5%	Strongly disagree
	2.8%	Missing
Paid staff in organization are indifferent to volunteer program:	3.5%	Strongly agree
	15.2%	Agree
	7.4%	Undecided
	45.9%	Disagree
	23.4%	Strongly disagree
	4.7%	Missing
Governing board of organization has shown great support for volunteer programs:	35.1%	Strongly agree
	38.4%	Agree
	9.0%	Undecided
	10.5%	Disagree
	1.9%	Strongly disagree
	5.1%	Missing
Organization's high level officials have shown great support for volunteer program:	38.6%	Strongly agree
	39.0%	Agree
	7.1%	Undecided
	9.2%	Disagree
	2.1%	Strongly disagree
	4.0%	Missing
Volunteer administrator has influence on staff-related policies:	12.6%	Strongly agree
	35.4%	Agree
	15.6%	Undecided
	25.1%	Disagree
	5.9%	Strongly disagree
	5.4%	Missing
Most paid staff in organization regard VA as a professional occupation:	10.5%	Strongly agree
	35.4%	Agree
	21.6%	Undecided
	23.4%	Disagree
	5.0%	Strongly disagree
	4.1%	Missing
I must constantly try to prove to others in organization that volunteer program is worthwhile:	10.0%	Strongly agree
	27.4%	Agree
	5.6%	Undecided
	40.1%	Disagree
	12.7%	Strongly disagree
	4.3%	Missing
In general, I like working in my organization:	39.9%	Strongly agree
	48.1%	Agree
	4.9%	Undecided
	3.7%	Disagree
	0.9%	Strongly disagree

	2.5%	Missing
During next year, will probably look for new job outside organization:	8.1%	Strongly agree
	11.0%	Agree
	15.5%	Undecided
	28.2%	Disagree
	33.8%	Strongly disagree
	3.4%	Missing
Care little about what happens in my organization as long as I get paid:	0.6%	Strongly agree
	0.0%	Agree
	0.2%	Undecided
	22.2%	Disagree
	74.0%	Strongly disagree
	3.1%	Missing
What happens to my organization is really important to me:	65.9%	Strongly agree
	27.4%	Agree
	1.5%	Undecided
	1.3%	Disagree
	1.6%	Strongly disagree
	2.2%	Missing
The work I do on my job is meaningful to me:	63.3%	Strongly agree
	33.3%	Agree
	1.5%	Undecided
	0.4%	Disagree
	0.0%	Strongly disagree
	1.7%	Missing
I work hard on my job:	72.2%	Strongly agree
	25.7%	Agree
	0.5%	Undecided
	0.3%	Disagree
	0.0%	Strongly disagree
	1.3%	Missing
I am satisfied with the amount of job security I have:	27.6%	Strongly agree
	44.3%	Agree
	9.7%	Undecided
	11.4%	Disagree
	4.3%	Strongly disagree
	2.6%	Missing
All in all, I am satisfied with my job:	12.6%	Strongly agree
	41.3%	Agree
	6.0%	Undecided
	28.3%	Disagree
	9.2%	Strongly disagree
	2.6%	Missing

Listening to Learners

Nancy Macduff and Jim Long

Training sessions for adult volunteers almost always have some participants who think the workshop is wonderful and others who are less enthusiastic. It seems as if trainers "can't please all the people all the time."

This study examines the comments of individuals who evaluated a workshop as less than perfect. The aim of the study is to understand the qualities or characteristics of workshop instruction that interfere with the volunteer's ability to learn. The ultimate goal is to determine strategies to improve the design of workshops for volunteers.

RESEARCH DESIGN

A management and training company provided evaluation forms from 17 workshops conducted over an eight-month period in the late 1980s. Workshops were conducted throughout the Western United States and included a cross-section of men and women from college age to senior citizens. The workshop topics included such things as Recruiting Volunteers, Customer Relations, and Public Relations. There were 383 evaluation forms for analysis. Table I reports the responses.

Table I: Respondent Comments Related to "Ratings" of the Workshop

Ratings	Number	Percentage
Very Helpful	236	66.8%
Somewhat Helpful	109	30.6%
Not Very Helpful	9	2.5%
Useless	0	0
No Response	29	

There were 118 ratings of "less than helpful." Four questions gave the respondents the opportunity to provide further information evaluating the workshop. The researchers evaluated comments made in answer to these questions:

a. What things did you find most useful in this workshop?
b. What did you find least helpful in this workshop?
c. What improvement would you suggest in this workshop?
d. Any other comments you would like to share?

The 118 respondents offered 185 comments that suggested changes in the workshop to enhance their learning. Those comments became the basis of analysis for this study.

Some comments related to process, such as the teaching techniques used or method of facilitation. Other comments related to content, dealing with the subject being taught. Comments were categorized by process or content. Of the 185 comments, 15% (27) related to content and 85% related to process. Tables II and III provide a more detailed analysis of the 185 comments.

Table II: Respondent Comments Related to "Content" of the Workshop

Comments	Number	Percentage
Specificity, relevance	17	63%
Scope	7	26%
Topic itself	3	11%

Table III: Respondent Comments Related to "Process" of the Workshop

Comments	Number	Percentage
Time	66	41.7%
Choice of Activities	60	37.9%
Physical Activities	13	8.2%
Level of Interaction	7	4.4%
Instructions	7	4.4%
Selection of Group Participants	5	3.1%

Nancy Macduff, President, Macduff/Bunt Associates, a training and consulting firm, has 25 years experience as a volunteer administrator. She teaches college classes in volunteer management and administration and is the author of numerous books on volunteer management.
Dr. James Long, Professor, Washington State University, Pullman, WA, is on the Cooperative Extension Faculty and is an evaluation specialist. He has 20+ years' experience working with volunteers.

Most "content" comments related to the workshop's specificity, scope of coverage or discussion, and relevance to a given setting, such as the work place. "Process" comments suggested new directions: "more time," "less time," "more of a mix or participants in small groups." Most comments related to "process" identified particular elements of workshop design to improve. They often suggested a change in direction to enhance learning.

DISCUSSION

Respondents put an emphasis on time, specificity or relevance, and choice of activity by the trainers. It seems the participants held clear expectations for the workshop given their work setting, and viewed each activity as an alternative use of their time to pursue those expectations.

These adult learners noted the use of time in 41% of the "process" comments. They disliked being rushed through an activity or through the workshop. Activities not fully explained as to applicability were often criticized for taking too much time. Note was often made about the time of day or night, indicating that late hours are not conducive to learning. Several respondents asked for more time on the topic.

Another key issue for the respondents was the type of activity selected. Individuals expressed the need to discuss real life problems. Suggestions ranged from having the instructor lecture more to keeping small group discussions on tasks as assigned.

Several respondents did not want so much group interaction, but more from the instructor. Others shied away from the interaction of role playing. The proportion of comments in this category is congruent with current research on learning styles which indicates approximately 12% of adult learners do not feel they gain from interactive learning processes.

Some respondents suggested that activities could have been adapted to enhance learning. Suggestions included such things as, "use more time," or "use less time," "use different questions," or "develop a new format, such as a handout."

The mix of people in small groups was an area of concern. Some respondents say there is a need to "mix-up" the audience more than once during the training. Following an adult education theory that most adults seek assistance from others in their learning, it follows that the higher the number of participants providing meaningful interaction the greater the potential for learning.

Responses that referred to scope and specificity in the learning environment were generally directed at instructions and explanations prior to an activity. The need to relate learning to back-home situations was mentioned frequently.

RECOMMENDATIONS

Dennis Prisk says, ". . . a successful training program depends most of all on a jealous use of time." This study of 118 adult learners supports that opinion and offers direction for volunteer administrators who plan and conduct workshops.

1. Volunteers want a pattern of learning activities where they can take charge of solving issues important to them. Effective trainers provide an environment where learners take responsibility for content and applying it to their volunteer job. Budgeting the use of time in the workshop is a key.
2. By reducing the scope of the content the trainer can connect the content to each volunteer's experience and situation.
3. Teaching techniques or methods that offer an array of capsules with material available for individual follow-up seem to be the most effective.
4. Clear instructions and explanations about each activity are essential. It is at the time of "giving directions" the trainer can relate the activity to learning objectives and the effective use of time. Volunteers want to know their

time will be well used. An agenda with time estimates is essential.

5. The volunteer administrator needs always to remember that the participants hold in their mind during the workshop that this is an alternate use of their time. This also applies to their evaluation of the different activities within the workshop.

In most training sessions with volunteers there will be a minority who are not enthusiastic learners. Attention to how the topic is related to the job the volunteer will do, and attention to the use of time, seem two critical elements that influence learning. The process of learning is so important to adults that they are quick to recognize when it interferes with their grasping the required content. Changes, like those suggested from this study, can and will increase the potential for learning for a greater number of volunteers.

REFERENCES

Prisk, D.P. (1977). "Conferencing as on Adult hearning Activity." *Adult Leadership.*

Welcome to the Profession of Volunteer Administration

Katherine Noyes Campbell

COLLEAGUES

The field of volunteer administration is composed of individuals who work with and through volunteers to conduct activities in all areas of society. They serve in the roles of catalysts, enablers, organizers, and leaders of volunteers. They may work with volunteers on a full-time basis as their primary responsibility, or they may perform this function in conjunction with other responsibilities.

TITLES

Because there are so many types of people practicing volunteer administration in diverse settings, there is no single job title that appears consistently. Some of the more frequently used include:

- Director of Volunteer Services/ Resources
- Community Resource Coordinator/Director
- Community Relations Coordinator
- Executive Director
- Outreach Coordinator
- Minister/Rabbi/Clergy
- Coordinator of Volunteers
- Chairperson
- President
- Activity Director
- Fire Chief
- Campaign Manger
- Director of Human Resource Development

EXPERTISE

This profession is truly eclectic, incorporating skills and techniques from many other professions and disciplines including:

- Personnel management
- Fiscal management
- Adult education/training
- Group process/facilitation
- Legislative advocacy
- Public speaking
- Conflict resolution
- Fundraising/resource development
- Public Relations/mass communications
- Community development
- Risk management
- Marketing
- Journalism
- Nonprofit management
- Evaluation
- Coalition building
- Community needs assessment

This is a sample of the type of information contained in a booklet recently published by the AVA. "Volunteer Administration: Portrait of a Profession" provides a useful overview of the characteristics of this profession, information about the Association for Volunteer Administration, and the AVA-approved resolution on public issues such as liability insurance, involving volunteers who are HIV positive, youth volunteerism, and volunteers in government. The booklet can be an effective tool for helping policy makers, funders, educators, the media, and leaders of volunteers themselves understand the work involved in mobilizing and managing volunteers. Copies may be ordered from AVA: $3.00 each for AVA members, $5.00 for nonmembers; includes postage and handling.

Katie Noyes Campbell serves as Program Services Manager for the Virginia Office of Volunteerism. In this position she is responsible for planning and implementing an annual statewide conference, conducting training on volunteer management, and providing technical assistance to nonprofit and for profit organizations as well as public agencies. Ms. Campbell has over 20 years experience in the field of volunteerism, both as a program manager and as a trainer and consultant. She has authored several articles and publications. She has served on many local, state, and national boards. Most recently, Katie served as president of the Association for Volunteer Administration, the international professional association for leaders of volunteer programs.

ABSTRACT

The Foster Grandparent Program was a federal initiative established in 1965. Throughout the years of program operation, there has been no systematic analysis of the entry level characteristics of potential volunteers. This longitudinal analysis of program volunteers supports the need for ongoing research in the management of volunteer resources.

A Case for Research: Understanding the Characteristics of Potential Volunteers

Ann Freeman Cook, MPA

INTRODUCTION

Volunteerism is often considered an extension of civic responsibility. Blood drives, church bazaars, hospices, and soup kitchens are efforts familiar to most Americans. As early as 1662, Boston's first settlement houses were opened by volunteers. Recently Hurricane Andrew and the Mid-West floods proved that volunteers generously respond when tragedies occur. A majority of Americans report they give to charity or volunteer because "those with more should help those with less" (Hodgkinson and Weitzman, 1990). It has been a social expectation that needed volunteers respond to the call.

The American culture, however, is experiencing cycles of rapid change. Women, the traditional source of volunteer support, are entering the work force in increasing numbers. Single-parent families are more prevalent, minority cultures are more visible, our society is aging. These social changes create new realities for the management of volunteer resources. It is more problematic to assume a typical volunteer will be available when needs develop. Because administrators need to anticipate these changes, research becomes a critical component of program management. As characteristics of available volunteers change, managers may need to alter administrative initiatives, goals, and objectives. This study examined some specific characteristics of new volunteers who enrolled in Foster Grandparent Programs. The time frame for the study was 1980–1990. Although the study is specific to older volunteers, the repercussions for volunteer management are clear. Agencies dependent on volunteer support must maintain congruence between the abilities of the volunteers and the selection of tasks. Research can no longer be viewed as expendable. It is a critical component of program management.

SURVEY METHODOLOGY

A questionnaire was devised to access information describing entry level characteristics of Foster Grandparent volunteers. The survey instrument, using straightforward, closed-end questions, requested data from a random sample of 35 Foster Grandparent Programs. Information was obtained on 610 volunteers. The settings for the programs were selected from a federally prepared listing of all existing Foster Grandparent Programs. There is a broad data base available for analysis because the program operates on a national basis and has standardized age and income requirements. Information was requested on the age, gender, education level, literacy, and

---

Ann Freeman Cook, MPA, is the Director of Missoula Aging Services Foster Grandparent and Senior Companion Programs. She also serves as Vice President of the National Association of Foster Grandparent Program Directors. In addition to the management of these programs, Ms. Cook is active on numerous local boards and committees. She has provided workshops and training on issues as diverse as volunteer management, trends in employment, coalition building, principled negotiation, and dependent care. Her articles have appeared in the *The Journal of Volunteer Administration and Aging*.

disabilities of new volunteers. The general approach to the data analysis was to provide cross-sectional data on the programs for 1980, 1984, 1988 and 1990, to summarize program variables over this period and to analyze longitudinal changes in program variables. The criterion for statistical significance was set at .05 so that the probability that an observed effect actually occurred by chance was less than 5%. The expectation was that the analysis would help to identify senior citizens most likely to pursue involvement in these programs.

SURVEY RESULTS

The age of the volunteers was significantly different among the four time periods. A student Neuman-Keuls test indicated that the volunteers who enrolled in 1988 and 1990 were significantly older than the volunteer enrolling in 1980 and 1984. The results indicated a significant linear trend with the age of incoming volunteers increasing over time since 1980. In 1980, the oldest newly enrolled volunteer was 77 years of age. By 1990, the oldest newly enrolled volunteer was 87.

The education data were more difficult to interpret. Even though monthly in-service training is a federal requirement, some programs never requested education data from volunteers. Other projects gave volunteers who had completed GEDs credit for "4 years of high school education." The results demonstrated a large discrepancy in the education levels of new volunteers. There were volunteers who had completed only 3–4 years of formal education. Very few volunteers had received any college education. In 1980, the mean was 8.8 years of education. In 1990, the mean was 10 years, but that figure was definitely inflated by the GED credits. The surveyed population did not meet the median level of education, twelve years, which is found among the elderly as a whole (U.S. Senate Special Committee on Aging, 1990). It was not possible to obtain detailed information about literacy skills because project directors found it difficult to judge the literacy levels of volunteers. Since there is no single standard currently used to define functional literacy, the difficulty of making such an assessment was realistic. However, literacy problems could be expected from a cohort of low-income seniors.

The gender distribution of the volunteers differed significantly over time and demonstrated a significant increase in female participation. This feminization of the Foster Grandparent Program occurred in spite of the fact that the programs were nationally encouraged, especially in 1988, to significantly increase male participation. In 1980, 80.9% of the program participants were female. By 1990, 92.3% of the program participants were female.

Finally, the percentage of volunteers who were experiencing disabilities demonstrated a highly significant increase in 1990. In 1980, 7% of the new volunteers had specific disabilities. By 1990, project directors reported that 19.6% of the new volunteers had serious disabilities. In annual reports filed with ACTION, project directors attempt to estimate the number of enrolled volunteers who have handicapping conditions. In 1989 and 1990, programs received training in the legal issues of accessibility and were encouraged to increase sensitization to handicapped accessibility issues.

DISCUSSION

The information obtained from this study is important to project directors. When the characteristics of potential volunteers are defined and anticipated, volunteer management issues such as recruitment, retirement, training, and termination can be better analyzed. Such research also helps project directors examine new initiatives for program involvement. At the time of this study, many Foster Grandparent Program directors were attempting to implement new program initiatives. Most of those initiatives were developed on a federal level

and encouraged volunteer placements in areas such as drug and alcohol abuse, mental health, juvenile delinquency, teen pregnancy, child abuse and neglect (ACTION, 1989). As mentioned earlier, there was also encouragement to increase the numbers of men enrolled in Foster Grandparent Programs.

The information gained from the study helped structure a framework for resolving those management issues. An older corps of volunteers could certainly suggest a growing emphasis on personnel issues such as recruitment, retirement and termination. Although the literature indicates that older persons are generally healthier than in past generations, the prevalence of long-term chronic diseases and disabling conditions still rises exponentially with age. Research substantiates that the retirement or termination of volunteers is a difficult issue for many project directors (Cook, 1992). That same study indicated that volunteers often did not want to retire and that health concerns forced the issue. As more volunteers retire, project directors can expect to increase the amount of time recruiting replacements. Recruitment efforts would be more efficient if project directors had a clear profile of those persons most likely to enter the program.

The new emphasis areas suggested for volunteer involvement could create some unexpected challenges for an increasingly older corps of volunteers. That group of volunteers might have less experience and less confidence in areas such as drug and alcohol abuse, child abuse or juvenile delinquency. The increases in both age and disability would suggest some difficulties with physically demanding placements as well as greater need for accessible transportation. Because the Foster Grandparent Program is restricted to low-income individuals and because women statistically share a much larger burden of poverty, the initiative to increase male volunteers could expect minimal success. Finally, the literacy/education level of the volunteers could affect the development of training materials and job descriptions. It would be important, especially in the new program areas requiring a high level of skill, to assure that adequate education and support be available.

SUMMARY

As volunteer managers, project directors often stress the importance of matching the talents and abilities of volunteers with appropriate placements. Some placements are better able to cope with disabilities, absences, reduced levels of education and other special needs. When project directors lack understanding of the needs and characteristics of volunteers, initiatives for service will be developed but the volunteer resources to complete the job might be unavailable.

This study underscores the importance of both research and strategic planning in the field of volunteerism. Volunteerism has long been deemed the "methodology for getting things done" (Ellis and Noyes, 1990). But patterns of volunteerism are changing. When Americans select volunteer activities, they are increasingly faced with the need to juggle conflicting values. The allocation of time becomes a bigger issue. Volunteers are showing a greater reluctance to make long-term commitments to a single volunteer activity. There is some suggestion that although increases have been reported in the average number of hours volunteered on a weekly basis, there is decreased volunteerism among women, singles, youth volunteers, college graduates, and those earning between $20–$40,000 per year (American Red Cross, 1988). Project directors need to understand how those changes will be evidenced in their specific programs.

As the search for potential volunteers intensifies, volunteer programs may change recruitment and marketing strategies. "Business as usual" may be a technique of the past. Volunteer managers can expect increased pressure to expand involvement with mandated volunteer

efforts (community service placements for educational course-work requirements). Adequate research increases the efficiency of the planning process.

The 10-year study of entry-level characteristics among Foster Grandparents was a road map. It indicated likely detours and suggested the need for possible program adjustments. It provided a framework for strategic planning. As a result, some programs will be able to more successfully match potential volunteers with appropriate tasks.

REFERENCES

ACTION. (1989). *Foster Grandparent Program: Operations Handbook.* Washington, DC: #4405.90 (Rev. 1/89).

American Red Cross. (1988). *Volunteer 2000 Study: Volume 1.* American National Red Cross.

Cook, A.F. (1992). "Retiring the Volunteer: Facing Reality When Service Is No Longer Possible." *The Journal of Volunteer Administration.* Summer 1992.

Ellis, & Noyes. (1990). *By the People: A History of Americans as Volunteers.* San Francisco: Jossey-Bass Publishers.

Hodgkinson, & Weitzman. (1990). *Giving and Volunteering in the United States.* Independent Sector: Washington, DC.

U.S. Senate Special Committee on Aging. (February 1990). *Aging America: Trends and Projections.* Washington, DC.

"The Changing Nature of Volunteerism" from the National Task Force Report of the American Symphony Orchestra League *Americanizing the American Orchestra*

Connie Pirtle

INTRODUCTION

Founded in 1942, the American Symphony Orchestra League is the national nonprofit service and educational organization dedicated to strengthening symphony and chamber orchestras. The League provides artistic, organizational, and financial leadership and service to the music directors, musicians, direct service and governance volunteers, managers, and staff who comprise its more than 800 member orchestras.

In 1991 the American Symphony Orchestra League launched an ambitious program of research and study, "The American Orchestra: An Initiative for Change," to analyze the health of the orchestra industry. Through the Initiative the League has created a nationwide forum for managing change in the American orchestra world. Reports released at two successive annual conferences of the League, *The Financial Condition of Symphony Orchestras* (1992) and *Americanizing the American Orchestra* (1993), have received widespread media attention not only in the United Sates and Canada, but also in many countries abroad.

Americanizing the American Orchestra collects in its 200 pages the deliberations of a National Task Force that the League assembled in seven weekend conferences in 1992–1993. Orchestra trustees, conductors, composers, musicians, direct service volunteers, managers, students, teachers, university officials, and hospital administrators gave freely of their time and expertise to discuss the world of the American symphony orchestra.

The nationwide Task Force of 156 people encompassed a diversity of age, gender, race, and occupation that contributed to lively and frank debates of the orchestra field's most urgent topics: the music itself, cultural diversity, the relationship of musicians and the orchestral institution, the concertgoing experience, the orchestra as music educator, developing orchestra leadership, and the changing nature of volunteerism.

In her column in the September/October 1993 *SYMPHONY*, the League's bimonthly magazine, League President Catherine French emphasized the unique importance of volunteerism to the American symphony orchestra:

> One of the questions raised by those hearing about the Report for the first time was, "Why 'Americanize'? Shouldn't orchestras be looking to 'internationalize'?". . . The Report values highly the rich orchestral repertoire and tradition of European cultures embodied in our institutions. So why 'Americanize'? The Task Force Report challenges us to see within ourselves, our orchestras, and our communities those attributes that are uniquely American and to view these qualities as assets to be developed.

Connie Pirtle is the Director of Volunteer Services for the American Symphony Orchestra League. She also serves as Vice Chair for Region III for the AVA. Ms. Pirtle is a native of Texas, studied business administration at Oklahoma State University and has travelled extensively as well as having lived in Rome where she was an art tour docent and co-editor of the American Women's Association of Rome newsletter.

An essential quality that distinguishes the American orchestra from its counterparts abroad is its voluntary nature. Volunteers are responsible for the governance and support of our orchestras. All of us who are orchestra professionals work for volunteers, and a substantial portion of our paychecks is provided by voluntary contributions.

We have no ministry of culture. There is no official Orchestra of the United States. Our government has not mandated the existence of the (currently 1600) orchestras found throughout the United States. An orchestra can flourish in any American community where the orchestra and its music have captured the interest, imagination, and enthusiasm of people who voluntarily choose to support it.

The Task Force group on volunteerism explored answers to the question, "What institutional changes must occur in order for orchestras to utilize volunteer resources in more visionary and effective ways?" Their deliberations, in Chapter Six of the Report, raised questions and provided orchestras with a frame of reference as they adapt to the rapidly changing society of late 20th-century America.

THE CHANGING NATURE OF VOLUNTEERISM

American orchestras historically have been voluntary organizations: they are governed by volunteers and much of the work traditionally has been carried out by volunteers. Despite the growing professionalism over the years in the management of American orchestras, orchestras still rely heavily on the unique American spirit of volunteerism. A host of individuals in communities across the nation give of their time, talent, and expertise at no charge to the orchestra. They may be board members, volunteer association members, students, corporate employees on loan for a day or for a year, or retirees helping out in the orchestra office.

These orchestra volunteers raise money, make governance decisions, take tickets, show people to their seats, do office work, organize education programs, present programs about the orchestra in schools and community locations, plan and execute promotional activities, train other volunteers, provide legal and accounting services, organize and carry out social and hospitality functions, and much more. In orchestras large and small throughout the country, volunteers provide an invaluable and irreplaceable fuel for orchestra operations.

Any successful redefinition of the orchestra would be incomplete without a long and hard look at the role of volunteers. How can orchestras ensure that volunteers will continue to provide this level of service and devotion? Are orchestra volunteers being utilized to their fullest potential? Are they well integrated into the structures and operations of the orchestra? Are the volunteer leaders of the future being identified and nurtured today? Does the orchestra's relationship with its volunteers serve organizational goals for improved and broadened community relations? Does the range of volunteers in the orchestra, from board members to occasional envelope-stuffers, reflect the population of the orchestra's home community? Are volunteers a peripheral or integral part of the orchestra's decision-making process?

Three principles shape the Task Force's review of orchestra volunteerism:

1. Volunteers are an important asset, especially as orchestras weather institutional and financial challenges. Those orchestras that can harness the full potential of volunteer resources in their communities will have the best chance of remaining vital and viable institutions in the future.
2. Volunteers are most effective in their support for the orchestra when their efforts establish stronger and broader links with the community in which the orchestra operates.
3. Volunteers should not be taken for granted—making the development

and maintenance of an effective volunteer program a high priority for orchestra leaders will benefit the entire operation.

HISTORICAL AND CONTEMPORARY CONTEXT

The history of orchestra volunteerism is reflected in today's volunteer structures and roles, and underlies many of the difficulties orchestras face in bringing volunteerism into step with the realities of life in the 1990s.

Most orchestra volunteer groups were formed at a time when women had a limited range of opportunities for personal development, accomplishment, and recognition. Through organizations such as orchestra guilds, garden clubs, and hospital auxiliaries, women were able to use their knowledge and skills in service to the community. Many long-time orchestra volunteers report that their orchestra experience has been among the most personally rewarding of their lives, providing access to people and responsibilities that otherwise would have been closed to them.

Then as now, orchestras called upon these volunteers to help them meet financial challenges by selling concert tickets and raising money. True to the social values of their time, the volunteers positioned themselves to complement the work of their husbands, who were often the orchestra's board members, patrons, musicians, and conductors. The membership of their volunteer associations reflected that segment of the community the orchestra considered its constituency: upper-income families of European descent.

The place of volunteers in the structure of orchestral institutions developed naturally out of the roles and responsibilities assigned to them. Whether incorporated as a separate organization or operating within the orchestra association as a committee, volunteers usually were, and still are, treated as subsidiary rather than as decision-making partners with the board, musicians, and staff. This model was replicated across the nation as new orchestras in growing cities patterned themselves after older, more established orchestras.

The environment for volunteerism in America has changed dramatically, making the traditional orchestra model of volunteerism an anachronism. For example, as indicated earlier in this report, "minority" populations now comprise the majority in 15 of the nation's 28 largest cities. Yet, the cadre of orchestra volunteers remains largely white, affluent, and overwhelmingly female.[1] Between 1960 and 1989, while the married female population employed outside the home grew from 13.9 to 57.8 percent,[2] most orchestra volunteer associations continued to look for long-term, full-time commitments from their volunteer leaders and to hold most meetings during the business day. The result has been predictable and increasingly common: while volunteerism throughout the nonprofit sector—especially among the baby boom generation—is growing,[3] orchestras find themselves with an aging, shrinking pool of persons willing to volunteer.

Volunteer resources as traditionally conceived are becoming less available to orchestras at a time when orchestras need them more than ever. Volunteers not only donate their time both to save money and raise money for orchestras, they also represent a vital link between the orchestra and the people in its community.

THE ISSUES

The Task Force has identified five fundamental issues regarding volunteerism and the American orchestra: (1) the definition of an orchestra "volunteer"; (2) gender, race, and class distinctions in orchestra volunteerism; (3) answering the question, "Why the orchestra?"; (4) valuing the orchestra volunteer; and (5) integration of the volunteer into the orchestra's operation.

1. Defining the orchestra volunteer. The traditional definition of volunteers derives

from the historical model discussed above. Usually, "volunteer" is the label given to a person, often in an allied volunteer association, who provides direct services to the orchestra, such as fund-raising, hospitality, and ticket sales.

This definition is too limited because it does not encompass other groups of people who bring their talents to bear on orchestra problems and needs. It forces volunteers onto the narrow path of joining the volunteer association, a path that may not meet their individual needs. For example, the association may require dues that the potential volunteer cannot afford; it may require long-term involved projects, when the potential volunteer only has time for a short-term, limited involvement; or the association may emphasize social activities that do not interest the potential volunteer. It also perpetuates an ultimately dysfunctional separation between volunteer decision makers on the board and the volunteer "worker bees" who carry out the decisions of others. Therefore, the Task Force proposes a new, broader definition:

> Orchestra volunteers include all individuals or groups who give their time or expertise to orchestras without financial compensation.

This definition includes three distinct types of volunteers, based on their role within the organization:

(a) Governance volunteers. Members of the orchestra's board of trustees, or board of governors, or board of directors, are volunteers. They serve without compensation; they give their time, their expertise, and often their money, for the cause of the orchestra. They are an important connection to the community, as are all volunteers, and it is beneficial to the orchestra when they and other volunteers reflect as much as possible the composition and interests of that community. They have many of the same needs as other volunteers, including a need for information about the orchestra, a need for training to enable them to carry out their roles most effectively, and the need to integrate their involvement with the orchestra into already busy lives. Their role in governance does give them different responsibilities and needs from other volunteers. Those needs and responsibilities can be met without bestowing on the governance volunteer special status or value that causes resentment or impedes open communication in the organization. Governance volunteers are not *better* than other volunteers—they just have *different* roles and functions.

(b) Direct-service volunteers. The direct-service volunteer comes to the orchestra in many different ways and provides a wide variety of services. Many direct-service volunteers take on a heavy load directing orchestra projects and managing activities. They can be very valuable, providing special expertise and organizational know-how, as well as the human resources necessary to carry out orchestra programs and projects.

In many orchestras, direct-service volunteers work through volunteer associations, often taking on major fund-raising goals. Indeed fund-raising is often the sole mandate given to the orchestra volunteer association by the board and management, who depend on the association's large annual contribution to the operating budget.[4] These volunteers are judged—by boards, management, and themselves—on the basis of their ability to meet often ambitious goals, even though the volunteers sometimes play little or no part in setting them. Interaction of volunteers with musicians and artistic staff is usually confined to a hospitality function.

A peculiarity of most direct-service volunteer associations is that they often require members to pay dues and/or purchase orchestra subscriptions. The dues are used to support the costs of running the volunteer association, with the excess of receipts over expenditures often contributed to the orchestra at the end of the fiscal year. The requirement to purchase subscriptions is seen as a means of ensuring that volunteer association members

have a clear and committed connection to the orchestra and its mission. In addition, many orchestra volunteers are expected to purchase tickets to expensive galas and fund-raising events, as well as contribute individually to the annual fund campaign. These expenditures must be added to the normal costs incurred by a volunteer (parking/transportation, time, food, etc.), potentially making orchestra volunteer service an expensive proposition.[5]

Direct-service volunteers may also come to the orchestra outside of a dues-paying association structure. They might be members of a volunteer usher corps, participate in the annual fund drive as telemarketers, participate in a radiothon, work in the management office, staff a special event, execute a marketing study, or organize and carry out promotional activities. Direct-service volunteers can even be orchestra musicians or staff engaging in uncompensated activities related to or on behalf of the orchestra. The participation of other volunteers may be organized by either the orchestra staff or the volunteer association members.

(c) Group volunteers. Groups of all kinds can be a source for orchestra volunteer labor. Companies, corporate volunteer councils, civic groups, sororities and fraternities, student volunteer councils in universities and high schools, Retired Senior Volunteer Programs,[6] unions, and trade associations are all examples of groups that take on volunteer projects, especially short-term projects. Taking a day to beautify the grounds of a concert hall or assemble a mass mailing, hosting a children's day, or making telephone calls to sell the subscription series—such clearly defined and limited tasks are ideal for group volunteers.

2. Gender, age, race, and class distinctions: The old, narrow definition of the orchestra volunteer has tended to accentuate differences among people instead of reinforcing the common interest volunteers and potential volunteers have in the orchestra and its music. The dichotomy between the governance and direct-service volunteer has fostered stereotyped gender roles, with men taking the power positions on the board, and women fulfilling the front-line volunteer functions with little involvement in orchestra decision making. The gender stereotyping works the other way as well, preventing men from working comfortably into female-dominated volunteer structures.

Similarly, the dominance of older people in the volunteer organizations has served as a barrier to bringing in "new blood." The old guard may not have the contacts in the younger generation; the volunteer association may not be recruiting actively among younger people; and activities may be incompatible with the two-career families common in the "baby-boom" generation.

Similar distinctions may be at work in regard to race and class. The orchestra and its volunteer association often have an image of exclusivity. Requirements for volunteers to pay dues and buy subscription tickets may reinforce that image, as may traditional programming and social functions that ignore the increasingly diverse communities in which orchestra exist. Some of the fastest-growing sectors of the volunteer work force are among African Americans and Latinos.[7] If volunteer associations and orchestras seek to attract only more people like themselves, then they are ignoring a rich field of volunteers with the potential for great growth. If they attract new volunteers and then do not utilize their talents and expertise effectively, or if they perpetuate class distinctions within the orchestra by valuing some volunteers more than others (based on ability to contribute money), then dissatisfaction and resentment can hurt the orchestra's standing in the community.

3. Why the orchestra? In the realm of volunteerism this question has several levels. First, it is the question that potential volunteers inevitably ask themselves: "Why should I spend my time working

for the orchestra?" This question begs the larger one of the orchestra's standing in the community at large. Competition is growing among nonprofit organizations of all types for the resources of volunteers. According to the Internal Revenue Service, there are 70 percent more registered nonprofits in the United States today than existed in 1968. Many of these groups represent urgent social causes such as homelessness, drug and alcohol abuse, and AIDS.

Previous chapters have discussed the benefits of redefining the orchestra's role in the community in terms of broad educational and social goals while retaining the essential artistic mission. In order to attract new volunteers, orchestras may need to examine critically how they are seen in their communities. Have orchestras proven to their communities that they should be supported? Are symphony orchestras important to the people they would like to attract as volunteers? How would an orchestra representative answer the questions: "If I work for the orchestra, am I not subsidizing people with a lot more money than I have to go and listen to music? Is the orchestra fulfilling a larger artistic and social mission in the community that I can support?"

Volunteers often truly represent the public the orchestra is reaching, with the profile of volunteers looking very much like the profile of the orchestra audience. And, if the volunteer pool does not represent the publics the orchestra is trying to reach, it will be more difficult to bring in new audiences. An orchestra wishing to expand its educational activities can benefit from the involvement of individuals from the educational community or from parent groups. Success in such initiatives helps orchestras expand the base from which volunteers are drawn.

Any volunteer pondering, "Why the orchestra?" might also ask some more self-interested questions: "How will volunteering for this orchestra benefit me? What will I learn about the orchestra and about music? What satisfaction will I draw from this experience? Will I feel appreciated? Will I feel comfortable? Will I meet interesting people and do interesting things? What special benefits will come from volunteering? What exactly will my job be? Will I receive training to do that job? How much will it cost me to volunteer? What commitment of time will I have to make? Will my time be well utilized?" The more answers the orchestra can give to such questions and the more tailored to each individual's needs those answers are, the more successful recruitment and retention efforts will be.[8]

"Why the orchestra?" is thus a question tied inevitably to the future of orchestra volunteerism. Part of the answer lies in recognizing the positive attributes orchestras have to offer potential volunteers. Indeed, each orchestra reviewing its volunteer policies and programs will find it valuable to inventory the assets it brings to the volunteer arena.

These assets can include:

Musical excellence. Ultimately, the enthusiastic and effective volunteer believes in the essential mission of the orchestra. The quality of the product makes the volunteer feel special and privileged to participate. "That exquisite music," as one Issue Forum participant put it, can be the greatest motivator for a volunteer.

The orchestra's standing in the community. Often an orchestra is one of the cornerstones of cultural life in a community, giving it credibility and wide access to people and resources.

People. Intelligent, creative, and stimulating people from different segments of the community can be associated with an orchestra, making it attractive to potential volunteers.

Fulfillment. Individuals look for personal satisfaction and fulfillment instead of salary in their volunteer work. Orchestras offer a wide variety of volunteer opportunities from which the potential volunteer can choose in order to create a fulfilling experience.

Challenge. Orchestra volunteers are not just relegated to "make-work" tasks. They

often take on significant and challenging jobs, especially when financial and other difficulties are accelerating the pace of change in orchestras. Volunteers may be attracted by the challenge and excitement.

4. Valuing the orchestra volunteer. In order to utilize volunteers most effectively, orchestras need to account for the value of the volunteer to the organization and to bring that value to the attention of other volunteers (including the board), the orchestra staff, musicians, and orchestra supporters. Recognizing a volunteer's value makes him or her feel appreciated, gives the entire volunteer corps a sense of respect and importance, helps the staff and board understand the role of all volunteers in making the organization work, and gives the orchestra added credibility when seeking outside support.

Orchestras have tended to value volunteers based solely on money—how much they can give and/or how much they can raise. This fund-raising role is indeed vital: one representative of a major orchestra volunteer association pointed out that her association's annual goal of $900,000 is the equivalent of as much as $18 million in endowment funds that the orchestra does not need to have. That volunteer association therefore has a very clear measure of its value to the orchestra. Many other orchestra volunteer associations can come up with similar measures based on funds raised.

The clarity of such fund-raising measures makes it tempting not to use any other means of valuing volunteer resources. Such a limited perspective, however, can undervalue volunteers who do not have an interest in working on fund-raising projects. They may feel like part of a volunteer "underclass," with less status and respect. A purely monetary perspective on value can also create a stressful environment for the fund-raising volunteers: if they miss their goal they often are seen by themselves and others in the orchestra as failures, despite the time and effort they might have put into projects. In addition, by only thinking of volunteers in terms of money, the orchestra may underutilize volunteers in other areas, neglecting vital services that volunteers can provide.

Orchestras can use other measures of value. Time spent by volunteers is the most straightforward and obvious. Many nonprofit organizations log volunteer hours and assign a monetary value to those hours, enabling them to total monthly and annual volunteer contributions of time to the organization. Such totals are particularly useful to report to foundation and corporate funding sources as a demonstration of community support for the orchestra. They also might help salaried staff and volunteers to track the organization's use of volunteers and to improve planning for the future.

Keeping a record of the time an individual volunteer spends working for the orchestra may also provide a means of ongoing recognition of that volunteer's contribution: volunteers can be awarded service pins or other benefits (e.g., concert tickets, name in the newsletter or program book, gifts such as compact discs of the orchestra's latest recording) at certain milestones (250 hours, 500 hours, 1,000 hours, and so forth). Similar sorts of recognition and benefits can be available to the short-term volunteer or even the one-time group volunteer to recognize the time they have devoted to an orchestra project (e.g., a T-shirt commemorating an orchestra neighborhood clean-up day or participation in the annual radiothon).

Another determination of value would involve identifying work done by the volunteers and estimating how much it would have cost to perform the same work with salaried staff. Adding to that the "opportunity cost" of not having the volunteers—i.e., the opportunities lost for salaried staff to do other things—can result in a powerful measure of the benefits to the orchestra of a volunteer force. It should be remembered, however, that utilizing volunteers is not cost-free. The costs associated with recruiting, training,

and managing volunteers need to be calculated as well.

In addition, a strong volunteer network brings value to the orchestra that is not easily quantifiable, supplying a connection with the community that is essential to the orchestra's survival. That role is unique to the volunteers; it cannot be duplicated by orchestra staff or management. The benefits may be obvious, as when a volunteer makes a key telephone call to secure a contribution to the orchestra; they may be almost invisible, as when a volunteer brings a friend to a concert who then buys a subscription; or they may be down the road, as when the orchestra has building expansion plans and can muster a diverse crowd of supporters at a planning commission hearing.

Clearly, an orchestra that takes the time to consider the value of its volunteers will prize them more than ever. A valued volunteer will be happier and more likely to keep the orchestra on his or her list of preferred volunteer activities.

5. Integrating volunteers into the organization. The organizational model typical of many orchestras separates artistic and management functions. It tends to place musicians at the bottom of the artistic hierarchy and the volunteers at the bottom of the management hierarchy. This position of low status fails to recognize the extraordinary training and ability each group can bring to the orchestra, and makes it difficult for their ideas to be heard at the policy-making levels of board and management. In addition, the tendency for the board, direct-service volunteers, salaried staff, artistic leadership, and musicians to operate in their own spheres impedes effective communication about organizational goals, activities, and issues.

Orchestra organizational structures vary widely, of course, depending on the orchestra's size, budget, history, traditions, management practices, board design, and so on. The extent and ways volunteer assistance is integrated with the orchestra's structure can also vary. A small-budget orchestra may depend very heavily on volunteers to take on staff functions. A large-budget orchestra may have numerous and varied volunteer structures that appeal to different types of volunteers. The volunteers may assume a variety of roles, some quite independent of the orchestra staff and management structure.

In general, however, the greater the integration of the volunteers' activities with the goals and activities of the orchestra as a whole, the more productive and effective they will be. In orchestras with highly autonomous volunteer associations, the goals of the orchestra and the association may not always coincide. Volunteer leagues often play a significant social role for their members; particular kinds of orchestra traditions, concerts, or relationships may be very important to the volunteers. Attempts to change old ways of doing business and expand the orchestra's role in the community, for example, may cause resentment or friction among long-time volunteers.

Staff relationships with volunteers are not always ideal. Recruiting, training, and maintaining an enthusiastic and effective volunteer corps may not be on the manager's daily agenda. As one Issue Forum participant pointed out, "Most managers are worried about making payroll every day." Staff below the executive level may also have trouble relating with volunteers: divisions of responsibilities may be unclear; staff may resent taking the time to train volunteers; staff may not have any idea how to delegate tasks to volunteers, having never received any training themselves in volunteer management. Staff may even feel threatened by aggressive and competent volunteers.

Some orchestras can afford to hire specialized staff to manage volunteers. A "coordinator of volunteer resources" or "director of volunteers" often works within the development office, reporting to the director of development. This structure tends to emphasize the fund-

raising aspects of orchestra volunteerism, and does not easily accommodate some other types of volunteerism. For example, when orchestra musicians volunteer to do extra programs in schools, they would most likely work with the education director, who might or might not be working with a development office-based director of volunteers to recruit nonmusician volunteers for a school program. And, as discussed earlier, the fund-raising emphasis in orchestra volunteerism tends to discourage a more diverse population with varied skills and interests from getting involved.

The Task Force has identified a series of strategies for achieving better integration of the volunteers into the orchestra organization:

(a) Restructure. The volunteer corps can be reorganized so that all types of volunteers—governance volunteers, direct-service volunteers, group volunteers, and orchestra salaried staff and musicians who wish to volunteer—are managed within a single overall structure with goals and policies that match those of the orchestra as a whole. For example, an orchestra embarking on a comprehensive educational initiative can adjust goals and activities of all types of volunteers to support the educational mission. Or, an orchestra making an effort to increase racial and cultural diversity among its staff and musicians can incorporate a similar effort around volunteer recruitment.

Restructuring the financial system—so that the cost and value of all types of volunteers are integrated into the overall financial systems of the orchestra, and their expenses and revenues are part of the operating budget of the organization—will also help.

(b) Involve. Such restructuring does not by itself solve organizational problems. Rather, it is the increased involvement of volunteers facilitated by restructuring that begins to make a difference. Volunteers can be involved at all levels of the organization, with governance and direct-service volunteers sitting on various board committees and participating in the analysis and decision-making processes of the orchestra. Board meetings can be opened to a range of volunteer observers who also can be included in working groups of governance volunteers, musicians, staff, and others constituted to address the orchestra's needs and problems. Information is key: all volunteers need access to information to be effective; they also must be willing to share information with others. Involving volunteers in all aspects of orchestra life will build trust and positive relationships throughout the organization.

(c) Clarify. Written volunteer job descriptions can be invaluable in clarifying for management, staff, and volunteers the extent and nature of the work commitment expected, and in making it easier to see how a particular volunteer's effort fits into the larger organizational plan. A sensitively designed and positively oriented system of evaluating volunteers and the work they do can also be a valuable tool in structuring relationships among staff and volunteers, and in improving how the orchestra utilizes volunteers.

(d) Eliminate barriers. A system that welcomes all individuals willing to work will be a more open and flexible system, better able to adjust with the changing needs of the orchestra. For example, dues and ticket-buying requirements can create distinctions among volunteers who can pay and those who cannot. Opening the doors to varying levels of volunteer involvement can expand and diversify the volunteer pool, and does not have to undermine the roles of existing volunteer organizations.

(e) Support. Moving volunteer management out of the development office and creating a separate department of volunteer management of equal status with development, marketing, finance, etc. can provide an optimal system in many orchestras for supporting a restructured volunteer corps.

While establishing an entire new department may be beyond the capacity of

many orchestras, creating a position of "coordinator of volunteer resources" can be an important and useful step for every orchestra. This coordinator can be a salaried staff member if resources permit, or a volunteer who is willing to take on a substantial and responsible job. Whether salaried or not, the coordinator of volunteer resources needs support in order to work effectively: office space, clerical assistance, telephones, supplies, and a budget to cover recruitment and volunteer recognition costs. Ideally, the coordinator is a member of the senior staff and reports directly to the top manager. As a senior staff member, the coordinator of volunteer resources has the kind of access to information and decision-making processes that enables the volunteer activities to succeed.

The coordinator of volunteer resources functions in both internal and external capacities: internally as a resource for other staff members who utilize volunteers, and externally to establish relationships with colleagues in other voluntary organizations and reach out to potential volunteers in all sectors of the community.

The orchestra's top manager can delegate to the coordinator of volunteer resources the responsibility of managing all volunteer activities. The coordinator serves as the primary link between orchestra staff and volunteers, providing the necessary continuity and coordination that is missing from many orchestra volunteer programs.

Some voluntary organizations have had success with a system in which a volunteer leader works in partnership with a staff member toward a specific end. To establish these partnerships within the orchestra, a skilled and experienced coordinator identifies those functions that can be enhanced by dual leadership, carefully selects volunteers whose skills complement those of the staff members, and provides training in developing partnerships.

(f) Train. The coordinator can also have the responsibility of organizing training. The effort to integrate volunteers into the "fabric" of the orchestra can be an excellent catalyst for improving communication and relationships throughout the organization. The most effective training is orchestra-wide, touching all types of volunteers, as well as top management, the music director, salaried staff, and musicians.

The initial purpose of volunteer-related training can be to create a consensus throughout the organization about the importance of volunteers in advancing the orchestra's mission and objectives. Communication with everyone about the content of those missions and objectives and how the orchestra plans to reach them is also an important part of the overall training effort.

The training for each group may need to be different. For example, orchestra staff can benefit from training that helps them work more effectively in partnerships with volunteers; musicians might benefit from training on how to be effective volunteers in educational programs; direct-service volunteers need information and training for specific jobs they are expected to perform, as well as overall orientation about the orchestra; governance volunteers need a similar orientation as well as specific information on governance issues and responsibilities.

Training for volunteers may also include opportunities to be involved with and learn from the music-making activities of the orchestra, through attendance at rehearsals, special lecture-demonstrations, and other kinds of organized contact with the musicians. All volunteers, as well as salaried staff and musicians, can benefit from information and training to enable them to be good advocates for the orchestra.

Training can also be crucial in laying the groundwork for change within the orchestra, reaching beyond the issue of volunteerism to encompass many of the concerns and needs of the orchestra. Involving and informing participants and soliciting their opinions and ideas helps to build consensus for the kind of trans-

formative change already discussed in this report as vital to the survival of many American orchestras.

DESIGNS FOR CHANGE

Here we examine four orchestras that embody characteristics and situations common to many orchestras to clarify how the issues discussed above may apply in real-world situations. These cases are not intended to single out a particular orchestra, although the details derive from actual orchestras and illustrate real dilemmas faced by orchestras of different sizes, types, and locations. Issue Forum participants from within and outside the orchestra field examined these cases and made recommendations based on their own considerable experience. These recommendations are not prescriptive for every orchestra; they constitute one set of choices these particular orchestras might make to improve their utilization of volunteers and their overall organizational effectiveness.

Orchestra One: Orchestra with a mid-size budget in a major metropolitan area.

The Case: Orchestra One has a $4.5 million annual budget, 80 full-time musicians, and a 24-member board that includes four nonvoting members. One of the nonvoting members is the volunteer auxiliary council president. This council is made up of the immediate past president, current president, and president-elect of each of six separate auxiliary groups, each with varying policies as to dues and membership. A business-oriented group, for example, requires a minimum contribution of $2,500 to join; the Symphony Circle is the next level at $1,000 minimum contribution; the Friends require a $100 contribution; and the remaining groups have open membership. The six groups together total 1,100 members and raise $400,000 per year toward the orchestra budget; this amount constitutes 25 percent of annual contributions to the orchestra. The orchestra maintains a salaried volunteer manager as part of the development office staff.

Despite a good record of volunteer participation, the orchestra has been aware of the following negative aspects of its volunteer programs:

- A general decline in the level of volunteer activity, along with decreases in membership (currently 1,100, down from 1,400) and contributions to the orchestra;
- Difficulty in attracting men, and younger people of both sexes. Current members are almost all older females;
- Emphasis on fund-raising to the exclusion of most other activities, which seems to have a negative effect on participation;
- Lack of integration of volunteers into the orchestra's governance and management structures;
- Lack of access to volunteer resources by many staff members.

Recommendations: This orchestra can cite many positive attributes in its volunteer program. The auxiliary council, in particular, has worked well as an umbrella coordinating group for all of the volunteers: it has provided a good training ground for volunteers; and it has empowered volunteers to become a significant part of the orchestra's fund-raising process. There are ways, however, that volunteer utilization can be improved.

(a) The Auxiliary Council. To move beyond a narrow fund-raising role for the volunteers, the existing council could be enhanced by adding a series of volunteer vice presidents: a vice president for community education to develop volunteer participation in orchestra education programs; a vice president for recruitment to work on broadening the volunteer base; a vice president for recognition, who works on formal and informal ways of recognizing volunteers; a vice president for training to coordinate volunteer training; a vice president for advocacy who

mobilizes volunteers to support advocacy efforts on behalf of all arts institutions in the community; and a vice president for planning to coordinate volunteer planning with overall orchestra planning.

(b) Staff. Move the volunteer manager out of the development office and create a separate volunteer department answering to the general manager on the same level as development, education, operations, and so on. Initiate training for all paid staff on methods of working effectively with volunteers; provide space and support to various departments to enable them to incorporate volunteers into their operations.

(c) Involvement and communication. Make the auxiliary council president a voting member of the board's executive committee. Include direct-service volunteer representative on all board committees, and any ad hoc planning or advisory committees of the board.

(d) Musicians. Include musicians in all mailings of volunteer material. Encourage musicians to work with volunteers and to become volunteers themselves.

Orchestra Two: Orchestra with a mid-size budget in an ethnically diverse city.

The Case: This orchestra has been in existence for several decades and has had its financial peaks and valleys. It ceased operations for a time, after which the organization was reconstituted and a new musician contract negotiated. The crisis had a devastating impact on the organization and on its relations with the community.

The majority population of the orchestra's home city is Latino; the board is ethnically diverse, although not in the same proportion as the community. Out of 70 board members, 30 percent are Latino. The board is continuing to work to diversify its membership. One problem with recruiting a large number of new board members is that most have come with limited orchestra experience; only 10 members have been on the board more than five years.

Although ticket sales and fund-raising rebounded well after the crisis, it has been difficult to attract new volunteers to support the orchestra. The volunteer association is 100 percent female and not racially or culturally diverse. About 1,000 members pay modest dues and organize a series of annual fund-raising events, including a ball, a radiothon, a decorator's showhouse, and holiday events. Non-association volunteers are also involved in the radiothon and the annual fund solicitation, and students from the local university volunteer to act as orchestra docents. Association and non-association volunteers work together to organize logistics of the orchestra's education program.

The orchestra's need for direct-service volunteers increased when, during the financial crisis, it became necessary to reduce the number of paid staff drastically. This immediate need complicated already existing problems that pervade the efforts of many orchestra volunteers:

- The volunteer structure is not dynamic, diverse, or well coordinated;
- Traditional volunteer projects have become stale and unproductive;
- The volunteer leadership needs renewal;
- Relations between staff and volunteers are strained at best, with volunteers seen by staff as a problem rather than an opportunity;
- Volunteers are not involved in any part of the orchestra's decision-making processes;
- There is no one to coordinate volunteer activities.

Recommendations: This orchestra needs to develop a comprehensive vision of how volunteers can be utilized and plan to implement that vision over a period of three to five years:

(a) Broadening the volunteer base. Include in the plan an effort to reach out to the broader community, involving the orchestra in community concerns and attracting a diverse cross-section of the

community as volunteers.

(b) The board. Leadership for a long-term vision of enhancing the volunteer resources of the orchestra needs to come from the board, but the board of this orchestra is too large and unfocused to exercise dynamic leadership. Decrease the size of the governing board to make the conduct of orchestra business more efficient. Former members of the governing body can continue their involvement through a number of different mechanisms. Some organizations, for example, form auxiliary boards that wield authority in broad policy areas; others maintain advisory or honorary boards whose members are involved at varying levels in fund-raising or other activities.

(c) Volunteer structure. The existing volunteer association can be seen as just one component of a larger structure that employs volunteer resources throughout the organization. Review the activities of the association to ensure that they are compatible with the orchestra's mission and objectives.

(d) Staff. Since this orchestra cannot now afford to hire a coordinator of volunteer resources, it should seek someone to take on those responsibilities on a volunteer basis, and provide the support and training necessary to enable this person to coordinate all volunteer activities, including the association, annual fund volunteers, and education program volunteers. Recruiting a few office volunteers can go a long way toward reducing pressure on the overworked salaried staff. With thorough training, both volunteers and staff members can build mutual respect and cooperation.

Orchestra Three: A professional orchestra with a small budget in a small city.

The Case: This orchestra has a $1.5 million annual budget that will be cut by at least $100,000 in the coming year due to losses in state arts funding. The orchestra has fewer than 10 salaried staff, with no coordinator of volunteer resources. Most staff perform more than one function: one person handles development and marketing; another manages both operations and education. Membership on the board is considered quite a prestigious position in the city; there are 50 members, equally divided between men and women, with an executive committee of 12. All board members are limited to two three-year terms.

Three separate volunteer groups are associated with the orchestra. The main volunteer association is a traditional women's group with 300 dues-paying members and an annual expense budget of $280,000. They contribute $75,000 to the orchestra and $50,000 to the city's youth orchestra, which the volunteer association started. The association's financial accounting is part of the orchestra's overall financial reporting and auditing procedures, although their fund-raising events are reported separately. Although this group has been losing membership, they have been successful in reversing a declining ticket-sale trend for the orchestra.

Two smaller "friends" groups are focused on special communities: The first is comprised of African American women who work to promote orchestra activities within the African American community, focusing on music education for young people; the second is an out-of-town group that raises money for orchestra programs in its town.

There are also volunteers who work in the orchestra office and have no relationship with any of the volunteer groups. These direct-service volunteers are particularly valuable in this small orchestra, but there is some mistrust and friction between staff and office volunteers because some functions previously performed by volunteers are now performed by salaried staff.

The executive director of the orchestra spends most of his time working with volunteers: about 50 percent of his time is devoted to managing the three volunteer groups and another 35 percent is related to board activities.

The key issues for this orchestra are:

- The relatively small monetary contribution from the main volunteer association to the orchestra, especially at a time when state funds are decreasing;
- The fragmentation of the volunteer effort;
- Uncoordinated and potentially competing fund-raising activities conducted by the orchestra and staff and by the various volunteer groups; and
- The extraordinary amount of time spent by the executive director on volunteer coordination.

Recommendations:

(a) Planning and reorganization. When addressing the orchestra's financial concerns, consider its relationship to the volunteer associations. In particular, the merger of the main volunteer association with the orchestra to form one 501(c)(3) organization would complete the consolidation that began when they merged financial accounting. Give a board-level committee the responsibility of coordinating volunteer activities, including: developing the annual volunteer schedule, coordinating fund-raising events and prospects, coordinating training, and developing the orchestra's annual volunteer recognition event. Include representation from community members not already on the board.

(b) Leadership. Redefine leadership positions in order to make the jobs as attractive as possible.

(c) Staff. Remove the volunteer coordination load from the executive director by using association funds to support a coordinator of volunteer resources. Look to fill this initially unsalaried post from the ranks of past leaders, in order to build into the position immediate rapport with the volunteers.

(d) Recruitment. One focus of the new coordinator can be to recruit new types of volunteers: married couples, men, young professionals. One recruitment technique is to establish special constituency groups that cater to the interests of these populations. A family-oriented group, for example, can take on weekend projects; a young professionals group might concentrate on evening activities.

(e) Training. Because of the history of staff/volunteer friction in this orchestra, training for both staff and volunteers would be particularly useful. Include focus sessions for staff on how to work with volunteers, with information on planning volunteer tasks, conducting volunteer orientations and training, and structuring volunteer relationships.

INSTRUCTIONS TO OURSELVES

The Task Force has presented the above designs for change in the hope that many orchestra leaders—both staff and volunteer—will see some of their own challenges and potential solutions in the four orchestras. As orchestra leaders examine their own volunteer program, the Task Force urges them to keep in mind the following "Instructions to Ourselves."

1. We need to consider the question "why the orchestra?" An answer to the question should be reflected in our mission statements. Know what makes us unique. When thinking of whom we can reach, whom we can involve and engage, think of the entire community. Then we can ask, and successfully answer, "why the volunteers?"

2. "Why the volunteers?" Above all, because they can represent and involve a broad public, and extend an orchestra's contacts deep within its community. They help give the orchestra a recognizable face and a credible voice. They perform work without which the orchestra cannot survive.

3. The orchestra and its volunteers are part of one institution with one mis-

sion. Think of it as a whole, whose strength depends on the integration of its component parts—on the quality of attitudes and the cohesiveness of relationships among volunteers (governance, direct-service, and group), audiences, musicians, salaried staff, and funders.

4. "Access" for volunteers means that the doorways into our orchestras need to be wide and numerous, so that:

- Various types of volunteers can come forward;
- They can come forward for different reasons, with different levels of commitment;
- They can stay for varying lengths of time;
- Different social, economic, racial, cultural, religious, and age groups can be represented in the volunteer corps;
- The benefits of volunteering can be tailored to the different needs and desires of all volunteers;
- Various roles and responsibilities are available to all volunteers once they come into the organization.

5. Orchestras need to value fully and fairly the contributions that all types of volunteers make—and to index that value to more than money contributed or social contacts. Acknowledging the impact of all volunteers (both what they give and what they cost) is essential to their complete and meaningful integration into the life of the institution. "The concept of volunteerism needs to permeate our orchestras," stated one Issue Forum participant.

6. Reinventing the orchestra so that it can respond to the changing nature of volunteerism requires more inclusive decision-making processes, more authority vested in the volunteer corps, and the reorientation, education, and training of all orchestra participants—including current and incoming volunteers. The first barriers to be overcome are internal.

7. Look for the intersection of various social and cultural needs to discover new ways of relating to the community at large and new sources of volunteers.

8. Expectations on all sides need to be reasonable and clearly communicated.

- Given the investment of resources and authority, what can the salaried management staff and musicians expect of volunteers?
- What do volunteers expect in return?

9. Coordination of volunteer resources should rank high as a management priority; it can be delegated to someone salaried or unsalaried, who has authority and support at the highest levels of the organization.

LOOKING AHEAD

The strength of American volunteerism and American voluntary organizations is the envy of many around the world. The history of substantial volunteer commitment to orchestras in this country is one of the greatest assets the orchestra field brings to the challenge of creating the new American orchestra. A welcoming, flexible, and creative approach to recruiting, training, and utilizing volunteers can stretch orchestras' resources, energize their relationships with their communities, and help make the larger goal of Americanizing the American orchestra attainable.

THE CHANGING NATURE OF VOLUNTEERISM: SOME QUESTIONS TO CONSIDER

1. Do all orchestra participants understand the critical role that is played

by volunteers of all types? Do they understand the scope of volunteer activities to include governance, direct service, and group volunteers?

2. What steps has your orchestra taken to make a convincing case to the community that it deserves support? Has it made the case to a broad pool of potential volunteers in the community?
3. What strategies are in place to attract a corps of volunteers that reflects the diversity of the community?
4. Has your orchestra developed strategies for making volunteers feel valued by the institution? Does that sense of value go beyond the amount of money volunteers donate or raise?
5. Are there a variety of ways in which someone can participate as a volunteer? Is the organization flexible in accommodating people with different needs, schedules, and financial capabilities?
6. Has your orchestra developed volunteer job descriptions, including explicit listings of expectations and benefits for volunteer recruitment?
7. What strategies have been put in place to integrate volunteers effectively into your orchestra's organizational structure? How well have cooperative partnerships been established between volunteers and salaried staff?
8. What training opportunities exist for all types of volunteers? What training exists for salaried staff who work with the volunteers?
9. Is volunteer coordination regarded as a high management priority?

NOTES

1. The American Symphony Orchestra League's 1992 *Gold Book* reveals that, among the 151 volunteer associations reporting, females constitute an average of 93.7 percent of the membership.
2. 1991 *Statistical Abstract of the United States*, U.S. Department of Commerce.
3. *Giving and Volunteering in the United States*, 1990 and 1992, surveys conducted by The Gallup Organization for Independent Sector, Washington, DC. Sixty-four percent of persons age 35–44 volunteered in 1989, up from 54 percent in 1987. Average hours volunteered per week among all American households increased from 4.0 in 1989 to 4.2 in 1991.
4. For the 1991–92 season, 151 volunteer associations reported raising a total of $21,894,222 for their orchestras through fund-raising events.
5. The New York Philharmonic is an example of an orchestra that has eliminated dues for its volunteer organization members. The Philharmonic took on the costs of supporting the volunteer activities and asked the members each to contribute to the annual fund, with a suggested minimum of $25.
6. "RSVP" operates in communities throughout the country offering adults age 60 and over opportunities to serve as volunteers through a variety of organizations, agencies, and institutions.
7. The number of African Americans who volunteer rose from 28 percent in 1987 to 38 percent in 1989 to 43 percent in 1991. Between 1987 and 1989 the figure for Latinos went from 27 percent to 36 percent. *Giving and Volunteering in the United States*, 1990 and 1992, surveys conducted by The Gallup Organization for Independent Sector, Washington, DC.
8. See Nancy Macduff, "Stalking the Elusive Volunteer," *SYMPHONY*, November/December 1992, p. 29. Macduff suggests the use of written volunteer job descriptions that include an explicit listing of expectations and benefits for volunteer recruitment.

ABSTRACT

Supposedly, seniors have a good deal of discretionary time at their disposal, but so far, they form a much smaller proportion of the volunteer force than their numbers in the total population might lead us to expect. Yet they undoubtedly have much that they could contribute in terms, for example, of experience and accumulated skills. What might their contribution be, in fact? What do those who do volunteer contribute now? What training, if any, do they require and what do they actually receive? Do organizers underestimate their capacities and the contribution they might be persuaded to make?

Seniors as Volunteers and Their Training

R.D. Bramwell, MA, PhD, MEd

Most seniors help their families, friends, and neighbors in many ways. They engage in what Kabanoff referred to as "maintenance activities" like shopping, making small repairs, and so on (Kabanoff, 1980). In effect, they become part of an informal support network consisting of "volunteers." Rather fewer seniors volunteer through various official agencies and organizations, and are counted as members of a formal volunteer force. In general, what kinds of persons are those who join this force? What work do they most frequently choose to do? What training, if any, do they need if they are to carry out the duties assigned to them? It is with these and kindred questions that this article is concerned.

Unless they are specifically attributed to other sources, figures quoted throughout this paper are taken from a survey made in Calgary in 1991. This survey is reported in full in *Senior Volunteers, the report of the Senior Volunteer Program Committee*, 1991, published by the Calgary Volunteer Centre and Calgary Parks and Recreation with the assistance of The Seniors' Advisory Council for Alberta and the Alberta Council on Aging.

PROFILE

The bulk of senior volunteers (83%) are somewhere between the ages of 55 and 74 years; if they are considered old, then they are, in Neugarten's words, "young-old" (Neugarten, 1974, p. 187). The "old-old" of 75+ years form only one-tenth of the volunteer population. In this survey, women outnumber men by a ratio of 2:1, a result which will not surprise the reader given the fact that aging, as they say, is mainly "a female affair" since women constitute the vast majority of those who live on to more advanced ages. Most of the volunteers describe themselves as "retired," and while this may be meaningful for the men, it must be a less precisely determined category for the women who continue to do, in their later years, many of the things that they have always done.

Volunteers are evidently drawn mainly from professional, semi-professional, and clerical groups of the population. Together they constitute two-thirds of all volunteers. Added to these are 9% who have retail trade as a background. Together these account for three-quarters of all senior volunteers. Precisely what num-

---

R.D. Bramwell, MA, PhD, MEd, recipient of the Canada National Volunteer Award and Medal in 1986, has recently chaired a Senior Volunteer Program Committee in the Volunteer Centre of Calgary. He was the "principal author" of its report published as Senior Volunteers in 1991. Since retiring from professorship in Education at the University of Calgary in 1978, he has worked as a volunteer on the Board of Directors of the Alberta Council on Aging for which he helped to initiate, and then to chair and edit, two substantial projects for senior volunteers. He is currently a member of the Board of the Calgary Senior Citizens' Central Council, and a provincial representative of the Alberta Association on Gerontology.

ber of persons this spectrum of occupations would include is debatable, and possible overestimation of status by respondents may have to be taken into account. Presumably, however, most who put themselves into these four categories would have had some dealings with the general public and have been accustomed to keeping records and to performing "secretarial-type" duties like taking messages, filing correspondence, or writing receipts. On the contrary, only 5% of senior volunteers described themselves as having "technical" backgrounds. Of the 156 seniors surveyed, 73% had attended secondary or post-secondary institutions of education. On the one hand, this appears to be a high percentage, especially as members of these cohorts were educated during the "Dirty Thirties" or during the Second World War. On the other hand, these figures may refer to a biased sample since, for the most part, respondents are already volunteers, and it is a well authenticated fact that those who have had more years of schooling are more likely to become volunteers.

In general, the longer the schooling, the higher the income. A full 56% of the 128 who responded to this question about personal resources in the Calgary Survey had incomes of over $25,000 per annum. This must imply, as is consistent with the rest of the profile, that they have some private means, perhaps in the form of pensions associated with their previous professional or semi-professional status. This relates to the facts that, for the most part, they drive their own cars to their bases as volunteers, and are not greatly interested in reimbursement for out-of-pocket expenses which, for the whole of Canada, averaged $158 per person in 1987 (Ross and Shillington, 1989, p. 7a).

The demographic profile that emerges from this survey corresponds closely to others described in the literature. For example, The Research Unit for Public Policy Studies of the University of Calgary produced a series of seven reports in 1986 detailing the results of studies on *Volunteers and Volunteerism* in Calgary (Research Unit for Public Policy Studies [RUPPS], 1986). While this survey was not confined to seniors as volunteers, the general impression is that the profile of a senior presented here is at least credible in terms of extent, sex ratios, socio-economic statuses, and educational levels. Brennan, who provides "A Profile of Volunteers" based on a 1987 *National Survey on Volunteer Activity* says that "women represent 61% of senior volunteers," and adds that "seniors who do formal volunteer work have a higher level of formal education than non-volunteer seniors" (Ross, et al., 1989, pp. 3–4). Again, "Who Are Canada's Volunteers?" is a chapter in *A Profile of Canadian Volunteers* produced by the Coalition of National Voluntary Organizations published in 1987. Both the text and the statistical tables in that work offer a profile similar to that which emerges from the Calgary survey (Ross et al., 1989, pp. 8, 25). Notes on individual characteristics chosen by their authors for their own particular purposes in a range of substantial articles would collectively paint much the same picture.

In general, senior volunteers in the United States resemble those of Canada. The Final Report of the authoritative *National Retired Senior Volunteer Program Participant Impact Evaluation* (U.S. Department of Education, 1985, p. 9) provides a box with the title "Who is the typical RSVP volunteer?" It contains the following statements:

- Woman (80%)
- 72 years of age
- White (86%)
- At least high school education (60%)

The typical new RSVP volunteer tends to be somewhat younger, but otherwise closely resembles her older sister.

INVOLVEMENT

In what activities did most senior volunteers engage? At the time of the Calgary survey, 38% were working in con-

nection with other seniors. Is this figure an artifact of the way in which members of the Calgary Senior Volunteer Program Committee (SVP) distributed questionnaires? A batch of them went to a seniors' centre, and this may have contaminated the result. On the contrary, it may be a genuine reflection of the interest of seniors in other seniors, their age peers. Almost all have shared "age-graded normative life events." Most of them married at about the same age and had their families at about the same age. Again, as already noted, all have lived through the same "history-graded normative life events"—through the "Dirty Thirties" and the Second World War, for example (Hultsch and Hultsch, 1981, pp. 22–25). To this extent they might be thought of as composing a subculture of Canadian society, and certainly they have similar backdrops against which to sit as they reminisce and share experiences (see also Baines, 1990, p. 9).

In contrast with their "cohort centredness," i.e., their considerable interest in other seniors, is their lack of interest in local sports groups, recreation events, and youth groups. Together these appeal to only 9% of senior volunteers. Returns to questionnaires show that seniors offer little support to "cultural groups" perhaps because they are themselves British or American by descent. It also may be because of the phenomenon known as "The Law of the Return of the Third Generation" (Hansen, 1952, pp. 492–503), their efforts as young people were to assimilate to Canadian ways and institutions rather than to explore and assert (as their grandchildren tend to do) their "ethnic origins."

There are 14% of senior volunteers engaged in work for their churches, a percentage much higher than that shown for any other category listed in the questionnaire. Churches, like senior centres, have congregations and assemblies to which they can appeal directly for help with their various activities by "word of mouth" and "by friend to friend." In addition, congregations in churches today are likely to consist largely of older persons who share so much of living history.

Two means of recruiting volunteers were clearly overwhelmingly important: through a friend or through the encouragement of a senior center. The Individual Questionnaire produced by the Senior Volunteer Program Committee contained two questions which, in retrospect, might have been better collapsed into one: "Did you learn that volunteers were needed for your present job by word of mouth, or did you learn about it through a friend?"

Should responses to these questions be tallied separately, and so added, or is it to be supposed that the two overlap to a great extent, and so should be averaged? Clearly, respondents could have taken the questions as implying "friend talking to friend," and indeed, the facts that 24% said "by word of mouth" and 23% said "by a friend" suggests that they did mean "friend talking to friend." However, even if they do overlap and are compounded, they still, separately or together, were the most important ways of recruiting. Almost as great was the percentage that replied "by a senior centre" (21%). There, too, they could have learned of opportunities "by word of mouth" or "by friend to friend." The figure is not surprising since, as observed earlier, senior centres as communities have many opportunities for recruiting from among their own memberships. This suggests that many potential volunteers among seniors are well primed about the kind of work they might expect to do, and for which, in many cases, they would require little training.

With respect to the recruitment of volunteers, two points stand out in the literature surveyed. The first refers to method, perhaps best thought of in the following terms. The potential for a certain behavior may remain no more than potential unless external events are such as to evoke it. Some thirty years ago, Sills, author of *The Volunteer*, pointed out that in the matter of volunteering, the external or "trigger"

events usually consisted of invitations to join friends or colleagues. Later, Perry, interviewing non-volunteers, added that "59% expressed a willingness to volunteer," and a "major reason for not volunteering was simply that no one (had) asked [them]" (Perry, 1983, p. 115). More recently, two social workers, joint authors of an article on elderly volunteers, have pointed out that "the most effective recruitment strategies are those that involve personal solicitation as opposed to advertising" (Morrow-Howell and Mui, 1989, p. 31). They add that these "strategies should involve current volunteers and agency staff asking people. Written or radio advertisement must," they argue, "be followed up with personal communications."

The second outstanding point in the literature refers to an observation. In his paper, "Willingness of Persons 60 or over to Volunteer," Perry observes that "those who become active in the program tended to be those subjects who previously had volunteered" (Perry, 1983, p. 111). Chambré, in her inquiry into "Volunteering as a substitute for Role-loss in Old Age," argued that rather than responding to role-loss "a significant number of elderly volunteers may be volunteers who become elderly" (Chambré, 1984, p. 297). She adds that Atchley's Continuity Theory would offer a more reasonable explanation than Havinghurst's Activity Theory when dealing with volunteering among seniors. "Their involvement," she observes, "is a continuation of behavior patterns established earlier." They can thus anticipate what kinds of introductory courses might be offered to them, and the kinds of relationship they might establish with paid staff and other volunteers.

To summarize then, most senior volunteers choose to work with members of the cohorts to which they too belong since they are most likely to have been recruited by a friend or by personal word of mouth. They are also likely to be following some "behavior pattern established earlier" (Chambré, 1984). What do these features infer with respect to the need for "training"? Before any official approached them they knew a good deal about the kind of person with whom they might work later, and they approach life from similar stances, from shared positions. Consequently, they should find communication at least comfortable with those they are to serve. Again, they are likely to be well informed by friends, both about the work of the agency to which they may be recruited, and the kind of service they might be asked to provide. Finally, in many cases, they may require little training since they carry with them repertories of appropriate knowledge and skills.

MOTIVATIONS

The many reasons that older adults offer for volunteering can be classified under three headings. Some are altruistic, the result of public spiritedness. "Helping others" would figure prominently among these. A second class might be termed fulfilling, in the sense of a person's fulfilling social or psychological roles not usually open to him or to her in everyday life. Some of these fulfilling roles are compensatory, for example, to the mother left with "an empty nest" or the "need to be needed." Others under this heading might be termed extending, for example, a single elderly person might choose to become a surrogate "grandma" or "grandpa" in a public school early childhood class. Finally, many seniors volunteer because they lack the company of their age peers. Theirs are social reasons. Altruistic, fulfilling, and social reasons are often compounded. Most thoughtful volunteers would admit to responding to mixed motives.

When their questioners asked, "Was there anything that particularly motivated you to volunteer?" 29% of the respondents gave as their first reply "feeling useful." "Feeling useful" is a good feeling that in spite of advancing years one still has some part to play in the world's work and is a significant element

in self-esteem, in one's worth as an individual. No one wants to be, as the French say, "marginalized." This "feeling useful" might perhaps be linked with "use of skills," which is consistently rated high on the lists across first, second, and third choices in importance in the Calgary survey. It has about it at least a tincture of "this is what I am good at, and is a mark of me-ness."

As a first choice, "sympathy with the cause" fell only a little short of "feeling useful," but cumulatively as first, second, and third choices in importance, "sympathy with the cause" fell well behind "helping others." Cumulatively, across first, second, and third choices, the latter was rated almost as important as "feeling useful." "Sympathy with the cause" seems more specific, "helping others" more general. Both are outgoing, but "feeling useful" has about it a more self-indulgent connotation. All are certainly worthy motives, and together they are overwhelmingly important in the matrix of motivations of senior volunteers in Calgary.

It is understandable that volunteers would do "something they like" they are certainly under no compulsion to do what they don't like! This "something they like" accounts on average for about 12% of responses, but only 8% of those questioned gave it as their most important motive. A little less important to senior volunteers is "personal development," which, discounting some gain in width of experience, does not seem a likely outcome of volunteering if they are to use the skills they already have or if they are to promote a good cause. However, all will undoubtedly gain something from their involvement, though, unlike the young, most seniors do not become volunteers with that purpose in the forefront of their minds.

Social motives are acknowledged as important in all the literature surveyed for this report. However, Morrow-Howell and Mui provide a new gloss on this aspect of volunteering. "When asked about their motivations," these two authors claim, "men were likely to give only altruistic reasons for volunteering. They rarely mentioned social reasons, as most of the women did." This, they add in part explanation, is because men had "higher levels of social resources" and accordingly, did not need "the opportunity for socializing that some of the females (*sic*) did" (Morrow-Howell and Mui, 1989, p. 31). By "social resources" they refer to wives, surrogate families, club members, and the like with whom to interact. It is in fact true that most older men are married, and living with their wives, whereas women are much more likely to be widowed or single—though not on that account, friendless! Another likely explanation for the fact that men did not mention social reasons for volunteering is that "older men tend to be less expressive than women." This too, could well be the case. As social gerontologists have it, the lives of men are likely to be oriented toward the "instrumental," those of women toward the "socio-affective." In other words, even in retirement, men gravitate toward a less personal "world of work," women towards the highly personal nurturing of others.

According to Sequin, there must be stimulating relationships, real work, an accepting atmosphere, and positive identification with the organization in order to attract older volunteers (Sequin, 1982, pp. 47–58). The last point echoes the result of the present survey which found, as shown earlier, that "sympathy with the cause stood high in the ranking of most important motives."

Bharadia's work in Calgary, which dates from 1986, also shows that for volunteers in general, "I believe in some or all of the organization's goals, values" was a response given by 57% of the 940 who replied to her questionnaire (Bharadia, 1986, p. 5).

Two other motives, not previously considered, are referred to in the literature. Ebnet says that "after a more self-serving period of early retirement years, a substantial and growing number of senior

persons, age 60 and over, find volunteer service a route to self-expression" (Ebnet, 1989, p. 5). Is this only another gloss on what was referred to in the Calgary survey as "Personal development/satisfaction"? A tangentially related motive might be the acquisition or exercise of skills of various kinds: interpersonal. communicational, organizational or managerial, and fund-raising skills. These are listed in Table III, *Giving Freely: Volunteers in Canada*, published in 1987 by Statistics Canada.

TRAINING REQUIREMENTS

More than half the volunteers who responded to the SVP Questionnaire claimed that they did not need training to do the jobs that they were then doing. Does this mean that the jobs did not demand special skills, or that the senior volunteers already possessed the skills required? It is to be assumed that the latter is the case, though there might be some who, as a relief from more demanding and stressful labours, are prepared to do some routinized, relatively unskilled work. In general, however, it may be assumed that agencies would not involve volunteers to do only unskilled jobs that no one else wanted to do, and that they would ensure that some part of any job description would include work consistent with the abilities and dignity of the volunteer. A total of 33% of those who had required training thought that its scope and duration had been "just right." A further 9% claimed to have had "too little training" and only 1% said they had had "too much."

On the assumption that some senior volunteers would not only need but would also choose to take some form of training as a means to personal enrichment and development, the SVP Committee asked, "Is there training that could be offered that would increase the likelihood of your volunteering?" Responses to this question were not ranked in importance, and items in the question were not mutually exclusive. With these cautions in mind, the reader should note that 34% of all respondents said that "no training in particular" would increase the likelihood of their volunteering. The remaining 66% who think that training might boost recruitment, would most often choose to train in "communication skills" (11%) and in "interpersonal skills" (17%) even though most volunteers must already have some acquaintance through experience with these. Training in management and office skills are the least popular choices perhaps because most volunteers consider themselves already competent, or simply do not choose to work in these or in related fields.

In the main, results from the SVP Questionnaire for Agencies reinforce findings from the Questionnaire for Individuals since 42% of officers of the agencies think that an offer of training acts as an inducement to possible volunteers. Such training may, of course, mean simply introduction to the job to be done, for which the volunteer already has the requisite skills. It may not therefore imply increasing the range of the volunteer's skills, though that might be an inducement to some. The literature of the subject would tend to support this view, though it would be of greater importance to younger than to older volunteers (Ross et al., 1987 p. 14; Bharadia, 1988, p. 5). However, this may be, the scores were universally low on all suggested specific training items. Four of the agencies offered training in fund-raising, and four more in technical/office skills. Another four offered training in organizational/managerial skills. As might have been predicted from the results produced by the SVP Individual Questionnaires, training in communication and interpersonal skills was much more widely offered, 6/12 in the case of the former, 7 (or 58%) in the case of the latter. Training in the form of "knowledge" was provided by 6 of the 12 agencies which responded. Presumably, this "knowledge" refers for the most part to "knowledge about . . ." the purposes of the agency, its constitution, its function-

ing and its clientele. In general, it is probably reasonable to deduce that most senior volunteers do not think of further training and the acquisition of new skills as possible reward.

Training offered by the agencies is not specifically geared to senior volunteers, and indeed, in the light of their small proportion of all volunteers, it is unlikely that it could be. However, six of the 27 agencies thought that training should be "differentiated by age" both in respect of content and approach. Ways in which these two objectives could be achieved are not specified. Senior volunteers may learn more slowly than their younger counterparts, but then, how much have they to learn? As stated earlier, they are likely to be reasonably skilled already in a number of the ways specified, such as communication and interpersonal skills, not perhaps so much in fund raising. They, like anyone else, would have to acquire "knowledge about . . ." the agency for which they are preparing to work.

To summarize then, most senior volunteers choose to work with members of the cohorts to which they too belong, since they are most likely to have been recruited by a friend or by personal "word of mouth." They are also likely to be following some "behaviour pattern established earlier" (Chambré, 1984). What do these features betoken with respect to a need for "training"? Before anyone tried to recruit them they knew a good deal about the kinds of person with whom they might later work since they approach life from similar stances and from shared positions. Consequently they should find communication at least comfortable with those they are to serve. Again, they are likely to be well informed by friends, both about the work of the agency to which they may be recruited, and about the kind of services they may be asked to provide. Finally, in many cases, they may require little training since they carry with them repertories of appropriate knowledge and skills. A survey completed recently in Victoria, BC, reported that "many [senior volunteer] respondents indicated that training was not required" for the jobs that they were then doing (Lee and Burden, 1991, p. 29).

COURSES PROVIDED

The composite portrait of a senior volunteer that emerges from the literature is that of an active 65+ to 75+-year-old in reasonably good health with a fair background of formal education. As explained earlier, the longer the schooling of this conjectural person, the more likely that he/she will volunteer. Volunteers are drawn mainly from professional, semi-professional, and clerical groups, and consequently, most should have little difficulty in adjusting to the bulk of the jobs for which orientation courses are intended to prepare them.

It is customary for recruiting agencies to offer orientation courses even to senior volunteers who bring with them requisite knowledge and skills. Take, for example, the Senior Consultants' Program of the Alberta Council on Aging (ACA). This program attempts to use in the service of seniors expertise of many kinds that some seniors have acquired over the years. Now suppose that a senior centre wants to start a newsletter. The Senior Consultants' Program will find a former editor or reporter of a local newspaper to help the centre produce its first few issues. Such a person needs no specific training, but he or she can still benefit from the support of the Program and its general purposes, the mission to which it is devoted. Typically, orientation courses for this program consist of an explanation of the origin and purposes of the ACA, the purpose and design of the Senior Consultants' Program, communication by and for seniors, and illustrative programs that have been successfully completed. These matters are supported by reference to *A Guide to Developing a Senior Talent and Abilities Registry* (STAR), published by the ACA in 1990.

Almost all agencies offer either formal and/or informal orientation "courses" to

volunteers, including senior volunteers. Such courses usually comprise a discussion of the mission statement of the agency, some "dos and don'ts" connected with the carrying out of that mission, job descriptions, and aspects of communication. The purpose of this orientation may be thought of as "job enlargement," to expose to the volunteer the wide context in which he or she will work. Such, for example, is the case at the Calgary General Hospital where an invitation to volunteers to attend a formal two-hour orientation course expresses the hope that it will lead to "a better understanding of the contribution (he or she) can make . . ." to the work of the hospital "no matter what program (he or she) is in."

The course consists of a lecture/demonstration followed by a guided tour of the facilities. This is supported by a *Volunteer Handbook* for later reference. The formal general introduction is followed by an informal "on-the-job, Sitting-by-Nellie" training for specific jobs in chosen departments. "Communication—Staff/Volunteer/Patient" is one of the items referred to in a preliminary way in the formal orientation course.

This kind of orientation and training are, in the words of *Getting Started*, "crucial components of the management of volunteers" (Fels, 1988, p. 14). "All volunteers," she asserts, "should receive an orientation session to acquaint them with (the) organization, its goals and objectives, history, philosophy, programs, clients, and the services it provides to the community." Again, according to *Getting Started*, volunteers should tour the facilities, meet members of the paid staff, and have at hand a manual outlining administrative policies and procedures. Training sessions may take various forms, including lectures, seminars, workshops, or discussion groups. The American Health Care Association (American Health Care Association, 1985) recommends that "it probably will be best to plan (such an orientation course) over two or three sessions of a few hours each. . . ." While this may be ideal, organizers are obliged to take into account, first, that most senior volunteers don't want to be "talked at" but want rather to "get on with the job" (Brookfield, 1988, p. 31), and second, that it is frequently difficult to collect the same group week by week over a period, especially if its members have to travel some distance to join it. Many seniors to not choose to drive, especially when traffic is heavy or when nights are long and dark.

The situation is different where an agency must convey a considerable body of information or varieties of skills to its senior volunteers. Take, for example, the training of *docents* at the Glenbow Museum in Calgary. This museum specializes in Western Canadian artifacts, and while seniors born in Alberta may know something about them from their own experience, they did not take courses in Canadian history because those did not exist when they were schoolchildren. In any case, children born in Alberta sixty-five years ago were few, and now as seniors are by attrition many fewer and much farther between. The organizer of volunteers—Glenbow has a thriving volunteer program—therefore provides two courses of ten Monday meetings each of four to five hours that deal with Western Canadian history (Native People, and Exploration and Settlement) from pre-Columbian native cultures to the ethnic mix of Alberta's population today (*Glenbow*, 1987, p. 14–16). For similar reasons, a long course, sometimes residential, is also provided for facilitators of the Fully Alive program that originated in Calgary. "A key feature . . . [of this program] is the training of older people to serve as group facilitators . . ." (Larsen, 1988, p. 28).

Agencies using volunteers in many different capacities like the Calgary General Hospital and Calgary Parks and Recreation develop standardized packages to supplement orientation courses. These lead to more training geared to specialized jobs. For obvious reasons, however, smaller agencies cannot devote resources

to the development of such elaborate orientation procedures. In any event, they do not recruit enough volunteers to make this provision profitable. Nonetheless, all such agencies orient their volunteers in some way to their principal purposes and activities, and volunteers are necessarily introduced to the work they are to do by responsible members of salaried staff.

A number of courses include aspects of "interpretation," that is, the requirement that senior volunteers pass on in acceptable ways the information that they have recently acquired to group of listeners, groups of students, touring parties, and casual visitors. Elements of good teaching practice may be talked about and demonstrated in some orientation courses. These elements are often included under the heading of "Communication" which, in various guises, is almost always part of orientation courses.

There is some suggestion that the men among seniors, oriented as they are toward the "instrumental" by previous experience, tend to gravitate toward administrative work in volunteer organizations—toward, say, work on committees. For many of them, training in matters such as institutional organization and rules of procedure may not be necessary. Nevertheless, they are likely to attend with their women colleagues generic courses dealing with the conduct of meetings, the organization of boards, and the resolution of conflicts between board members who are volunteers and salaried executives. In Calgary such courses are offered by a voluntary leadership program known as *Boardwalk*. Courses offered under the aegis of this organization are given by the equivalent of the ACA's Senior Consultants, that is, by persons who already dispose of the knowledge and skills required. Their training consists in showing them how to use in their teaching supplementary materials provided by the organization.

Do those who provide orientation and other courses attended by seniors modify them in any way to suit the requirements and expectations of seniors? For the most part they do not since, at the moment, seniors constitute so small a proportion of the total volunteer force. Nonetheless, organizers would undoubtedly benefit from some knowledge of what has been called *gerogogy*. They would then be better positioned as presenters and facilitators to take account of the physical and non-cognitive obstacles to learning encountered by many seniors. Among the former would be *presbycusis* and *presbyopia*, and among the latter, *distractability, meaningfulness*, and *pacing* in the deployment of material.

CONCLUSION

Unlike many younger volunteers, seniors do not generally seek jobs records of which will look good on their résumés. They are likely to have already appropriate skills (and particularly, "people-skills") by virtue of their experience. For the most part organizers of volunteers will assign them to jobs for which they are well suited, and, in any case, they have usually learned something of what these jobs entail from the friends to whom they are attached. Where they are preparing to take up jobs relatively new to them, they can learn what to do as well as any younger volunteer, given perhaps, a little more time. For these reasons, they may need little training, and agencies might attempt to use seniors more if only paid organizers would consider not what seniors—a notoriously heterogeneous stratum of society—have lost in aging, but what they have gained, and what remains, and as the Director of the Retired Senior Program in Detroit noted some time ago, those responsible should create "an atmosphere that . . . extends opportunities for maximum application of the older volunteer's skills and experience" (Rakocy, 1981, p. 36). In addition, they should not fail to take advantage of the potential for growth which is part of the make-up of most of today's seniors.

REFERENCES

Atchley, R.C. (1977). *The Social Forces in Later Life*, an introduction to social gerontology. Belmont, CA. Wadsworth.

Baines, E.A. (1990). *Volunteerism and the Older Adult as Benefactor and Beneficiary:* A Selective Review of the Literature. Clemson, SC. The Strom Thurmond Institute on Volunteerism. Clemson University.

Bharadia, G. (1986). *Why Do People Volunteer?* Calgary, AB. RUPPS, University of Calgary.

Boardwalk, A Volunteer Leadership Development Program of the United Way of Canada. Suite 201, 110 – 11th Avenue, SE. Calgary, AB. T2G 0X5.

Brennan, B. (1988). *Seniors as Volunteers, a profile of volunteers based on the 1987 National Survey on Volunteer Activity.* Ottawa. Department of the Secretary of State for the Voluntary Action Directorate, Multiculturalism, and Citizenship, Canada.

Brookfield, S.D. (1988). *Understanding and Facilitating Adult Learning.* San Francisco, Jossey-Bass.

Calgary General Hospital. (1991). *Volunteer Handbook.* Bow Valley Centre, 841, Centre Avenue East, Calgary, AB. T2E D4I.

Calgary Parks and Recreation. (1991). *Volunteer Orientation Manual.* Calgary Parks and Recreation. Volunteer Services, #100, Box 2100, Station M, Calgary, AB. T2P 2M5.

Chambré, S.M. (1984). Is Volunteering a Substitute for Role Loss in Old Age?, an Empirical Test of Activity. *The Gerontologist, 24,* 3. 1984.

Chambré, S.M. (1987). *Good Deeds in Old Age,* volunteering by the new leisure class. Toronto. Heath. (Islington Books).

Ebnet, J.J. (1989). *Self Perceptions of Retired Senior Volunteers Program Members.* Annual RSVP Evaluation Report. Greater St. Cloud, MN.

Fals, L. (1988). *Getting Started, establishing a volunteer program.* Toronto. Volunteer Centre of Metropolitan Toronto.

Hansen, M.L. (1952). The Third Generation in America. *Commentary, 14:* 492–503.

Hellmo, J. (1986). *The Nature of Volunteers and Volunteerism in the Calgary Setting.* Calgary, AB. RUPPS. University of Calgary.

Hultsch, D.F., and Hultsch, F. (1981). *Adult Development and Aging,* an adult perspective. New York. McGraw-Hill.

Kabanoff, B. (1980). Work and non-Work, a review of models, methods and findings. *Psychological Bulletin,* 1980, 88, 60–77.

Larsen, D.E. (1988). *Final Report, Fully Alive, a Program on Well-being for Older Persons.* A Pilot Project sponsored by the Alberta Council on Aging.

Lee, A.J., and Burden, C. (1991). Volunteering Activities of Seniors. *Journal of Volunteer Administration.* 1991, Summer. 29–35.

Moll, H. (1987). Interview. *Glenbow,* 1987, 7, 5. Sept/Oct. 14–15.

Montero, D. (1981). The Japanese Americans: Changing Patterns of Assimilation over Three Generations. *American Sociological Review, 46,* December. pp. 829-839.

Morrow-Howell, N., and Mui, A. (1989). Elderly Volunteers: Reasons for Initiating and Terminating Service. *Journal of Gerontological Social Work,* 13, 3/4, 1989. pp. 21–33.

National Retired Senior Volunteer Program Participants Impact Evaluation, Final Report. (1985). [U.S. Dept. of Education. National Institute of Education. Education Resources Information Centre (ERN). National Retired Senior Volunteer Program Participant Impact Evaluation—Final Report 1985. (RSVP)].

Neugarten, B. (1974). Age groups in American Society, and the rise of the young old, in Eisele, F.R. (ed.), *Political Consequences of Aging.* Philadelphia. American Academy of Political and Social Sciences Series. pp. 187–198.

Perry, W.H. (1983). The Willingness of Persons 60 or Over to Volunteer: implications for the Social Services. *Journal*

of Gerontological Social Work, 5, 4. Summer 1983. pp. 107–117.

Rakocy, G. (1981). Senior Volunteers: Finding and Keeping Them. *Generations*, 1981. V, 4. Summer, 36–37.

(RUPPS) Research Unit for Public Policy Studies of the University of Calgary. *Volunteers and Volunteerism in Calgary Series*. (See under — Bharadia, G.; Hellmo, J.).

Ross, D.P., and Shillington, E.R. (1989). *A Profile of the Canadian Volunteer*, a guide to the 1987 Survey of Volunteer Activity in Canada. Ottawa. National Voluntary organizations.

Sequin, M. (1982). Social Work Practice with Senior Adult Volunteers in organizations run by paid volunteers. *Journal of Voluntary Action Research*. 11, 2/3, pp. 47–58.

Sills, D. (1957). *The Volunteer*. Glencoe, IL. Free Press.

STAR. Robinson, G. (1990). *A Guide to Developing a Seniors' Talents and Abilities Registry*. Edmonton. The Alberta Council on Aging, #501 – 10506, Jasper Avenue, Edmonton, AB. T5J 2W9.

Statistics Canada. (1989). *Giving Freely: Volunteers in Canada*. Ottawa. Publication Sales, Room 1710, Main Building, Statistics Canada, Ottawa, Ont. K1A 0T6.

Volunteer Centre, Calgary. (1991). *Senior Volunteers, The Report of the Senior Volunteer Program Committee*. The Volunteer Centre of Calgary, Suite 201, 110 – 11th Avenue SE. Calgary, AB. T2G 0X5.

ABSTRACT

This work addresses one of the basic concepts of volunteer management, a three-level program for training volunteers. The author addresses the need for an appropriate amount of training, the important categories of training for volunteers and the use of volunteers as trainers of other volunteers. She presents a perspective of training of volunteers which is applicable to many types of organizations utilizing volunteers and to a diversity of volunteer services. The author's direct and simple approach to this aspect of volunteer management serves as a reminder of the important part training plays in the volunteer experience.

How Effective Is Your Training of Volunteers?

Elizabeth A. Watson

Periodically it is helpful, even necessary, for managers of not-for-profit agencies which involve volunteers to review basic concepts of volunteer management. This article presents an opportunity to explore training for volunteers. It will explore how much training is needed, what categories of volunteer training are considered important and the use of volunteers as trainers of other volunteers.

HOW MUCH TRAINING IS NEEDED?

The amount of training considered to be "enough" varies widely, and depends on the unique needs and goals of the specific organizations, on the policies of those organizations, and on the people who serve as volunteers in a variety of capacities within those organizations. There are two major opportunities for agencies to incorrectly assess the "enoughness" of training of volunteers. First, agencies may provide little or no training. Second, the agencies may provide excessive training that alienates volunteers. Overly trained volunteers may feel that their entire volunteer experience will be limited to being taught more than they need to know to serve as volunteers.

In some instances, there may be valid reasons for lack of adequate training. Lynch (1984) suggests that in recent years the number of volunteers has increased faster than the training capacities of staff and facilities. However, seldom is there just cause for excessive training.

Ilsley (1990) recommends that the "best training" provides volunteers with the skills and attitudes they need to accomplish their tasks successfully and offers them many chances for learning, inspiration and personal growth. Given the wide variation in experience, level of education, and learning capacity of volunteers, as well as the wide variety of volunteer opportunities, Ilsley's suggestion provides a guideline to achieving an appropriate amount of training for volunteers.

Writers on the topic of training volunteers (Ilsley, 1990; Ilsley and Niemi, 1981; Novaratnam, 1986) agree that volunteers usually need three types of training: orientation, preservice training and on-the-job training.

ORIENTATION TRAINING

Orientation training acquaints the volunteer with the existing situation or environment. This will usually include information about the agency, its philosophy, history, traditions, mission, policies, proce-

Elizabeth A. Watson is a volunteer training specialist with the Office of Volunteer Resources, Mid-America Chapter of the American Red Cross and served on the Advisory Committee for Training and Development there. Previously she was a consultant in the Information Services Training Department of Sears Roebuck and Co. and represented Sears in the Chicago Data Processing Educators Council. Ms. Watson has planned Adult Education programs for Knox Presbyterian Church in Nanerville, Illinois for many years, and served as program chairman for the American Association of University Women, Nanerville Branch. She is a member of AVA. Ms. Watson holds a B.S. in Chemistry from Texas Women's University and Master of Science in Education from Northern Illinois University.

dures, the importance of volunteers to the agency and the relationships between paid and volunteer staff. Other topics include varieties of voluntary services, benefits of volunteering, time commitments expected and opportunities for further training in various service categories.

Orientation training enables volunteers to hear the language of the organization and learn its idiomatic expressions and acronyms. Participants gain a sense of heritage, shared beliefs, traditions, and values. This should enhance and confirm their own desire to participate as volunteers in the organization.

Little, if any, time should be devoted to specific skill training during the orientation presentation. This session should be limited to 2 to 2½ hours duration. An effective orientation program should develop mutual trust, clarify expectations, and begin the team-building process.

Many agencies deliberately provide simultaneous orientation training for both paid and volunteer staff in an effort to create team-like relationships between the two staffs. Both are felt to benefit from the common introduction to the culture of the agency. The American Red Cross, for example, orients all direct service, administrative, advisory, and governance volunteers and most newly hired employees in the same orientation sessions (Volunteer 2000 Study, 1988).

Ideally, orientation training should be provided as early as possible for the volunteer and paid staff. Practical limits to this ideal exist in matters of facility scheduling, instructor availability and class size.

Problems may occur regarding the availability of management staff for delivering orientation training. Novaratnam (1986) recommends involving experienced volunteers as teachers of orientation courses. This method is used by the American Red Cross. Such volunteer instructors can relate to the newcomers by sharing their own personal experiences, perhaps in a more meaningful way than paid staff. Volunteer instructors may more effectively sense what novices are feeling during the orientation experience. Their descriptions of benefits of volunteering are more likely to be accepted by novice volunteers than those of a person who has not been a volunteer in the organization.

Ilsley (1990) points out another advantage for including presentations by experienced volunteers in the orientation training. He notes that managers of agencies are apt to forget that new volunteers may not yet have sufficient background information to understand certain information which the manager considers to be of special importance.

Loomis (1986) promotes the idea that novice volunteers be provided with something to hold, something to see and something to hear during the orientation session. Training materials and sessions should be shared or periodically attended by administrators and staff members. This practice accomplishes dual purposes of informing staff about important roles played by volunteers and communicating that volunteers are valued members of the team.

The orientation process does not cease at the end of the orientation course when volunteers indicate their preferred opportunity for service and turn in a course evaluation form. The process of orientation proceeds throughout the career of the volunteer.

PRESERVICE TRAINING

Preservice training, sometimes referred to as entry level training or skill development training, typically follows the assignment of a volunteer to a specific task and prepares the volunteer to perform that assigned task (Ilsley, 1990). Novaratnam (1986) suggests that preservice training may precede the assignment to a specific task. In either case, preservice training includes an assessment of the abilities of the volunteer and the provision of needed additional knowledge and skills required to perform the activities. Development of specific knowledge and skills will vary considerably with the nature of volunteer

services. Preservice training will require more time than the general orientation. It may also require more tutoring time, special instructional materials and individualized attention from paid staff (Novaratnam, 1986).

As with orientation training, experienced trained volunteers can and do participate in preservice training of volunteers. Active, knowledgeable and willing volunteers should be selected to participate in a train-the-trainer program to prepare them for such responsibilities. The American National Red Cross has developed a one-day Instructor Candidate Training Course which is required of all volunteers. This course is the first step in becoming a specialty instructor in American Red Cross Disaster Services, Health and Safety Services, and Military Social Services. Following this initial course, volunteers complete a specialty skill course for the volunteer service for which they will become instructors. As a concluding step, volunteers may complete a course in how to teach that specialty course. Both volunteer and paid staff complete this three-step process before they are certified as Red Cross instructors in the specialty.

IN-SERVICE TRAINING

Sometimes referred to as on-the-job training or continuing training, in-service training for volunteers refers to the perfecting of skills usable in the volunteer's current assignment or that are needed for transfer to another assignment within the same agency. Frequently such a transfer makes use of experience gained in a previous assignment.

On-the-job training may require an extended period of time, and agencies may not be able to afford paid staff to conduct this continuing training. Novaratnam (1986) believes that volunteer trainers can help volunteer trainees to study procedures, policies and mandates of the agency in depth, and assist the paid staff in supervising and evaluating volunteer trainees. A volunteer involved in in-service training may be paired with a novice volunteer to provide real-life experience. A three-way relationship among paid staff, volunteer trainers and novice volunteers can create a friendly group atmosphere.

SUMMARY

Managers of not-for-profit agencies involving volunteers may find it advantageous to review their existing policies regarding current training of volunteers and the utilization of volunteers and trainers.

Further studies would help managers make decisions about training their volunteers more effectively. The following types of questions might guide this study:

1. Is there a correlation between the retention period for volunteers and the type of training they receive?
2. Is there a relationship between the retention period of volunteers and the amount of training they received?
3. Does the timing of the training of volunteers affect retention period of volunteers?

With the expectation that society will need increasing numbers of volunteers to provide essential social services, practices which encourage volunteering are worth exploring.

BIBLIOGRAPHY

American National Red Cross, *Volunteer 2000 Study*. (1988).

Ilsley, P. (1990). *Enhancing the Volunteer Experience*. Jossey-Bass.

Ilsley, P., & Niemi, J. (1981). *Recruiting and Training Volunteers*. McGraw-Hill.

Loomis, Theo-Jane, "Orientation: An Emphasis on the Oral Tradition," *The Journal of Volunteer Administration*. (Winter 1986–87).

Lynch, Rick, "Preparing an Effective Recruitment Campaign," *Voluntary Action Leadership*. (Winter 1984).

Novaratnam, K.K. "Volunteers Training Volunteers: A Model for Human Service Organizations," *The Journal of Volunteer Administration*. (Fall, 1986).

ABSTRACT

A multidisciplinary approach in the support of AIDS volunteers is discussed employing three dimensions: educational, social and psychological. This approach was developed by the Foundation for Interfaith Research and Ministry (FIRM) in Houston, Texas, to combat volunteer burnout and attrition often exhibited by volunteers when serving clients with AIDS and other chronic, debilitating diseases. An examination of the specific goals and tasks required of volunteer managers/coordinators to utilize this approach are outlined. Although these three components of support were implemented for AIDS volunteers, they can easily be modified to suit virtually any type of volunteer environment and are appropriate tools to enhance a variety of volunteer settings. Ideas and suggestions as to how this psychosocial model of support can be adapted for an organization's use are included.

Psychosocial Support: A Crucial Component for the Successful Management of AIDS Volunteers

Tommy J. Breaux, MS

INTRODUCTION

We are well into the second decade of AIDS. As with the first decade, the second persists in its unrelenting depletion of resources, finances and lives. As of Sept. 1993, the cumulative total of all people diagnosed with AIDS in the United States was 339,250 (Center for Disease Control, 1993). Of these men, women and children, 60% (204,390) have already died. Unfortunately, the current rate of AIDS diagnoses appears to be rapidly accelerating. The first 100,000 cases of AIDS were diagnosed eight years into the epidemic (CDC, 1989). The second 100,000 cases followed only 26 months later (CDC, 1991). The third 100,000 were documented 18 months later when the Centers for Disease Control (CDC) expanded the definition for the diagnosis of AIDS (Chang, Katz, and Hernandez, 1992). Indisputably, AIDS will remain a major public health challenge for decades to come.

Along with this challenge comes the significant task of maintaining an active involvement of volunteers in the provision of services to people affected by HIV/AIDS. The professional role of the volunteer coordinator/administrator is critical to the ultimate success of those organizations which rely predominately upon volunteers for service delivery. This article presents the efforts of one such organization, the Foundation for Interfaith Research & Ministry (FIRM) in Houston, Texas. Described are the specific psychosocial support mechanisms instituted to surmount the challenge of maintaining long-term, compassionate and experienced volunteers. Although these mechanisms are discussed within the framework of FIRM's organizational structure, they can easily be adapted to accommodate virtually all types of volunteer environments.

Tommy J. Breaux, MS, is a Volunteer Coordinator for the Foundation for Interfaith Research & Ministry (FIRM) in Houston, Texas. Prior to accepting this position, he graduated summa cum laude and received his BS and MS degrees in psychology from the University of Southwestern Louisiana. He first became interested in volunteering in 1986, when he was a "Buddy" for people living with AIDS in Lafayette, Louisiana. He later became a coordinator for the Buddy program at Lafayette C.A.R.E.S. (Concern for AIDS Relief, Education, and Support). As a long-time AIDS volunteer, he now enjoys the opportunity to combine his personal and professional experiences in the support of those who accept the challenge of providing in-home care and support services to people living with AIDS and other chronic diseases.

PROGRAM SUMMARY

The Foundation for Interfaith Research & Ministry (FIRM) was created as a nonprofit organization in 1986 by clergy and laypeople to provide educational and service programs in response to the expanding AIDS epidemic and to initiate other programs in the future. The underlying factors which led to the inception of the AIDS care team program, accompanied by the obstacles overcome in its implementation, are discussed elsewhere (Shelp, DuBose, and Sunderland, 1990). FIRM is responsible for recruiting, training and supervising volunteers organized into congregation-based care teams. The goal of the care teams is to offer friendship and support in the form of non-judgmental care and companionship. In effect, the care teams become surrogate and extended families to those they serve. Examples of the types of services provided by the volunteers are social and emotional support, light housekeeping, limited transportation, shopping assistance, meal preparation and hospice care. In addition, case management and the Challenge/FIRM Co-op (a food pantry) are offered to clients who are in need of these services. All programs and services are provided free of charge.

Immediately following the recruitment of a new care team from the membership of a sponsoring congregation, volunteers are trained in several major areas. These areas include information on topics such as introduction to AIDS, infection control, psychosocial issues affecting clients and their loved ones, the provision of social and emotional support, care team organization and volunteer responsibilities. Applicable skills regarding basic nursing and hospice care for adults and pediatrics are later taught by a registered nurse.

Clients are referred to the agency by physicians, nurses, social workers, health care providers, agencies, volunteers, family and loved ones, or are self-referrals. The service coordinator completes an intake and assigns a care team to each client. The volunteer coordinator then conducts an initial home visit to determine the appropriateness of the referral, to explain the role and function of a care team, and to assess any ancillary needs which may require supplementary referrals. The volunteers meet with their new client and create a schedule of visitation and assistance based upon a needs assessment. This schedule is consistently renegotiated as the disease progresses and the amount of assistance intensifies.

Unlike the traditional "Buddy" program where one volunteer is assigned to one client, the client is introduced to as many as six to eight volunteers who will be providing assistance. This team approach allows for a wider range of services available to clients. In addition, no one volunteer is overwhelmed by the expectation that he/she is the sole person responsible for providing the social, emotional and physical support of the duration of the client's life. Rather, volunteers are comforted knowing that they are part of a collective effort in the provision of services to their client.

Care teams typically consist of 15–20 volunteers and either one team leader or two co-leaders. A paid staff person is assigned to each team and functions in a variety of roles. Primarily, this volunteer coordinator is responsible for volunteer recruitment, continuing education, team supervision, volunteer support, assessment of client satisfaction and other administrative duties. Each volunteer coordinator is responsible for the supervision of 10–12 care teams and meets with each team monthly. The coordinator must also maintain an "open door" policy and be available daily to respond to both volunteer and client needs as they arise. For an in-depth program description accompanied by training outlines and job requirements, refer to Sunderland and Shelp (1990).

AGENCY STATISTICS

Presently, there are 60 AIDS care teams representing 70 churches and synagogues in the Houston metropolitan statistical

area (HMSA). Serving on these care teams are 1,200 active volunteers. These volunteers provide care and support services to an average daily census of approximately 215 clients. This census is roughly 6% of the 3,732 documented number of people living with AIDS in the HMSA (Houston AIDS Surveillance Update, 1993).

As of December, 1993, the Care Team program had provided non-judgmental care and support services to 1,310 men, women, and children affected by HIV/AIDS since January, 1986. The *Houston AIDS Surveillance Update* (1993) reports that a total of 9,567 people have been diagnosed with AIDS in the HMSA. The 1,310 clients served by care teams represent 14% of the total number of AIDS patients diagnosed in Houston.

In 1988, FIRM began documenting the number of hours donated by volunteers. To date, volunteers have provided over 350,000 hours of service. Darling and Stavole (1992) report that the average hourly value assessed for time donated by volunteers to nonprofit organizations is $10.91 per hour. Based upon this figure, care team volunteers have documented services valued in excess of $3.81 million. In 1992 alone, the number of volunteer hours exceeded 110,000, representing a value greater than $1.2 million. In order to continue providing this level of client care, the program must maintain a rigorous approach in its commitment to the support and well-being of each of the 1,200 volunteers.

VOLUNTEER SUPPORT

It is during the monthly care-team meetings that the preponderance of volunteer support is provided. Though staff-labor intensive, the psychosocial support of all volunteers is regarded as an administrative priority crucial to the integrity and survival of the program.

Over the past several years, the range and content of the volunteer support component has gradually evolved to incorporate the changing demographics of people infected with HIV and those who volunteer their services to assist them.

One illustration of the modification of the care team model occurred when there was a rise in the number of women and children requesting services. These women and children were predominantly black or Hispanic, a contrast from the white, homosexual male population volunteers traditionally served. Instead of providing support to only one person in the household, volunteers were now faced with the challenge of working within the complex dynamics of an entire family unit. Often times, these families were suffering from poverty, lack of adequate health care, or drug addiction. Add to this burden the emotional impact of the impending death of an infant and perhaps one, if not both, parents, and the situation has the potential to become overwhelming for volunteers. Consequently, the care team model was augmented in its structure, volunteer support, and minority volunteer recruitment in order to account for these difficulties (DuBose and Shelp, 1990).

What has been achieved by program efforts over the years is simply one approach toward combating burnout and the volunteer attrition which typically ensues. The psychosocial approach utilizes the following three elements of volunteer support: education, social and psychological. An examination of the specific goals and tasks required to accomplish these goals is presented below.

EDUCATIONAL SUPPORT

The goal of the first component, educational support, is to provide a comprehensive foundation of the knowledge and skills necessary to allow volunteers the opportunity to be successful and effective in their role as care givers. The educational tasks of the volunteer coordinator begin with the introductory orientation and continue throughout the volunteer experience. Volunteer coordinators are required to keep abreast of all pertinent issues within the study of

HIV/AIDS. Another task of the coordinator is providing continuing education and training as new information is learned regarding such topics as medical discoveries, therapy innovations, disease symptomology, etiology and epidemiology, infection control procedures, etc.

As an adjunct to continuing education, specific skill modules are provided by consulting medical and mental health professionals. These modules include, but are not limited to, nursing and hospice care for pediatric and adults, boundary setting and other drug related issues for working with the chemically dependent personality. The Volunteer Coordinator facilitates monthly meetings for all Team Leaders which consist of seminars on suicide, case management, grief, cultural diversity and client advocacy. Finally, *Connections*, a quarterly agency publication, is mailed to everyone which affords another opportunity to disseminate information about important events, agency news, AIDS information, and special recognition.

Cross cultural or minority issues must also be addressed. Volunteers and clients may come from very different religious and ethnic backgrounds. The coordinator must be knowledgeable about and sensitive to these issues so that volunteers have every advantage for providing the best possible care in a manner acceptable to the client. Sometimes this may require a special educational session which helps to illuminate potential differences such as family structure, socio-economics, cultural values and an occasional reticence in the acceptance of help. Hopefully, this conversation enlightens volunteers toward a better understanding of the living arrangements and conditions of their clients. What may at first seem like an unwillingness to accept a volunteer's offer of assistance may in fact be simply a matter of ethnic or cultural difference. These differences may require an interim period of trust building before services can be accepted.

Because of the diverse scope of material presented over the course of the volunteer experience, a variety of learning modes have been utilized. This varied approach to teaching is much more conducive to reaching a broader range of volunteers who may not always acclimate to the standard lecture style of learning.

SOCIAL SUPPORT

The goal of the second component, social support, is to foster a safe volunteer environment where team building, fellowship and nurturance can transpire. The tasks of the coordinator consist of regular team meeting attendance, facilitation of team building, team and volunteer recognition through anniversary parties and social events, assisting the team in its visibility within the congregation through bulletin articles and recruitment and setting an example of open, safe communication skills that can be learned by all members.

Many teams choose to meet in individual homes rather than at the church or synagogue. This grants the occasion to share meals or refreshments with one another. This meeting environment serves a dual purpose. First, as a primarily social event for fun and fellowship and, second, as a tool for team building and mutual nurturance.

Team leaders facilitate the team meetings. However, the volunteer coordinators must maintain an objective, resourceful presence should they need to intervene with comments and suggestions, guidance, or conflict resolution. By using effective communication techniques, volunteers swiftly learn how to interact and discuss topics and situations that are sometimes volatile. Two such examples are learning to react appropriately as a team to the behavior of active drug users, and reaching consensus about team guidelines to be upheld by everyone. Due to the concept of team care, it is extremely important that the team acts as a cohesive unit. Independent volunteers who undermine the decisions of the team by keeping secrets or not respecting team boundaries must be con-

fronted, so that these types of issues are resolved.

A second type of social event, the anniversary party, is subsidized by FIRM. Parties are given annually to each care team to celebrate a year of service. This event permits teams to reflect and celebrate the many things that they have accomplished as well as plan for the upcoming year. The party is also a chance for the agency to publicly recognize the individual and collective achievements of the team.

A third type of social support is spiritual support through the annual Service of Hope and Remembrance. This interfaith worship service is conducted by volunteer clergy of many denominations and permits care teams, staff, clients, and the general public an opportunity to come together and pray for hope and healing, reaffirm a commitment to serve those affected by HIV/AIDS and to grieve as we remember clients, friends and family who have died.

Also, care teams plan many different outings and social events with their clients. These entertaining events include birthday parties, dinner, movies, picnics, walks, theater and concerts. If the clients are not physically able to participate, then appropriate events are planned that allow volunteers and clients a chance to socialize in a way that is sensitive to the clients' limitations.

PSYCHOLOGICAL SUPPORT

The final and perhaps most important component is psychological support. The goal of this component is to empower volunteers to confront and process their emotions, fears, concerns, frustrations, and grief so that stress, burnout and attrition can be minimized. The major task for the volunteer coordinator consists of paying careful attention when volunteers process their personal concerns or feelings during the team meetings. These personal disclosures are intimate windows into how effectively a particular volunteer is coping with his/her experience. This type of emotional sharing should always be encouraged, unless it becomes dysfunctional for the team. Should this occur, it is appropriate to suggest counseling to the individual.

It is also critical to spend time discussing the current health and condition of each client assigned to the team as well as how the volunteers assigned to that client are handling their duties and emotions. Other tasks of the coordinator include supervision and input, personal recognition of volunteers, and suggesting "time-out" when a volunteer is overwhelmed by grief or fatigue.

The manner in which the psychological stressors are addressed is essential to the successful amelioration of their symptoms. Volunteers must be given the chance to reveal their honest and sometimes very personal feelings about a particular issue or problem. This must be done in an environment which is both safe and welcomed by all members. Coordinators can help assure this safe environment by respecting the feelings of everyone, regardless of personal agreement or disagreement. By constantly stressing the importance of sharing emotions and then respectfully exploring those emotions, the coordinator sets an example which can be quickly emulated by others.

Pre-existing beliefs, attitudes, or moral judgments about the behaviors which transmit HIV must be confronted candidly from the very beginning. FIRM's philosophy of care is compassionate, non-proselytizing, and non-judgmental. If pre-existing attitudes are addressed at the initial training, or during the first team meeting, it may weed out those volunteers who cannot accept this philosophy of care. Since volunteers are recruited from the religious community, it is meaningful to remind those who want to volunteer that they have a religiously grounded moral obligation to care for the sick and dependent regardless of the affliction or the means by which the illness developed (Shelp and Sunderland, 1992).

It is imperative to not only challenge the prior beliefs or myths about AIDS, but the volunteer coordinator must also be sensitive to the individual religious beliefs and traditions of each denominational care team. Volunteer coordinators must be flexible and willing to learn from and accept the uniqueness of each team and the manner in which it operates. This may not always be easy. It is essential to view the relationship with volunteers as a reciprocal learning experience.

Volunteers are confronted by countless issues which arise over the course of working with someone with AIDS or other chronic diseases. Some of these issues include fear of contagion, personal confrontation with death and dying, overidentification with clients, assuming control of things outside of their control, unrealistic expectations of accomplishments, prejudice or lack of familial support caused by the stigma of working with someone with AIDS, learning how to set and respect boundaries and placing proper emphasis on self-care to avoid burnout. Inevitably, many, if not all, of these issues will surface. It takes skillful coordinators working closely with their volunteers to manage each problem as it arises. One approach to volunteer management is knowing that not every problem can be effectively resolved, but the stress underlying the problem can be alleviated through proper processing of emotions.

Perhaps the most stressful part of the AIDS volunteer experience is coping with the grief and loss of all those served and loved. Some type of team ritual or memorial service after a client dies seems to be very cathartic. This ritual can simply be an evening of sharing memories by candlelight, a formal memorial service given by the team's pastor or rabbi, the making of an AIDS quilt, or the planting of a tree. Attention to grief during regular team meetings is vital. It may also be meaningful to remember a team's many losses over the course of its work. For example, sharing memories about deceased clients on the anniversary of their deaths, or on other special holidays. If a volunteer's grief goes unresolved, the volunteer will probably soon become overwhelmed by his/her anguish or depression and be unable to continue volunteering productively. The loss of volunteers must be averted to assure the successful continuity of the program.

DISCUSSION

Macks and Abrams (1992) assert that burnout is not only costly to the individual, but also to the organization and the population served. The first step in implementing appropriate and effective mechanisms of volunteer support is acknowledging the crucial role of self-care for both staff and volunteers. Further, each agency must be committed to offering psychosocial support that is acceptable and welcomed by its volunteers. The stress of working with AIDS or other chronic, debilitating diseases will always be present. However, the effects of these stressors can be reduced.

The author believes that a multidisciplinary approach to volunteer support is crucial to maintaining a healthy pool of active volunteers. A seven-year analysis of the volunteer roster, beginning in 1986 when the agency first began recruiting volunteers, has shown that the average duration of volunteers in active service is approximately two years (643 days). A significant factor in the longevity of volunteers' commitment is the intensive support extended to everyone, however, there are some limitations. Findings are based on volunteer records, anecdotal evidence learned at team meetings and through personal conversations and other data available during the seven-year history of the care team project. There is a need for a scientific investigation with an *a priori* hypothesis. Unfortunately, this type of investigation is extremely costly, both in dollars and in staff time. To help overcome this obstacle, a demographic survey of volunteers will be implemented and is expected to be fol-

lowed by an annual volunteer satisfaction assessment. These evaluation tools will allow a determination of what changes may be needed in order to enhance volunteer support. Until then, the data will continue to rely on correlational findings based upon the trends in volunteer data.

The three components of psychosocial support described above can be modified to suit virtually any type of volunteer environment and are appropriate tools to enhance a variety of settings. In fact, FIRM's care team approach has proven so successful that in 1993 the model was adapted to include the care of people suffering from additional diseases, such as Alzheimer's and other dementia related disorders.

To adapt the illustrated psychosocial model of volunteer support for author organization's use, here are several suggestions which may help in facilitating this process.

- Encourage collaboration dialogue between staff and volunteers to determine the types of volunteer support that is most beneficial.
- Institute an "open door" policy for volunteers with the volunteer coordinator.
- Incorporate a strong education and training program that utilizes varied modes of learning throughout the volunteer experience.
- Offer *safe* support meetings that 1) foster the processing of volunteer emotions (especially grief and burnout), 2) provide problem resolution, 3) create a forum for suggestions or improvements that can be conveyed to the staff, and 4) provide socialization and nurturance. It may be useful to conduct special meetings of volunteers related by job responsibility or geographic location in order to promote team building.
- Provide volunteer recognition in a manner that is acceptable to the volunteers. Ask them what is important or appreciated.
- Periodically evaluate volunteer support using all data at disposal. Do not hesitate to revise or discontinue what does not work and retain or enhance what does.

These are only a few ways to get started toward developing an individualized approach to volunteer support. Exactly how a psychosocial approach can accommodate a program depends upon creativity, organizational structure and a commitment to healthy, satisfied volunteers.

REFERENCES

Centers for Disease Control. (1989). *HIV/AIDS Surveillance*, August, 1–15.

Centers for Disease Control. (1991). *HIV/AIDS Surveillance*, December, 1–18.

Centers for Disease Control. (1993). *HIV/AIDS Surveillance*, October, 1–18.

Chang, S.W., Katz, M.H., & Hernandez, S.R. (1992). The New AIDS Case Definition. *Journal of the American Medical Association*, 267, 973–975.

City of Houston Department of Health and Human Services. (1993). *Houston AIDS Surveillance Update*, Sept., 1–2.

Darling, L.L., & Stavole, R.D. (1992). Volunteers: The Overlooked and Undervalued Asset. *The Journal of Volunteer Administration, 11*, 27–35.

DuBose, E.R., & Shelp, E.E. (1990). The Congregation-Based Care Team: A Model of Care for Children and Families Living with AIDS. *Pediatric AIDS and HIV Infection, 1*, 14–18.

Macks, J.A., & Abrams, D.I. (1992). Burnout Among HIV/AIDS Health Care Providers: Helping the People on the Frontlines. In Paul Volberding & M.A. Jacobson, eds. *AIDS Clinical Review*. NY: Marcel Dekker, Inc.

Shelp, E.E., DuBose, E.R., & Sunderland, R.H. (1990). The Infrastructure of Religious Communities: A Neglected Resource for Care of People with AIDS. *American Journal of Public Health, 80*, 970–972.

Shelp, E.E., & Sunderland, R.H. (1992). *AIDS and the Church: The Second Decade.* Louisville: Westminster/John Knox Press.

Sunderland, R.H., & Shelp, E.E. (1990). *Handle with Care: A Handbook for Care Teams Serving People with AIDS.* Nashville: Abingdon Press.

Subscription Form

☐ I would like to join the Association for Volunteer Administration and receive **The Journal** as a benefit of membership. Please send me more information.

☐ I would like to subscribe to **The Journal of Volunteer Administration** for one year (four issues) at $29.

☐ I would like to subscribe to **The Journal of Volunteer Administration** for three years (twelve issues) at $78.

Name _____

Title _____

Organization _____

Address _____

_____

☐ **Check or money order** (payable in $US) enclosed made out to: Association for Volunteer Administration. Please note: Subscribers in Canada and Mexico add $3.00 per year to cover additional postage and handling costs. Subscribers outside the United States, Canada, and Mexico add $11.00 per year for additional postage and handling costs.

☐ **Charge** to my ☐ VISA ☐ MasterCard

Card No. _____

Expiration Date _____

Signature _____

Complete and return to: Association for Volunteer Administration
P.O. Box 4584, Boulder, CO 80306 U.S.A. (303) 541-0238

THE JOURNAL OF VOLUNTEER ADMINISTRATION
P.O. Box 4584
Boulder, CO 80306
USA

Nonprofit Org.
U.S. Postage
PAID
Boulder, CO
Permit No. 236

1228 C1
Susan J. Ellis
President
ENERGIZE, Inc.
5450 Wissahickon Avenue
Philadelphia PA 19144