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AVA ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration (AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. 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. AVA is open to both salaried and nonsalaried professionals.

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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 several informational newsletters and booklets, and THE JOURNAL OF VOLUNTEER ADMINISTRATION.

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Action Planning to Enhance Training Program Results

Frederick John Gies, EdD

Training programs have a purpose. The clearer and more specific the purpose, the greater the probability that tangible results will occur. Too often training programs do not produce demonstrable results, thereby raising serious questions about the value of the training and even more serious questions about its continuation.

Most training programs are adequately planned and presented. Typically trainers have a fairly clear notion of what knowledge and skills will be acquired by trainees. The problem generally results from a lack of action planning on the part of trainees. Unless action planning and concomitant self-assessment are integrated into training programs the likelihood of significant applications being made is reduced appreciably.

A broad array of training programs is currently available. Participation in a particular program presumes that some form of formal or informal needs assessment has been conducted by the potential trainee and the agency which the person represents. The needs assessments should yield specific responses to questions about organizational goals and the people helping to achieve them. For example:

We need to know more about ____ in order to do ____. Since Ms. Jones has assumed responsibility for those matters (goals and objectives) she will participate in Training Program X in order to develop and/or improve her knowledge of ____ and her skills in ____.

If Ms. Jones is successful in the training program two immediate results will have occurred. First, she will have improved her own abilities and, secondly, she will be able to apply these abilities to the accomplishment of agency goals and objectives. The critical factor becomes the use and application of these abilities within the agency goal structure. Unless a plan is developed, optimum utilization of these skills and knowledge cannot result.

While an action plan can be developed in a variety of ways, the basic components tend to be quite similar from plan to plan. Any plan should be perceived as a tool, subject to modification as needs arise and circumstances change. However, the plan should be used as the prime vehicle for the specific purpose intended, and should not be put aside after development.

COMPONENTS

An action plan can be subdivided and labeled in a variety of ways. The format is not critical but the essential elements are. Typically, an action plan will consist of five major elements: 1) Goals; 2) Objectives; 3) Activities; 4) Timeline; and 5) Evaluation.

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Goals

Goals are broad, general statements of intended outcome which relate to the agency or organization. They usually reflect some unfulfilled need which the agency wishes to address and which, if accomplished in some degree, will make the organization move closer to reaching its purpose for being. It is not always possible to measure or demonstrate unequivocally that a goal has been accomplished. Evaluation decisions are usually made on the basis of objectives, not goals.

Some examples of agency goals are:

1.1 To improve our working relationship with other volunteer programs in our community.

1.2 To develop a marketing plan for the services or products of our agency.

1.3 To improve the solicitation skills of our agency volunteers.

1.4 To increase the amount of contributions to our agency.

1.5 To increase the involvement of our board in the affairs of our agency.

1.6 To improve financial planning within our agency.

Most agencies are familiar with organizational planning and periodically develop and update their goals. When progress toward reaching goals has not been made after a period of time, or when goals are highly challenging and internal expertise is not available, the prospect of "training someone" frequently arises. If the appropriate kind of training is readily available, the agency person can commence his or her training program.

However, often times goal setting and training do not occur in this logical manner. Frequently, the agency is apprised of the availability of publicly-offered training in certain areas and has the opportunity to select or participate in one or more segments of the total program. In this instance, goals are formulated to accommodate the training available.

It should be noted that there is absolutely nothing wrong with this process. Usually, these types of training programs are developed after extensive investigation of the needs of a diversity of similar agencies.

The key to getting started successfully and setting the stage for optimum results is to formulate one or more goals in writing prior to or at the outset of the training program. The goals should reflect the needs of the agency and not those of the individual trainee. The goals should be developed (or certainly approved) by the agency board and leadership. The relationship between the goals and the nature of the training program should be clear. While the agency may have other goals, these goals are directly related to the planned training and the action plan to be developed. Each trainee should present the goals in writing to the trainer. This will help the trainer, from the beginning of the program, understand better what participants are striving toward and help the trainer make adjustments to the training program if warranted.

Objectives

Similarities exist between goals and objectives, although they are not the same. As was stated earlier, goals are broad, general statements of intended outcome. Objectives, on the other hand, are highly specific performance statements which enable decisions to be made on whether they have been achieved. Objectives indicate behavior or actions which are demonstrable, observable, or measurable. If an objective is well written, there is generally little difficulty in making an accurate appraisal of its achievement. The achievement of an objective or set of objectives contributes to the accomplishment of a goal.

Well-written objectives should contain definite elements:

1. Timeframe: "By when" will a decision be made concerning the objective's achievement?

2. Responsibility fixing: "Who" will do or accomplish something? Depending upon the nature of the objective, the "Who" can either be an individual or, in some cases, an organization. However, if it is an organization, somewhere in writing, it should be stated "Who" is primarily responsible.

3. Behavior: "What" will be done or accomplished? This refers to performance and describes what the "Who" will have done when demonstrating the achievement of the objective. Action verbs like "increase" are strong words for inclusion in objectives. The behavior must be observable or demonstrable. The behavior is also terminal and relates to behavior having occurred by the end of the specified time.

4. Criterion: The criterion refers to "how well" or "how much" the responsible person will have done when demonstrating accomplishment of the objective. It represents the performance standard which describes a minimum or an acceptable level of accomplishment and provides the means for ascertaining success.

Writing good objectives can be difficult at times, but the benefits are significant. If one begins with a good idea of what is to be accomplished, and relates this to the elements of an objective--one element at a time--the procedure becomes much more manageable.

Two sample objectives are provided. Attention should be directed to the elements and not the substance of the objectives since each agency will have its own needs reflected in the substance of its objectives.

Example 1:
By June 30, 1985 *(When-Timeframe)*, Hometown Agency *(Who-- Responsible Person or Agent)* will have increased *(What-Behavior)* its annual contributions by a minimum of 5% over the preceding fiscal year *(Criterion)*.

Example 2:
By June 30, 1985, 80% of Hometown Agency Board Members will have increased their attendance at regular board meetings by a minimum of 10% over the preceding year.

Objectives should be realistic. That is, they should be attainable with significant effort given the available resources and timeframe. They should be challenging but not so difficult that there is little likelihood of their being achieved.

Activities
Activities consist of those things a person will do or have others do in order to move toward the achievement of an objective. An activity is a highly specific behavior or action. It is doing something. Activities range from very simple and routine to the highly complex and creative. They should be developed after the objective has been specified. It should be clear that the activity is directly related to the achievement of the objective. Typically, each objective will have several activities associated with it. A sufficient number and diversity of activities should be planned to ensure maximum opportunity for the objective to be achieved. It should be stated "who" is responsible for performing the activity.

Timeline
Each activity should be planned within a timeframe. It should be clear when the activity begins and when it ends or, if repeated, how often and when. Each activity should have its own timeframe.

Evaluation
Two basic types of evaluation exist which relate to action planning: formative and summative. Formative evaluation answers the question: "How am I (or we) doing on a day-to-

day basis as we move through a period of time toward achieving the stated objectives?" The reference points are not only the objectives but include the activities and associated timelines. Answers to this question let us make adjustments in our plan while the plan is in progress. Formative evaluation provides feedback in an ongoing way and avoids the problems associated with waiting until a project is over or a major time period elapsed, e.g., one year, before asking critical questions about the objectives and the activities designed to help achieve the objectives.

The best plans are meant to be adjusted and modified based upon the real world in which we live. Sometimes objectives need to be reduced in complexity or difficulty and sometimes boosted. Sometimes activities have to be deleted and others added with timeframes modified. The best action planning permits planned flexibility.

The most critical aspect of formative evaluation is "purpose." The purpose is to help us "self-assess" our continuing progress toward some intended outcome. Close inspection and monitoring of the planned activities usually are the key to good formative evaluation and provide sound ongoing self-assessment. The results of all formative evaluation provide excellent information for summative evaluation.

The more specific and clear the objectives, the easier summative evaluation becomes. Summative evaluation addresses the issues associated with: "Now that it's over, did I (we) accomplish what we said we would in our objectives?" It is a critical, objective, terminal appraisal of our efforts which include timelines, activities, and objectives. Obviously, objectives become the paramount focus since they embody our intended outcomes while activities and timelines are tools to help us get there.

Both formative and summative evaluation are strategic aspects of

action planning and self-assessment. To the extent to which these are developed and implemented effectively, organizational goals are reached.

Action planning and self-assessment are not panaceas for all the problems confronting an organization. They are merely tools designed to help us do things a bit better and be more accountable. Most individuals using action planning successfully find that more productive outcomes generally result, making the effort worthwhile. This is especially true when using action planning in conjunction with some sort of training which an individual is contemplating. It helps us focus on: "What specific ways will this training help me and my agency?" "What will it help us (me) do better?" In most instances, that is what everyone wants--tools to do a better job!

SUMMARY CONSIDERATIONS

Effective participation in a training program requires that the trainee understand clearly and specifically what knowledge and skills are to be acquired and in what way these will be applied to helping the organization achieve its goals and objectives. An action plan should be developed by the trainee prior to or in the early stages of the training program. This plan should be shared with the trainer to assist in modifying the content or focus of the program. It should also be reviewed and approved by the appropriate agency authority.

A good action plan will consist of certain essential elements including: goals; objectives; activities; timeline; and evaluation.

While goals and objectives are similar, they are different. Goals are broad general statements while objectives are highly specific and demonstrable. Objectives are technical tools designed to communicate precisely who is to do what, by when, and at what performance level. Elements of a good objective include: timeframe; responsibility fixing; behavior; and criterion.

Activities are the things that are done in order to achieve an objective. They range from simple to complex and should be viewed as means to ends. Each activity should have a timeframe associated with it in order to ensure a beginning and ending date.

Evaluation includes two major types, formative and summative, which differ in purpose and use but not necessarily in methodology. Formative evaluation provides feedback on an ongoing basis in order to make needed adjustments in the action plan. Summative evaluation provides data and information relative to terminal judgments about the achievement of stated objectives. Both formative and summative evaluation are useful tools in self-assessment.

Action planning and self-assessment are tools for helping the trainee gain the most from a training program and apply new knowledge and skills to the achievement of agency goals and objectives. Any plan should be regarded as a flexible tool to be followed carefully but adjusted whenever circumstances warrant it. No panaceas exist.

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Recruiting and Training Retired Adults as Volunteers: An Israeli Experience

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In Israel, the pressure of a six-day work week, the demands of daily living and the struggle to meet inflation and high prices prevent most adults from developing and engaging in leisure time activities during their work years. Thus, the retired adult is left with no basis upon which to build and create purposeful and self-fulfilling use of his/her time in retirement.

Voluntary mutual assistance has deep roots in the Jewish tradition as exemplified throughout Jewish history. The Talmud sums up this concept in its well-known verse: "All Israel is responsible one for another." This tradition was expressed by the way in which the Yishuv (the state of Israel before independence) attempted to meet the needs of its populace.

The mass immigration which followed the establishment of an independent state necessitated the new government's assuming responsibility for many of the previously voluntary functions of the Yishuv. Formerly voluntary functions such as the Army, the educational system and the social service network were integrated into the public sector. Greenberg sums up this process as well as some of its side effects:

> Independence and subsequent government assumption of responsibility for most of what had previously been handled voluntarily and informally contributed to the far-reaching changes in the social climate in the early years of the state. Communal involvement waned to the point where volunteerism became difficult to promote at all.[1]

The most pressing need of the new state was to provide its thousands of immigrants with shelter, food and work. Cultural values such as mutual voluntary assistance had, by necessity, to be relegated to second place and seemingly got lost in the shuffle. But in the early 1970's, the confluence of several social phenomena created the need to return to those previously held values of voluntary assistance. Among these social phenomena was a search for new solutions. It was felt that pre-state Zionism could no longer answer the needs created by the new values and symbols of the 1970's.

The Yom Kippur War in October, 1973 forced a re-evaluation of the current solutions to existing problems. Moreover, the war created a spontaneous outburst of volunteering in proportions that resulted in many being turned away from hospitals and other facilities. In order to tap this wellspring of volunteer activity, several governmental bodies formed volunteer bureaus on local and national levels.

Concomitant with the felt need to return to the previously held values of volunteerism, the number of those eligible to receive services grew, and

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the range of social problems widened. Simultaneously, extreme budgetary pressures forced cutbacks in the network's personnel. Those professional personnel who remained proved to be insufficient in numbers to meet the new needs. This dilemma continues until today, and projections indicate that the fundamental social changes which led to increased need will continue unless new and innovative solutions can be found.

The "non-traditional" volunteer--the trained retired adult--is being utilized to bridge the gap between the need to provide increased social services and a time of retrenchment of professional staff. It must be noted that these volunteers are not viewed as substitutes, but rather as supplements to existing social service personnel.

The Yishuv which developed in the late 19th century and which existed until May, 1948, was characterized by a young and vital population. This demographic phenomenon is understandable when one considers that the Halutzim (pioneers) left their elders in order to rebuild Palestine through the Zionist ideology of a "religion of labor." This ideology did not concern itself with one's elder years and resulted in the alienation of the pioneer's elders.

From the 1880's until 1948, the percentage of the aged in the population remained constant at approximately 3%. Moreover, these few aged were concentrated in the already established "holy towns." They were by no means associated with the Halutzim, whose aim was to build a country.

At the time of the establishment of the state in 1948 only 3.8% of the population was aged. Today, in slightly over three decades, the proportion of elderly has risen to almost 9% of the total population. Present projections indicate that at the turn of the century, over 10% of the population will be aged. Consequently, the proportion of elderly in Israel's population is expected to almost triple in 50 years.

The graying of Israel's population is due to a decrease in the birthrate, an increase in the life span and an influx of upper middle-aged and elderly immigrants during the first few years of statehood.

One may view the retired adult's thrust toward volunteer activity as an attempt to quiet the ever-increasingly loud "whispers of mortality." As Marshall observed when discussing this stage of life,

> With aging comes recognition that time is running out. Life, which has so often been viewed as a preparation for something to come, becomes preparation for dying and death itself. No future lies beyond the passage.[2]

By adopting the role of volunteer one is showing concern for "the other." One transcends a concern about one's own future and now becomes part of something larger: the group's continuation.

LITERATURE REVIEW

Much of the literature on the retired adult as a volunteer, training volunteers and training retired adults as volunteers is based on North American experience. However, it does have relevance to the Israeli program under discussion.

Volunteers are defined as "individuals who freely contribute their services without remuneration, to public or voluntary organizations engaged in all types of social welfare."[3] A recent survey in Israel found that 10% of retired adults engage in voluntary activity.[4] Perry views the retired adult as a vastly neglected source of volunteer personnel. Bowles views voluntary mutual assistance as breaking society's stereotype of the retired adult as a service consumer by substituting for it the role of service provider. Instead of retiring into a "roleless role," voluntary activity affords the retired adult a functional, prestigious role--that of volunteer. Sainer and Zander discuss voluntary activity as a buffer against role losses.

Retired adult volunteers were found to feel more useful, to be more satisfied with life and to exhibit few symptoms of depression and anxiety. In other words, voluntary activity enhanced life satisfaction.[5]

Bailey and Crage found that skills similar to those needed by the volunteers of this program could be enhanced through short-term training. Moreover, Avery found that trained volunteers maintained their skills over time. The Potter-Effrons discuss the value of volunteer training in terms of volunteers' increased reliability, commitment and skills. As a result, the volunteers become more valuable to the agency. Freeman sees training volunteers as a means of delivering services more efficiently.

Research suggests that many retired adults possess the interpersonal and learning skills necessary to benefit from training.[6] Trained retired adults could be equally as effective in group counselling situations[7] as in peer group counseling situations.[8] Rosenblatt, in his pioneering study, found that training enhanced the ability of the retired adult to deliver the service. Cowan, Leibowitz and Leibowitz found that by utilizing trained retired adults, both the client group and the volunteers benefitted. Shephard and Valla found that the learning which took place in Project V-Strap increased the motivation of the retired adult to become involved in community affairs.

In summary, a review of the literature indicates that volunteerism serves an important function for the retired adult. Moreover, training--if done effectively--can help the agencies, the clients and the volunteers themselves.

THE PENSIONERS' VOLUNTEER PROJECT

The Department of Continuing Education of the Paul Baerwald School of Social Work of the Hebrew University of Jerusalem, and the Volunteer Bureau of the Department of Family and Children's Services of the Jerusalem Municipality embarked on a cooperative venture: "The Pensioners' Volunteer Project (Proyect Gimlayim Mitnadvim)." The purpose of this project was to train recently retired adults to serve as volunteers in Jerusalem's social service network.

In order to actualize this project, a program director was hired. His role included:

(1) Identifying sources of potential recruitment.

(2) Recruiting recently retired adults.

(3) Interviewing all retired adults individually upon their application to the program, to determine their suitability for the program.

(4) Training the participants in cooperation with the Hebrew University.

(5) Following up on absences and dealing with personal concerns of the volunteers.

Recruitment

Our recruitment goal was to interest qualified individuals in applying for entry into our program. Our method of interesting applicants was to provide a university-level training course which would challenge our applicants' desire for learning.

The admission criteria utilized were that the individual be:

(1) recently retired (within the past 2-3 years);

(2) able to form non-judgmental, supportive relationships with individuals of varied cultural and/or ethnic backgrounds;

(3) open to new learning experiences;

(4) committed to volunteering 6-8 hours weekly.

Our first task in the recruitment process was to identify sources that would yield those individuals we had identified as the "target population." Such sources included Senior Centers, the Pensioners Association, and the Hebrew University's Adult Education Center. Of the 55 individuals who enrolled in the course, we re-

cruited 18 from the various Senior Centers, 10 from the Pensioners' Association and 9 from the Hebrew University.

The next step in recruitment was the applicants' individual interviews with the project director. Each interview had two purposes: the applicant was presented with an opportunity to "think through" his or her decision, and the director ascertained the individual's appropriateness for involvement in the program.

Demographic Data

An analysis of our recruitment efforts revealed that we recruited a higher proportion of relatively young (average age 62) native-born Israeli women with a high school diploma than exists in the general elderly population. Most of the members of this group had never volunteered prior to this experience.

When asked why they had never volunteered before, the answers were variations on the same theme: too busy with day-to-day chores to volunteer. One project member summed this up poignantly by saying: "It's my time now."

Of the 55 individuals who began the course in early February 1983, 35 completed the course successfully in May (i.e., received certificates). Most of the individuals who did not complete the course "dropped out" within the first three weeks. The reasons given ranged from illness to family responsibilities. Several of the volunteers left the program to return to work. One of the main reasons given for "dropping out" was the location of the course. Despite strenuous objections from the Municipality, the training was conducted in a particularly inaccessible location, at the Mount Scopus campus of the University.

Training

The purpose of the training component of the project was to train effective volunteers by:

(1) providing knowledge of existing welfare and social services in the community;

(2) providing training and skills in the area of human relations and interpersonal communications;

(3) providing information on the role of the volunteer.

The first training goal was achieved through the didactic method (i.e., lectures). These lectures were delivered by university-affiliated staff or by outside consultants for 1½ hours. Among the topics covered were:

- how to give help
- welfare services in Israel (2 sessions)
- the volunteer's role in the service delivery system
- volunteering with special populations (the aged, the blind, children, the developmentally disabled, the mentally ill, and youth)
- work with individuals (2 sessions)
- work with groups
- work in the community
- the volunteer and the professional

In order to provide training in interpersonal communications as well as on the role of the volunteer, the participants were divided into 3 small groups of 15 to 18 members each. The program director divided the participants into these groups on the basis of their education and prior volunteering experience. Each small group met for 1½ hours. While each group followed the same curriculum, each was led by a member of different human services professions-- one by a social worker, one by a psychologist and one by a small group facilitator.

Among the topics covered were:
(1) helping
    (a) how to give help
    (b) confidentiality
(2) problem-solving
(3) listening
    (a) latent communication
    (b) manifest communication
    (c) small group listening exercises

(4) the role of the volunteer
    (a) in the setting
    (b) relationship with the professional

Much of the above material was related through the use of role-playing and small group interactive methods.

An integrative seminar enabled the program's participants to integrate the didactic section with the small group experiental section. The seminar was led for one hour at the end of every meeting day by the program director. Several different teaching methods were used in this seminar, such as small group sensitivity exercises, discussion and some didactic techniques. This seminar also served as a forum for obtaining the volunteers' feedback and working through any problems.

Further, the volunteers were invited to participate in a national conference on volunteering co-sponsored by the Prime Minister's Office and the Hebrew University. This experience was seen as an aspect of the volunteers' training as well as a means of extending recognition of the retired adult volunteers' services.

Upon completion of the course, each of the volunteers received a certificate from the Mayor of Jerusalem. His signature was also on the certificate itself. The Mayor spoke of the importance of volunteering to the social fabric of Jerusalem. By inviting and involving the Mayor, it was felt that the volunteers received a high degree of recognition and thanks from the community at large for participating in the program. According to the literature, community recognition is an integral aspect of a retired adult volunteer program.

The group approach (as outlined by Sainer and Zander in their seminal article) was central to our recruitment and training efforts. It was found that recruiting retired adults from already existent groups was the most successful method.

The volunteers were offered an experience they could share with their peer group. We offered a new "reference group" for the retired adult--a group of retired adults undergoing "retirement shock" (loss of roles, diminished social contacts and the burden of leisure time).

Our training efforts likewise utilized a group approach. Our integrative seminar and small group building exercises focussed on peer group learning.

Because the program involved existing resources (i.e., the Volunteer Bureau of the Jerusalem Municipality for recruiting staff and placement, and the Hebrew University School of Social Work for training), the program's cost was kept low.

CONCLUSIONS AND SUMMARY

We have attempted to show how the parties to this social transaction benefitted: the retired adult, by being provided with the valuable and socially sanctioned role of the trained volunteer, and society, by gaining additional staff to help meet the needs of those less fortunate.

Israel is currently undergoing a rebirth of voluntary activity as well as an awakening to the needs of the retired adults in its population. This program has attempted to meet both needs.

It is our hope that this program will serve both as an example and a catalyst in the facilitating of similar programs in Israel and elsewhere.

FOOTNOTES

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Moving Toward Professionalism:
Volunteer Administrators in Pennsylvania

Sandra Hohenwarter Heisey and Alice Heitmueller

INTRODUCTION

As volunteer administrators become more and more important in the process of helping within self-sufficient communities, the credentials and professional background of these individuals come under scrutiny. Naturally, management is skeptical of persons who have little to document in terms of credentials, while some leaders of volunteers have concern about forcing a highly structured credentialization program on the field which might only serve to drive talented, innovative individuals from the profession. Vern Lake, Chief of Volunteer Services in the Minnesota Department of Public Welfare points out, volunteer administrators:

> ...feel they deserve to be recognized as a profession among the professions. Yet, it is not always clear as to what kind of recognition is sought... Progress has been made, but we are still far from being recognized as a profession among the professions. The possibility has not even occured to some. To others, it lacks urgency, even interest.[1]

The need to affiliate and network with others in the field is felt by many, however. These individuals, despite their diversified backgrounds, attempt to meet organizational and community needs while plotting a course of personal growth.

This desire to meet needs and maintain personal development takes different forms for different individuals. Many leaders of volunteers do find that a local professional group helps them in terms of contacts and current information in their field. Others find that identification with a national professional group is important to themselves and their employers. On the other hand, organizations at the state level seem suspect; what can the value be for such affiliations? While the values of such affiliations for each individual will vary, a recent survey done in Pennsylvania indicates that volunteer administrators in this State feel the need for a state professional organization to enhance their efforts at networking, guarantee communication and information exchange, and ensure an avenue for professional development. Such an organization could go far toward relieving the concern Mr. Lake identifies among volunteer co-ordinators "that their work is not recognized for its breadth and complexity."[2]

The authors chose to undertake such a survey in an effort to create some identity for those in Pennsylvania who direct the efforts of volunteers. Without concrete knowledge of who "we are, and what we do," volunteer administrators will never achieve the recognition some feel they deserve. As a group, however, volunteer administrators are woefully

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uninformed about the issues which affect their fledgling profession. Robin Burns, coordinator of volunteer services for the South Carolina Department of Social Services, claims:

> We need better ways to work together to upgrade and receive recognition for our field. We need to be aware of legislation that affects us, such as tax breaks for volunteers, special tax categories for older Americans, courses in the schools to promote better volunteer citizen involvement, recognition, and encouragement of the use of volunteers in government, and many other issues.[3]

In determining to undertake a survey of certain leaders of volunteers in Pennsylvania, the authors wished to identify any desire or need for statewide networking for volunteer administrators. An additional benefit of such a survey for the profession as well as for individuals within the volunteer community is the determination of who volunteer coordinators are and what they do. As Janet Richards, church volunteer administration consultant, stated in the Fall of 1982 while preparing to chair the Pennsylvania State Symposium for Volunteerism and Education for 1983: "We cannot afford to sit back and allow government to reinvent or define the volunteer sector." Thus, it is necessary for volunteer administrators to look to themselves, to define who they are and to be counted. The survey undertaken by the authors is only a beginning of what should become a self-renewing process.

STATE OFFICE ON VOLUNTEERISM?

The issue of State Offices on Volunteerism first came to the surface in 1973 when the National Governors' Conference published a statement advocating State Offices. The functions of such offices took the form of two possibilities: support for volunteer programs operating in state agencies and institutions, or support for volunteer programs within private

agencies. The purposes of a State Office on Volunteerism, as proposed in 1973, were:

1. to co-ordinate and assist established volunteer programs;
2. to initiate new volunteer programs;
3. to develop supportive legislation;
4. to train state personnel in volunteer administration;
5. to recruit and place volunteers;
6. to provide a liaison among community groups;
7. to provide a meeting for discussion of questions of public interest;
8. to provide volunteer recognition;
9. to assist with cultivation of funding sources.

In 1973, in response to the National Governor's Conference, ACTION made funding available to states that were interested in establishing a State Office. Thirty-two states made application for such funds at that time.[4]

In Pennsylvania, the concept of a State Office was viewed as both positive and negative. Government seemed in favor of the idea, while resistance among the state's independent volunteer administrators seemed strong. The reasons given for supporting a State Office included the encouragement of greater use of volunteers in state programs and services, the publication of information about Pennsylvania volunteer efforts, and creation of a means to increase citizen participation in public affairs. Those who opposed such an Office felt that government had no business in the administration of volunteers, and that the independent and nonpartisan qualities of the voluntary sector would be tainted by governmental intervention. There was an additional issue raised by the Governor's desire to place the new State Office on Volunteers in the Department of Welfare.

Naturally, those in opposition to the State Office were quick to pro-

pose an alternative which seemed less threatening to many in the field. The idea of the formation of a state-wide professional organization grew out of opposition to a State Office. Initial disappointment by those wishing to form a State Office stymied efforts by others to develop the professional organization concept. However, at the Pennsylvania Statewide Symposium on Volunteerism and Education held at Pennsylvania State University in 1981, momentum seemed strong enough to begin.

PA VINE: WORKING ALTERNATIVE

Spearheaded by Voluntary Action Center directors and volunteer administrators interested in professional growth for the field, PA VINE (Pennsylvania Volunteer Information Network Exchange) was established. Initially without funds for mailing and printing, the PA VINE published a newsletter intermittently from Fall, 1981 through early Summer, 1983, with money from scattered individual donations and in-kind services. At the 1983 PA Statewide Symposium on Volunteerism and Education, a resolution was introduced by the Lancaster County Council of Volunteer Coordinators recommending that the PA VINE formalize itself into a true professional organization at the state level. The organization would not attempt to compete with any established group, but rather would fill the gaps which presently exist in the professional network system. This resolution was based on the outcome of a statewide survey conducted between January and April, 1983 for the Lancaster group. The results of that survey follow.

INTRODUCTION TO SURVEY

In conducting a survey of Pennsylvania volunteer administrators, the authors found many individuals willing to help. In addition, the Lancaster County Council of Volunteer Coordinators provided funds for printing. Penn State University in-cluded the survey in its mailing of information about the PA Symposium on Volunteerism. Individual members of the Lancaster Council offered their services in tallying, collating, typing, and preparing the raw data.

While the 1983 Volunteer Managers Survey is non-scientific, it is the first effort to survey and identify who, in fact, administers volunteers in Pennsylvania. And despite its many shortcomings it does draw a composite picture of the "typical" volunteer administrator in the state. In many ways, this individual fills the stereotype often associated with volunteering. The typical survey respondent is a white female with collegiate background; however, there are some surprising trends visible from the data. In addition, the survey pointed out overwhelmingly the desire on the part of Pennsylvania managers to form and join some structured statewide organization for their mutual self-benefit. The uniqueness of the survey lies in its effort to draw upon the body of professional information available only from managers of volunteers, rather than volunteers themselves.

The survey authors found no mailing list of volunteer managers available. The only real list available was the marketing list compiled by Penn State University to promote the 1983 PA Symposium on Volunteerism and Education. That list, by no means comprehensive, became the vehicle through which 8,500 surveys were dispersed. Those whose names were on the list included previous Symposia participants, participants in continuing education workshops in volunteerism and related fields, and others who had "expressed an interest" in being informed.

Based on examination of the complete mailing list of 8,500 names, Susan Ellis, president of Energize, a consulting firm on volunteerism, estimates that 35% or 2,975 of the recipients were not involved in the volunteer movement at all. This would include head nurses, nursing

home administrators, Pennsylvania state government department heads and the like. Therefore, responses were not expected from this group, leaving a more realistic survey population of 5,525. Of these, 390 were returned, a 7% return from those actually in the field. Sixteen surveys were discounted because the respondents were neither residing nor working in Pennsylvania, and nine others were received from consultants or VAC directors who were not able to respond appropriately to the questions asked. Thus, the total tally of responses utilized was 366. While this rate is low, and might at first seem to represent insufficient data, it is well to remember that nearly 400 people of a very diverse group did respond. If a better list than the Penn State Symposium mailing list existed, the authors should and would have used it. The low response percent helps to underscore the fact that the diversity of the group referred to as "volunteer administrators" is so great that even listing them for a single state is a giant task.

So little research exists with regard to volunteer adminstrators, in contrast to the ever-growing work on volunteers, that even this small survey sample bears reporting. Elmer Miller and Terri Rittenburg, reporting on continuing education for volunteer leaders in Nebraska, found themselves faced with the same difficulty. They feel the 8.4% response rate to their survey resulted from the survey going to too many persons "not familiar with the concept of the Volunteer Leader Development Series, coupled with the fact that follow-up techniques were not used."[5] Since neither titles nor organization names were included on the mailing list, appropriate follow-up was virtually impossible.

The survey results, for ease of examination, were grouped into five categories: Personal Profile, Agency Profile, Community Profile, Career Profile, and Professional Insights.

PERSONAL PROFILE

The "typical" respondent in the state of Pennsylvania is between 35 and 55 years of age. Volunteer administrators are, by an overwhelming majority of 3 to 1, female. The educational level of these females is high; 185 of 361 responding to this question indicate that they possess at least a Bachelor's degree. For many, the field of volunteer administration is a second career, one for which they did not specifically train. Fully two-thirds had a first career; a majority of them were teachers, others were social workers and still others administrators.

AGENCY PROFILE

This typical volunteer administrator supervises an average of 125 volunteers, although the number is pulled up by national organizations such as the American Red Cross, with local chapters which represent large numbers of volunteers serving in a single organization. The vast majority of these managers supervised 100 or fewer volunteers. It is interesting to note that these findings correlate with those published by Miller and Rittenburg who found from their survey of Nebraska volunteer leaders that the number of volunteers in an organization ranged from two to 2,000, "with 100 being the most common response and 70 the median."[6]

The agency within which the volunteer administrator functions is primarily concerned with social services. Fully 236 of the respondents are associated with institutions. Health services represent 207 other agencies, while educational services are provided by 192. (It is important to remember that many agencies are multi-faceted, providing more than one service in their communities.)

Of those responding, 283 agencies are not-for-profit, 23 for profit, and 59 government. The primary source of funding for many of the agencies is government, including federal, state, and local grants. Third party

payments are second as a source of funding, while private donations as a primary source of funding are third.

Two-hundred-ten respondents indicated that their organization was not a part of a larger national group. The other 150 respondents indicated that they were affiliated in some way with a national organization. The national memberships are divided into two types: a parent organization that charters local efforts, such as American Red Cross, American Heart Association, or the American Cancer Society; or common interest groups such as the National Association of Foreign Student Affairs, the National League of Nursing, or the National Nursing Home Association. This seems to uphold the belief that most voluntary efforts are local and not nationally or governmentally mandated.

COMMUNITY PROFILE

The communities in which these agencies provide service vary. A majority of those responding serve a community of 25,000 or less, often a part or all of a county. Close upon that group, however, were eighty responses from population areas of 50,000 to 100,000 persons. The large metropolitan areas were also well represented, with sixty responders serving a population in excess of 500,000 persons. By and large, the population served was a mixed population, not a community representing specific urban, suburban, or rural populations.

A majority of those in the field work with the aged or with mixed populations, as these two groups were equally represented well ahead of any other specific target population. The general public, probably through educational programs, was second, while children and youth service groups were third.

Of sixty-seven counties in Pennsylvania, fifty-six were represented by the respondents. Philadelphia County was most heavily represented with fifty-three responses, while

Lancaster County, the sponsor of the survey, provided twenty-four responses. Delaware and Montgomery Counties (bordering Philadelphia) also placed as top areas in which volunteer managers function.
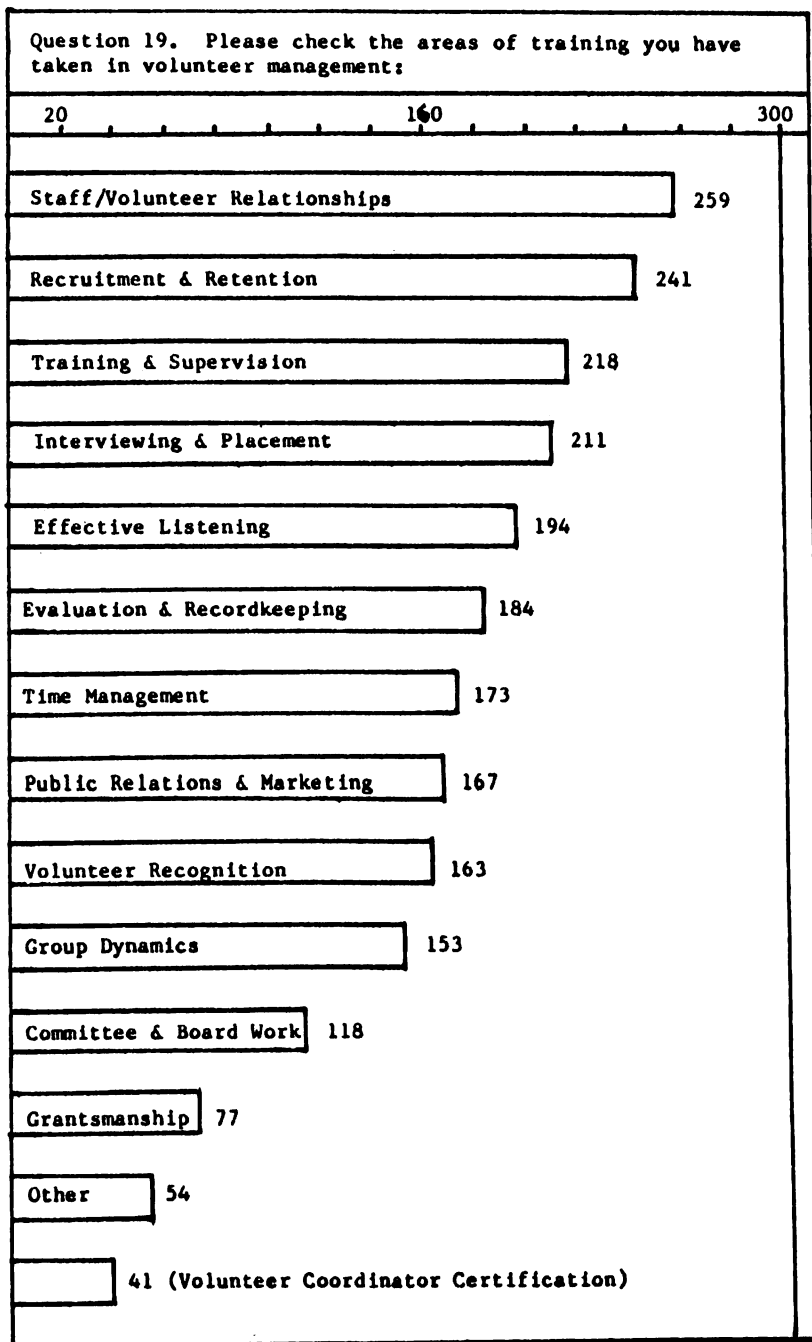
CAREER PROFILE

In attempting to map a career profile from those responding, the authors encountered difficulty collating answers from the question concerning job titles. Many of those providing major support for volunteers are not known as "Volunteer Administrators." Many, in fact a majority of 184, have the title of Director; 95 are Volunteer Coordinators. Other titles by which volunteer managers are known are almost as varied as the organizations which employ them. Some examples are: Department Head, Chairperson, Supervisor, President, Administrative Assistant.

A majority of those who lead volunteers divide their time equally among the management tasks of recruitment and retention, recognition, interviewing and placement, staff/volunteer relationships, problem-solving, training, and supervision. Some fifty-one individuals spend a majority of their time in supervision, while recruitment and problem-solving demand a large percentage of the time of thirty-two persons each.

Of those willing to share salary ranges, 177 earn between $10,000 and $20,000 for full-time employment. Eighty-nine persons earn over $20,000. Of those responding, 297 are full-time employees of their organizations, while sixty are part-time personnel. Included in this group of responders were twenty-four who indicated that they receive no salary for their services.

Despite the fact that "typical" volunteer administrators did not start out with formal career training in volunteer administration, by and large, they are a highly "work-shopped" group (possibly affected by the variable of the mailing list com-

TABLE 1: TRAINING

Question 19. Please check the areas of training you have
taken in volunteer management:

20   1$0   300

Staff/Volunteer Relationships   259

Recruitment & Retention   241

Training & Supervision   218

Interviewing & Placement   211

Effective Listening   194

Evaluation & Recordkeeping   184

Time Management   173

Public Relations & Marketing   167

Volunteer Recognition   163

Group Dynamics   153

Committee & Board Work   118

Grantsmanship   77

Other   54

41 (Volunteer Coordinator Certification)

ing from Penn State). Three-quarters of the individuals responding have had training in staff/volunteer relations, and in recruitment and retention. Almost as many have background in interviewing and placement, as well as in effective listening. The training which volunteer managers most consistently lack is in grantsmanship (See Table 1).

Most probably grantsmanship and volunteer coordinator certification fare poorly for two reasons. First, it is only recently that volunteer managers have begun to see the value of such training, and second, each has higher costs than the more ubiquitous workshops. Furthermore, few respondents are Association for Volunteer Administration (AVA) certified. This national association has recently established a performance-based certification which will supercede earlier certifications. The value of AVA certification, old or new, is only beginning to be felt by the individual volunteer administrator. Three-quarters of those responding indicated that their organizations do have some funding available for ongoing training and skills development for the volunteer manager. This is significant in light of the special skills needed by practicing professionals and the unique application of other more generic management techniques.

PROFESSIONAL INSIGHTS

When the volunteer administrators of Pennsylvania look at the world in which they direct the energies of volunteers, they see three critical interlocking problems: a perceived shortage of volunteers, coupled with an increased demand for services, and hampered by a distinct lack of funding. They face these problems and keep themselves abreast of new directions in the field in part by belonging to local professional groups. Fully 50% of those responding are members of such a group. One hundred forty-two belong to statewide groups such as the Hos-

pital Association of Pennsylvania, and the Pennsylvania Association for Non-Profit Homes for the Aging. One hundred thirty-four belong to other groups at the state and national levels.

When questioned about their feelings concerning PA VINE in its present form (an occasional newsletter bolstered by the annual Symposium) volunteer administrators in Pennsylvania strongly support a system of networking, communication and information exchange. This is coupled with a slightly less intense desire for professional development. Small numbers feel that political action and advocacy are important functions of a statewide volunteer administrators group.

SURVEY GENERATES ACTION PLAN

After preparing, distributing, and collating the survey, the authors carefully examined the results of the last item reported, the nature and role of the PA VINE. (See Table 2). From the results of and from discussions with volunteer managers in Southeastern and Southcentral Pennsylvania, it seemed that action was in order. The authors presented preliminary results of the survey to the Lancaster County Council of Volunteer Coordinators, and found affirmation among that group's members. As a result, the authors generated a resolution to expand and strengthen PA VINE, making it, finally, the statewide professional organization which seems to be desired in Pennsylvania. The resolution, which follows, was presented at the annual PA State Symposium on Volunteerism in June, 1983. This annual event, held by Penn State University each year since 1979, attracts more than 100 persons in the field of Pennsylvania volunteerism from a diverse group of organizations. The Symposia, three days in length, offer workshops, plenary sessions, and small group discussions fostering volunteerism and professional growth.

TABLE 2: Identified Functions

23.	What would you consider the most important function of the PA VINE?	Value
a.	professional development	74
b.	networking/ communication	144
c.	information exchange	141
d.	political action	36
e.	advocacy	32
f.	other	(10)
	no answer	20
	TOTAL ANSWERS: 366	

At the 1983 Symposium, 113 persons from all parts of PA were in attendance. After reading and debating, a resolution was voted upon and passed by a vast majority of those present. The resolution states:

Whereas, the leaders of volunteers of the state of Pennsylvania have been surveyed,

And whereas, they have indicated their support for the PA Volunteer Information Network Exchange for the purpose of networking, communication, and information exchange on professional matters,

And whereas, the nature of such communication and networking needs to be regular and dependable,

Now be it Resolved, that the PA VINE define its purpose and goals through formal by-laws which reflect the desires of the PA volunteer movement.

Be it also Resolved, that geographical regions be determined to facilitate networking of groups and individuals within the state,

And be it further Resolved, that the PA VINE identify funding sources to carry out its work, including an annual membership fee to individuals and groups.
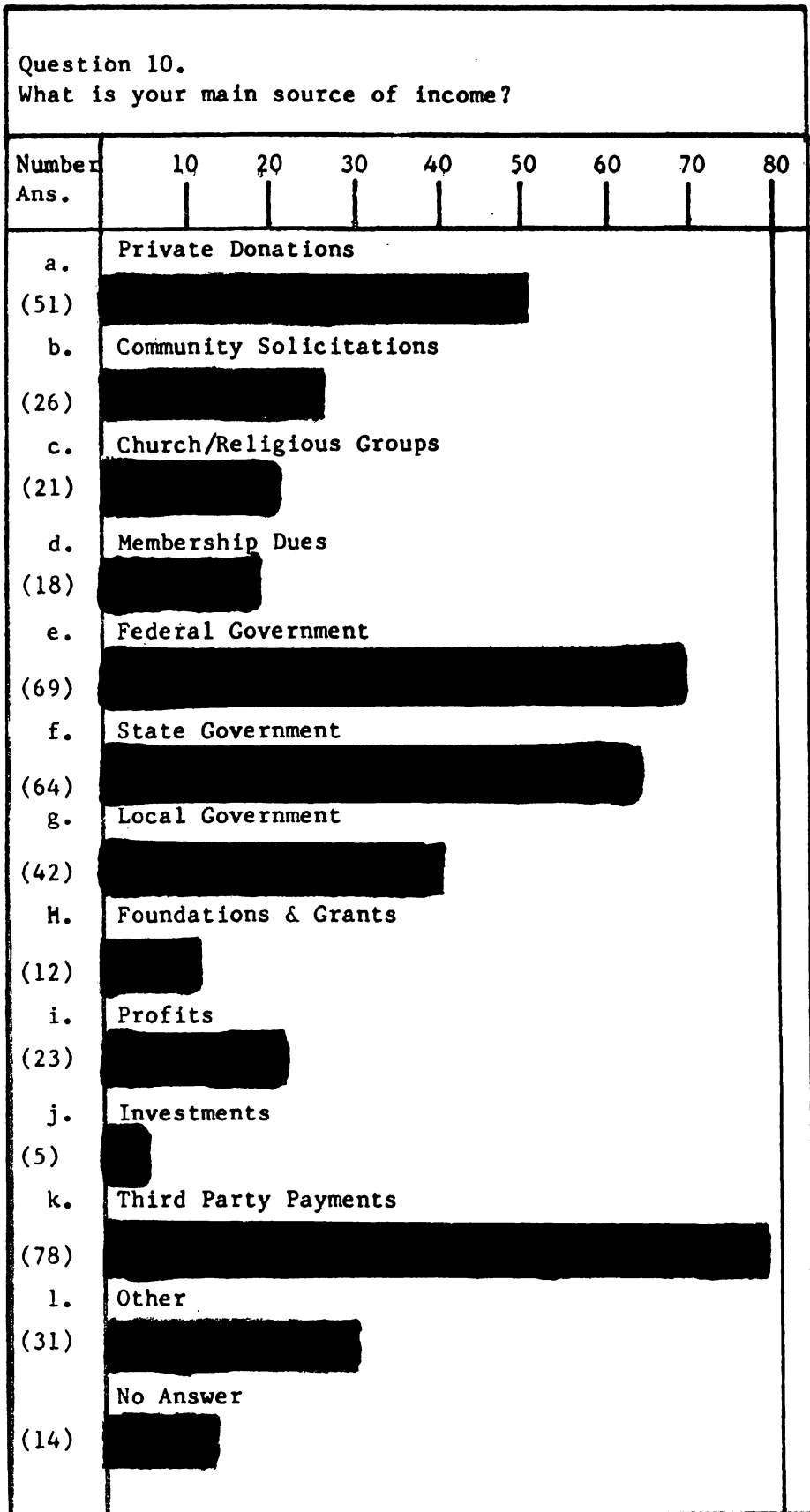
Debate was expected to be active and rigorous; instead, the resolution passed with all in favor and a single abstention. A concern raised during the debate was that the formation of a state professional organization would "hinder development of a State Office on Volunteerism." Remarks were negative, however, toward government's taking the lead in organizing volunteerism for Pennsylvania. All conference participants were in firm agreement that the professional leaders of volunteers in Pennsylvania need to be identified, become known statewide, and gather political clout through a state association of volunteer managers.

As a result of the passage of the resolution, the assembled conferees formed a Steering Committee to achieve two goals: the formulation of by-laws, and the gathering of a geographical mailing list. It is expected that the by-laws will be formulated by June, 1984, and that they will be debated at the 1984 PA Symposium. (Ed. note: This has occurred.) The mailing list should define regions within the state for networking which could take the form of regional meetings or conferences. It is further anticipated that the 1984 PA State Symposium on Volunteerism and Education will have a special opportunity--the opportunity to vote for the creation of a statewide professional group to serve the needs of volunteer administrators as they seek tools to improve the quality of life for others and their own professional status.

PROJECTIONS AND INSIGHTS

The 1983 PA Symposium had as its closing session speaker, Steve McCurley, Director of Program Services, VOLUNTEER: The National Center for Citizen Involvement. His address, titled "Marketing Volunteering to Management--The New Climate," discussed what volunteer managers need to do within their own agencies to sell the idea of volunteering and to demonstrate its potential and importance.[8] Mr. McCurley stated that volunteer administrators need marketing skills as much as large corporation heads today, because of the psychological crisis generated by being beginners in a relatively undefined profession. McCurley urged marketing for success. "Our agencies don't understand what we do. If we are successful, where do we go--up and out of the field! We have no personal recognition with no 'stars' in our field."[9] This address, urging volunteer managers to market themselves, was significant in light of the Personal Profile developed by the survey. The typical manager of volunteers lacks the expertise to market his/her credentials and quali-

TABLE 3: Sources of Income

Question 10.									
What is your main source of income?									

Number Ans.	10	20	30	40	50	60	70	80

a.
Private Donations
(51)

b.
Community Solicitations
(26)

c.
Church/Religious Groups
(21)

d.
Membership Dues
(18)

e.
Federal Government
(69)

f.
State Government
(64)

g.
Local Government
(42)

H.
Foundations & Grants
(12)

i.
Profits
(23)

j.
Investments
(5)

k.
Third Party Payments
(78)

l.
Other
(31)

No Answer
(14)

fications, as well as those of volunteers, to prospective employers and volunteer utilizers. Furthermore, this individual often fails to take the initiative in advocating for his/her volunteer program in particular, and voluntary action in general.

For example, in 1977 Wyatt B. Durrette, Jr. wrote about the ignorance of the average legislator with regard to volunteer potential. The legislator, claimed Durrette,

> ...still thinks of volunteers as the Rotary Club, the Lion's Club, the Jaycees, the Junior League or the Women's Club. He may have no idea that extensive volunteer programs in corrections, mental health, welfare, even exist....[10]

Most volunteer managers will agree that many legislators today are no more educated than the group referred to in 1977. If that is so, however, the volunteer manager is to blame. Too little fanfare is generated by the profession about its own successes.

On the other hand, professionals in volunteerism have been quick to point out to legislators that while volunteers are "free," their activities need to be managed by professionals (just as does the utilization of any other resource) and "that it is appropriate and cost effective for a government organization to allocate funds for the management of these resources."[11]

These examples show the great need for unity and singleminded purpose in our budding profession. Without vehicles such as state associations and local self-help groups, individual efforts are often lost. Rapid turn-over and early burn-out cause some respondents to be concerned only with learning the job, not advocating for improved professional status.

The membership of the Lancaster County Council of Volunteer Coordinators, for example, seems to reflect feelings expressed by some attending the Symposium that certification is an unsure investment, not necessarily leading to better jobs or larger salaries. These concerns pinpoint aspects of McCurley's psychological crisis. One revealing comment from a survey respondent summarizes the problem:

> I began the directorship position in December, so I'm still deep in the throes of getting myself organized. One thing I've noticed is that when it comes right down to promotion, PR or any "hornblowing," it just hasn't been done in years. Consequently, we've blended in with everything comparatively mediocre. I received a degree in Communications/PR and my goal is to at least try to revive a mellowed spirit.[12]

WHAT'S IN THE FUTURE: TOUGH TIMES, FINANCIAL WOES

Of great concern to professionals in the field are budgets and finances. According to Steve McCurley there will be further budget cuts for nonprofit agencies of 28% between 1983 and 1985, causing a $37 billion cutback from the $115 billion level of 1982. These cutbacks will lead to much increased interest on a national level in volunteerism, because, states McCurley, 50% of the U.S. population believes volunteers can do everything, since it means survival of agencies, jobs, and services.[13] His projections are ominous when considering the answers to the survey question, "What is the main source of income for your agency?" (See Table 3.) Of the 440 responses, forty are agencies with two main funding sources, twelve with three main sources, and eight have multi-funding. Fourteen gave no answer. There are sixty agencies receiving funding from two or more sources, representing only 6% of the total respondents. Obviously, multiple funding sources will become a necessity in the near future.

Also consider that the single largest combined category of funding reported in number 10 is government: federal, state, and local. These 175

TABLE 4: Critical Problems

Range from 1st to last	Question 16. What would you say the most critical problem area in volunteer-staffed programs and services is for your area and organization?			
	CRITICAL PROBLEM AREA & NUMBER OF RESPONSES:	10	50	90
1.	SHORTAGE OF VOLUNTEERS		94	
2.	INCREASED DEMAND FOR SERVICES:		88	
3.	LACK OF FUNDING:		51	
4.	STAFF/VOLUNTEER RELATIONSHIPS:		47	
5.	COMMUNITY COOPERATION & AWARENESS:		44	
6.	VOLUNTEER PROGRAM NETWORKING:	18		
7.	STAFF CUTBACKS/ LAYOFFS:	16		
8.	ADVOCACY NEEDS:	8		
	TOTAL ANSWERS: 366			

respondents stand to loose significant additional funding. This bleak picture exists at a time when volunteers are asking for and needing more and more in the way of enabling funds to continue to function. To make matters worse, answers to question number 9 point out that 243 of the 266 respondents are non-profit and totally dependent upon funding sources for survival, as only 23 respondents represent for-profit organizations. Seventy-eight of those responding, both non-profit and otherwise, do receive third party payments.

A ROCK AND A HARD PLACE

The corollary concern when funding is in jeopardy is the utilization of existing or diminishing resources. The New Federalism which is entering its fourth year as national policy has cut deeply into social programs once thought sacrosanct. Volunteer administrators would do well to realize that the competition will be not only for dollars, but also for committed volunteers. James C. Thompson, Jr., writes that professional volunteer administrators will feel the second wave of New Federalism as they see increasing volunteer awareness of advocacy, self-help, and political action but most probably a topping-off in the ranks of volunteers in hospitals, schools, and traditional social service agencies.[14]

Survey question number 16 asked: "What would you say is the most critical problem area in volunteer-staffed programs and services for your geographical area and organization?" Before looking into the detailed answers, it is interesting to note that McCurley agrees with Johnson that within the next three to five years there will be an "incredible" increase in the need for volunteers. Consequently, competition will become a critical issue for managers of volunteers. Problem areas identified by volunteer administrators in answering survey question #16 can be seen in Table 4.

George Gallup, Jr., one of the nation's leading pollsters, notes a number of trends which will have dramatic impact on the volunteer movement. He especially enumerates the impact of the growing number of women who work outside the home. Forty-four of every 100 women are currently employed. The "me ethic," characteristic of the 1970's is having an impact on the quality of citizen involvement.[15]

Survey respondents identified three problem areas as becoming critical within the next two years: shortage of volunteers, increased demand for volunteers to provide services, and lack of funding. It would seem that Pennsylvania follows national trends! Another critical problem to surface in Pennsylvania is the trend to cut the volunteer manager's position first when faced with budget cuts. The volunteer manager's responsibilities are then delegated to other staff members who may or may not have the skills or interest necessary to work with volunteers. Certainly, many of those so affected claim that they do not have the time to do an effective job. One coordinator writes:

My position here is coordinator of a large program, part of which includes volunteer coordination. Because of funding losses we no longer have a designated volunteer coordinator, so I have "absorbed" those responsibilities.[16]

Another respondent from a nursing facility writes: "An active volunteer program can be a full-time position for a coordinator. Volunteers will be the salvation of many nursing facilities in the future."[17] Another individual bemoans the difficulty of marketing her job to management:

Volunteer coordination is only one aspect of my position as "Resource Co-ordinator" and is new to our agency; therefore, it has been catch as catch can. Convincing management in social services that in the long run it is an appropriate use of my time when

social services are in such des-
perate straits is very difficult.[18]
And a final comment from a volun-
teer administrator who responded
from out of state points out that the
problem is more widespread. She
writes: "Lack of funding--no paid
clerical assistance--I am tied to sta-
tistics, clerical work and really can-
not adequately do the job I'm quite
capable of in other areas."[19]

Two additional aspects of the
coming crisis are the need for suf-
ficient staff support and the need for
volunteers with specialized skills.
Warm, friendly bodies will fail, in
many cases, to fill the bill. Even
when staff support and management
backing is available, programs relying
upon volunteer leadership suffer if
there are no persons willing to be
more than a cog in the larger wheel.
It seems that some programs at least
are suffering from the rather unique
situation of too many braves and not
enough chiefs. Says one volunteer
manager, "We have no trouble obtain-
ing volunteers, but program chairmen
are hard to find. Qualified people
are either working or over-extended
regarding community commit-
ments."[20] A mental health pro-
fessional comments:

> *Most critical for me is the prob-*
> *lem of finding persons able to*
> *work comfortably with Mental*
> *Health/Mental Retardation resi-*
> *dents. In some instances the Vol-*
> *unteer must have some pro-*
> *fessional expertise to work with*
> *clients, especially if the client/*
> *resident is "challenging."*[21]

SUMMARY
The 1983 PA Volunteer Managers
Survey reported upon here served a
three-fold purpose. First, it became
the vehicle which launched a move-
ment toward a statewide professional
organization for leaders of volunteers
in Pennsylvania. Second, it is an
attempt to define an answer to Janet
Richards' challenge concerning "who
we are, what it is we do, and who we
serve"--in other words, to arrive at a

definition of our profession. It would
have been most interesting to ask
which persons had only the single job
responsibility of managing volun-
teers, or what types of volunteer jobs
are most in demand. It might also
have been interesting to identify by
name the local volunteer groups with
which the respondents are affiliated
for local professional development
and networking. The survey cannot
be termed scientific because of the
only distribution vehicle available--
the Penn State University Symposium
mailing list. On the other hand, it is
a beginning of a satisfactory defini-
tion of those individuals in the state
of Pennsylvania who consider them-
selves to be in the business of man-
aging volunteers. Without such defi-
nition, the profession has no chance
to develop clout, a collective iden-
tity, or a forum for informed de-
cision-making about the future.

Finally, the survey results give
statistical credence to the fact that
the major problems facing Pennsyl-
vania volunteerism today are nation-
wide, as the results of the limited
number of responses from persons in
Ohio, Delaware, Maryland, Virginia,
and New York indicate.

From a modest beginning as an
alternative suggestion to a State Of-
fice on Volunteerism, the idea of a
state association has grown to the
point that in June, 1984 the Pennsyl-
vania Statewide Symposium con-
ferees will have the opportunity to
vote such an association into exis-
tence. That reality reflects a growth
of professional awareness that paral-
lels the heightened interest across
the nation in volunteerism. Pennsyl-
vania's experience reflects Kerry
Kenn Allen's observation in "Volun-
teering in America: A Status Report
1981-1982" that:

> *We have learned that volunteering*
> *encompasses a broad range of di-*
> *verse activities and is the um-*
> *brella for citizens with divergent*
> *political views but who share a*
> *belief that things can be made a*
> *little better for everyone.*[22]

Pennsylvania's volunteer administrators see the need to move beyond a concern merely for volunteer bodies to a professional concern about the "potential consequences for volunteerism of the federal thrust to reduce support for human services... that reflects a change in national social policy."[23] It would seem that volunteer administrators in Pennsylvania have a tremendous amount of networking and advocacy before them, if they are to truly define and shape their own profession, assuring its maintenance by its own skilled practitioners.

FOOTNOTES

[1]Vern Lake, "Beyond Professionalism," Voluntary Action Leadership, Winter, 1982, p. 2.

[2]Ibid.

[3]Robin Burns, "Now Let Us Praise Good Men and Women," Voluntary Action Leadership, Summer 1980, p. 2.

[4]Government Committee, Lancaster County Council of Volunteer Co-ordinators, "State Office on Volunteerism! A Position Paper," January, 1981, p. 1.

[5]Elmer H. Miller and Terri L. Rittenburg, "Continuing Education for Today's Volunteer Leader," The Journal of Volunteer Administration, Summer, 1983, p. 45.

[6]Ibid., p. 48.

[7]See Sarah Jane Rehnborg and Mark Eaton Cheren, "Performance-Based Certification in Volunteer Administration," The Journal of Volunteer Administration, Summer, 1983, pp. 50-56 for details.

[8]"Volunteers: Facts and Fiction," Program, 1983 PA Symposium on Volunteerism and Education, June, 1983, p. 4.

[9]Steve McCurley, "Marketing Volunteers to Management - The New Climate," Closing Address, PA Symposium on Volunteerism and Education, June 24, 1983.

[10]Wyatt B. Durett, Jr., "Volunteers and the Legislature: What They Don't Know About Each Other," Voluntary Action Leadership, Summer, 1977, p. 2.

[11]H.L. Baynes, "On Volunteering in State Government," Voluntary Action Leadership, Summer, 1980, p. 39.

[12]Alice G. Heitmuller and Sandra H. Heisey, "1983 PA Volunteer Managers Survey," Survey #12.

[13]McCurley, op. cit.

[14]James C. Thompson, Jr., "Volunteerism Is in Jeopardy," Voluntary Action Leadership, Fall, 1981, p. 33.

[15]George Gallup, Jr., "Volunteerism, America's Best Hope for the Future," Voluntary Action Leadership, Fall, 1980, p. 27.

[16]Heitmuller, op. cit., Survey #156.

[17]Ibid., Survey #27.

[18]Ibid., Survey #262.

[19]Ibid., Survey #6A.

[20]Ibid., Survey #320.

[21]Ibid., Survey #361.

[22]Kerry Kenn Allen, "Volunteering in America: A Status Report 1981-82," Voluntary Action Leadership, Winter, 1982, p. 20.

[23]Lake, op. cit., pp. 32-33.

PA VOLUNTEER MANAGERS SURVEY 1983:

RESULTS

1. What is your age?

   a. 18-25 (15)   (b) 26-35 (112)   c. 36-45 (86)   d. 46-55 (86)
   e. 56-65 (54)   f. 66-75 (8)   g. over 75 (0)

2. What is your sex?   a. Male (70)   b. Female (295)

3. What is your title?   185 are Directors; 95 are Volunteer Coordinators; 25 are Department Heads

4. What is the highest formal education you have completed?
   a. High School (15) b. Associate Degree (40) c. Bachelors Degree (178)   d. Masters Degree (84) e. Doctorate (8)

5. Is being a Volunteer Coordinator a first career for you?   a. Yes (207)
   b. No (148)
   A. If Yes, what was your first career?
      1. teachers (42)   2. social workers (16)   3. administrators (11)

5. (A.) What was your first career?

teacher (42)
social worker (16)
administrator (11)
secretary (9)
manager (9)
registered nurse (9)
homemaker (8)
activities director/coordinator (6)
public relations (6)
therapeutic recreation (6)
director of social services (5)
counselor (5)
librarian (4)
minister (4)
medical technologist (3)
therapist (3)
executive director (3)
chemist (2)
university/college professor (2)
military (2)
program director (2)
medical assistant (2)
interior designer (2)
administrative assistant (2)
gerontologist
market researcher
politics
worked for YMCA
hostess
historian
worked with retarded children
advertising
employment agent
meterologist
home economist
developmental psychologist
human resource specialist
dental assistant
insurance business
probation officer
bookkeeper
research biologist
communications
pardons case specialist
Boy Scout executive
office worker

physical therapist
National Hospice organization
accountant
artist
tax consultant
family therapist
community administration
pre-med student
commercial display
service rep. phone co.
paralegal worker
rehab education
elementary school principal
editor, internal communications
student affairs

This is my THIRD CAREER:

teacher/newspaper editor
teacher/hospital counselor
teacher/counselor
teacher/director social services
research analyst/teacher
museum registrar/teacher
secretary/manager
executive secretary/
  estate mgr. assist.
social worker/librarian
book reviewer/group theatre
  sales
minister/probation officer
bookkeeper/office manager
director Red Cross/director stu-
  dent union
juvenile counselor/law enforce-
  ment

6. What is the TOTAL number of volunteers serving your agency, organiza-
tion or institution?
a. 50-100 (117) b. 100-250 (81) c. 250-500 (75) d. 500-1,000 (40)
e. 1,000 or more (34)

7. How many volunteers are serving in your individual PROGRAM?
a. 25-50 (94) b. 50-100 (81) c. 100-200 (62) d. 200-500 (67) e. 500-
1,000 (19) f. 1,000 or more (12)

8. What services does your agency, organization or institution provide?

 31 a. public safety   149 h. recreation
207 b. health   179 i. counseling
107 c. emergencies   85 j. religion
236 d. social services   152 k. rehabilitation
 74 e. cultural   33 l. economic development
 25 f. government & politics   106 m. advocacy
192 g. education   82 n. other

9. In what sector is your agency, organization or institution?
a. non-profit (283) b. for profit (23) c. government (59)

10. What is the main source of income for your agency, organization or
institution?

 51 a. private donations   42 g. local government
 26 b. community solicitations   12 h. foundations/grants
 21 c. Church/religious groups   23 i. profits
 18 d. membership dues   5 j. investments
 69 e. federal government   78 k. 3rd party payments
 64 f. state government   31 l. other

*11. Is your agency, organization or institution a part, chapter or division of a
national organization? a. Yes (150) b. No (210)

        A. If YES, please state the name of the National Organization here:
            1. American Hospital Association (12) 2. ACTION (12) 3. RSVP &
            American Red Cross (7 each)

12. What is the population of the community your volunteers serve?
a. 25,000 or less (92) b. 50,000-100,000 (80) c. 100,000-200,000 (45)
d. 200,000-300,000 (34) e. 300,000-500,000 (24) f. 500,000 or more (60)

13. Is the population you serve primarily:
a. urban (73) b. suburban (76) c. rural (51) d. mixed (164)

14. What sector of the population do your volunteers mainly serve?

87 a. aged
48 b. children & youth
68 c. general public
21 d. physically handicapped
41 e. mentally handicapped

35 f. accident/illness/victims
21 g. low-income persons
9 h. unemployed/under-employed
87 i. mixed population

15. How do you spend the largest percentage of your time as a volunteer coordinator?

33 a. recruitment
16 b. retention
4 c. recognition
28 d. interviewing/placement
25 e. staff/volunteer relationships

32 f. problem-solving
20 g. training
51 h. supervision
206 i. equal time on all

16. What would you say the most critical problem area in volunteer-staffed programs and services is for your geographical area and organization?

51 a. lack of funding
94 b. shortage of volunteers
16 c. staff cutbacks/layoffs
8 d. advocacy needs

88 e. increased demand for services
47 f. staff/volunteer relationships
44 g. community cooperation/awareness
18 h. volunteer program networking

17. What is your annual salary?

24 a. no salary - volunteer
6 b. under $1,000
21 c. 1,000 - 5,000

43 d. 5,000 - 10,000
177 e. 10,000 - 20,000
89 f. over $20,000

18. Are you employed:
a. part-time (60) b. full-time (297) c. self-employed (2) d. unemployed (4) e. currently laid off (0) f. employed, but looking for another job (2)

19. Please check the areas of training you have taken in volunteer management:

241 a. recruitment & retention
211 b. interviewing/placement
163 c. recognition
218 d. training & supervision
259 e. staff/volunteer relationships
77 f. grantsmanship
173 g. time management

118 h. committee & board work
184 i. evaluation & record keeping
153 j. group dynamics
194 k. effective listening
167 l. public relations/marketing
41 m. volunteer coord. certified
54 n. other

20. Does your agency, organization or institution provide educational funding for you?
a. Yes (243)   b. No (108)

*21. In what county do you work? <u>56 of the 67 counties in PA were represented</u>

1. Philadelphia(53) 2. Lancaster(24) 3. Delaware(21) 4. Montgomery(20)

22. To what professional organizations do you belong?

<u>185</u> a. local volunteer coordinator group
<u>90</u> b. inter-agency professional group
<u>142</u> c. state-wide professional group
<u>75</u> d. National Association for Volunteer Administr
<u>134</u> e. other national professional organizations

23. What would you consider the most important functi

<u>74</u> a. professional development
<u>144</u> b. networking/communication
<u>141</u> c. information exchange
<u>36</u> d. political action
<u>32</u> e. advocacy
<u>10</u> f. other
(<u>20</u> No Answer)

* Detailed results not given in total, only top three respon

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The Role of Volunteers During a Strike

Linda L. Graff

The following is an excerpt from Volunteer-Union Relations: A Discussion Paper *by Linda L. Graff, Director of The Volunteer Bureau in Hamilton, Ontario, Canada. THE JOURNAL requested and received permission to reprint this excerpt for the benefit of our readers. It is actually Section III of this 47-page examination of the various issues and challenges inherent in the relations between volunteers and organized labor. Though the following article stands alone in its discussion of strikes, readers are encouraged to read the full* Discussion Paper *in order to place the article into its complete context. Other Sections in the monograph are: "The Volunteer and Labour Movements: Co-existence and the Potential for Co-operative Action"; "Sharing the Workplace: The Role of Volunteers in a Period of Economic Restraint"; and "The Co-ordinator of Volunteers: Centrality and a Call to Action." Complete ordering information for this booklet, published in 1983, follows the article. Our thanks to The Volunteer Bureau of The Social Planning and Research Council of Hamilton and District.*

The question of what the role of volunteers ought to be during a work stoppage is undoubtedly one of the most difficult and volatile within the issue of volunteer/union relationships. It is the question upon which one can find the most diverse perspectives and advice.[1] And, it is a question surfacing more frequently as labour increasingly organizes in the public sector where volunteers are concentrated.

It has become clear to the Hamilton Volunteer Bureau through consultations with voluntary organizations, that this question exists in many agencies which have not, as yet, determined policy or guidelines about whether or under what circumstances volunteer resources will be utilized in the event of a strike. It is also clear that the intense feelings which predominate during a work stoppage suggest that this question, perhaps more than any other, ought to be addressed immediately by all organizations in which a strike is at all possible.

In response to increasing interest in the question, the central aim of this section is to strongly encourage organizations to face the issue. The various arguments for and against the use of volunteers in strike situations will be outlined with the hope that action will be taken to develop acceptable policies well in advance of a work stoppage.

A. TO USE VOLUNTEERS DURING A STRIKE

There are a number of tenable arguments in favour of employing the services of volunteers during a work stoppage. Depending on the nature of the work conducted by the agency in question, some essential services may be required to continue throughout the course of the strike. While management personnel will "fill in" as much as possible, there may be gaps with which volunteers could assist instead of bringing in "scab" labour. If it is possible to outline, in advance, what these tasks will be and gain acceptance from staff or their bargaining agent, the use of volunteers may be a more palatable solution than the "scabs" alternative.

It may be even easier to gain acceptance for volunteers to simply

continue their regular work but not to take on additional duties. In certain circumstances such as a hospital or nursing home, for example, the assurances, companionship and support offered by volunteers throughout the strike may make it much easier for residents or patients during that period. In an extension of this argument, it has been contended that by looking out for the feelings of patients, volunteers could actually act as a positive public relations factor for the union.

Because feelings run particularly high in the course of a public sector strike with community attitudes playing a greater role than in an industrial-setting strike (Laarman, 1979: 21) more public attention is turned to the plight of the "client" caught in the middle. I.W. Bruce notes that if union agreement can be obtained for volunteers to perform these services to clients:

> ...it is often the case that the striking workers are quite pleased that volunteers undertake certain emergency duties. In this way, the union can then feel that it is being militant and pushing its sanctions to the limit but that the humanitarian instincts of union members can be satisfied with the knowledge that their action will not bring about undue suffering. More pragmatically, it will not result in a loss in public sympathy for the strike action because of extreme difficulties experienced by clients. (Bruce, 1979: 9)

Again, depending on the nature of the work of the organization, there may be substantial community support for continued or even increased volunteer involvement. Szentlaszloi (1979: 25) states this as an element considered in a decision around whether to use volunteers in the event of a teacher strike because "parents do NOT want schools to close!" Similarly, Berman describes the use of many specially-recruited volunteers during a strike in the Hebrew Home for the Aged in River-

dale, New York. By special appeals throughout the Jewish community and to a neighbouring Catholic college, they had a minimum of 30 volunteers a day:

> On some days, as many as 70 people came to offer help. The spirit of mercy and benevolence radiated and encompassed the Orthodox community in Riverdale. Dozens of Jews for whom the home was merely a beautiful edifice on the banks of the Hudson, crossed our threshold for the first time. After their initial experience, they were drawn back almost magnetically. (Berman, 1979: 21)

Another factor which may make the choice of using volunteers during a strike more feasible, is the attitude of the volunteers themselves. While most authors have pointed out that all volunteers should be free to choose whether they will or will not cross a picket line, volunteers willingly agreeing to do so will undoubtedly facilitate the decision to use them.

Flexibility in the form the involvement will take may facilitate the process. For example, Berman notes that some volunteers chose not to cross the picket lines, but kept in touch with residents by phone or postcard during the Riverdale strike.

In other types of settings, volunteers may be able to continue their regular activities without having to cross the picket line. If this arrangement can be made by taking work out to volunteers--away and out of sight of the picketers--such involvement will be less provoking.

A series of eight guidelines concerning the relations between paid and volunteer workers was developed by the Volunteer Centre in Berkhamstead, England. This leaflet notes the problem of volunteers crossing a picket line and suggests:

> If volunteers are faced with a picket line which is not prepared to agree that the volunteer workers should cross, the volunteers

should not attempt to do so but discuss the situation with their organizer of the voluntary service, who should, in turn, discuss it with union and management officials. (The Volunteer Centre, 1975)

It goes on to note, however, that a prior agreement which is well known by management and all union members, would significantly reduce the chances of such conflicts. In the event of a picket line, they suggest each volunteer be issued with a document signed by management and a shop steward indicating the basis on which the agreement to work has been determined.

It is interesting to point out the guideline from this same organization about the role of volunteers during a strike. As will be noted later in this chapter, strong resistance to the use of volunteers during a strike exists within the volunteer movement itself and resistance might also be anticipated from labour delegates. In contrast, the committee of the Volunteer Centre which developed these guidelines (and which comprised delegates from labour and volunteer staff) does not discourage the use of volunteers during a strike. They simply suggest a limit to that involvement:

Volunteers in the situation of industrial action should undertake no more voluntary work than they would do in the normal situation.

Any departure from normal work should only take place with the agreement of management and those staff organizations involved in the dispute. (The Volunteer Centre, 1975)

Whatever the reason and variables in the decision to use volunteers during a strike, certain other guidelines and suggestions may be useful to add here.

Every attempt should be made to co-operatively set policies. The bargaining agent's involvement in determining and approving the volunteers' role during a strike would be ideal. Staff should have detailed information about this form of agreement well in advance so that they understand the limits of the volunteers' role inside.

Volunteers should also be informed (at their earliest contact with the organization) of the policy, expectations and limits surrounding their function during a strike. Some volunteers may choose not to be associated with an organization which uses volunteers during a strike and the volunteers' own position and philosophy should be respected at all times. Further, volunteers ought to be fully informed about what to expect if they are asked and agree to cross a picket line. Feelings may run extremely high, particularly in a strike in the public sector:

Volunteers are likely to encounter a wave of suspicion and hostility when they "fill in" for public employees, since public employees generally take a huge risk when they decide to strike....Therefore, an individual considering a volunteer role during an actual or threatened public employee strike should be aware that the regular staff members are under extreme pressure, fighting for their rights as workers as well as for improved compensation and working conditions. (Laarman, 1979: 21)

The American Hospital Association, in a detailed set of guidelines around the use of volunteers during a work stoppage, suggests a minimum age be established for volunteers: "Because of the highly emotional state of some strikers, it normally would not be a good idea to expect minors to cross a picket line" (American Hospital Association, 1978).

This same set of guidelines also advises the director of volunteers to arrange escorts for volunteers crossing picket lines when entering and leaving the hospital and to determine the volunteer's wishes about whether official records of his or her time during the strike will be kept.

There may be an option, in some

instances, to recruit volunteers from the community rather than from the corps of regular volunteers. In this way, regular volunteers will not be faced with conflicts arising because they have worked side-by-side with employees and the regular volunteers will almost certainly be in a better position after the strike if they have remained neutral throughout the dispute. However, if new recruits are located, extra care in their supervision will be necessary.

If a prior agreement has been reached with union representatives concerning what volunteers will and will not do during a strike, this agreement must be closely honoured. The temptation of volunteers to do more, or of management to ask volunteers to do more, must be resisted. And, it must be assured that volunteers are fully trained and adequately prepared to do the work asked of them.

Even within the guidelines noted above and even in cases where legitimate and tenable arguments favour the use of volunteers during a strike, there may remain some serious and perhaps even dangerous consequences from active volunteer involvement. It is necessary to look at the "other side" before determining the best course of action.

B. NOT TO USE VOLUNTEERS DURING A STRIKE

Laarman has pointed out that the employer-employee relationship in a public employment context does not differ significantly from such a relationship in private industry. Public institutions and voluntary agencies, by definition, are not operating to make a profit and may therefore "give the impression that they are not really employers subject to labour-management problems" (1979: 20). However, even without a profit motive, managers in the human service field are under extreme pressure to balance budgets and maintain services. The rights of workers to make wage demands and ensure quality

working conditions do not differ in the public service either.

Appealing to the question of "who's right?" in any strike situation is therefore not very useful as a method to determine where one's role as a volunteer ought to be. In fact, it has been argued that "neutrality" should be the key principle guiding decisions. Bringing volunteers into an agency or institution during a strike may automatically establish the "side" with which volunteers will be identified. Szentlaszloi suggests further, that even recruiting new volunteers to work during a strike is problematic for it would "add a third 'power group,' the community, to strengthen one side...against the other" (1979: 25).

This element of neutrality appears to dominate the reasoning behind many policies which hold that volunteers ought not to work during a strike. For example, the Joint Statement of the National School Volunteer Program and the National Education Association (U.S.A.) states:

The best interests of students is served when volunteers and school staff work co-operatively. In any situation of controversy, the successful relationship between volunteers and teachers can best be maintained if the school volunteer program adopts a position of neutrality. In the event of a strike or other interruptions of normal school operations, the school volunteer program shall not function in the schools. (quoted in McCurley, 1979: 15)

And, this quote from William Lucy, secretary-treasurer of the American Federation of State, County and Municipal Employees:

During strikes, a volunteer's proper position should be as neutral bystander. Certainly, the volunteer shouldn't cross a picket line and take a regular worker's job. This neutral stance is dictated both by humanitarianism and rationality. (quoted in McCurley, 1979: 16)

While few could object to the rule that volunteers must be able to freely choose whether or not to volunteer during a strike, some contend that asking even a willing volunteer will place that individual in the middle of an unpleasant adversarial context. With the high public profile of a strike in the human services field and the greater tension Laarman contends exists in these settings, a convincing argument can be made against using any volunteers during a strike.

There seems little question that volunteer involvement during a strike will have the effect of prolonging the strike. Although volunteer services may make the experience easier for the patient or client, the net effect may be to draw the situation out longer.

Laarman advises:

The best services a would-be volunteer can render in a strike is to do whatever he or she can to END THE STRIKE. Not only does a strike settlement mean restoration of the best possible services for the consumer, but it also means that volunteers can return to their proper ADJUNCT role in the institution. (1979: 21)

An associated risk in volunteers continuing or expanding their regular role during a strike lies in the potential for individuals to get "beyond their depth." Many factors contribute to this potential such as a volunteer seeing things not getting done and from good intentions being tempted to "fill in"; the absence of usual levels of supervisory input for volunteers because staff are not present and managers are likely to be occupied by additional duties; the absence of adequate training or preparation of newly recruited volunteers or of volunteers recruited to do different work during the strike. Volunteers performing duties beyond their ability or beyond their job descriptions can have dangerous results for the volunteer, for the client, and for the agency, and in a strike setting,

the possibilities for volunteers to get beyond their limits are much greater.

Despite these risks and ethical arguments around the use of volunteers as "strike breakers," some employers will value highly the short-term advantages of volunteer involvement during a strike.

What must be fully considered, however, are the long-term consequences for both individuals and the program. As Szentlaszloi (1979) has noted, the relationship between paid and unpaid staff is crucial to a successful volunteer program. Without the full acceptance of paid staff, volunteers will soon detect tension, lose job satisfaction and leave the program. (It must be remembered that without a pay cheque, job satisfaction serves as the basis for high retention levels in a volunteer program.) It is obvious that paid staff are not likely to favour the volunteer who crosses the picket line or who, in any way functions to prolong a strike. In perceiving the volunteer to be "on the other side," volunteer-staff relations in the post-strike setting will surely suffer. Szentlaszloi raises the crucial question here:

Is it worth risking the destruction of the programs and relationships built up slowly over several years and possibly losing those (thousands of) hours of volunteer help? (1979: 25)

In the case where she was involved, the school board decided the risks to volunteers and to the volunteer program were far too great to warrant the short-term value of volunteers working through the strike. She notes that in this way, volunteers were to be in a much better position to aid the "healing" process when normal activities were resumed (Szentlaszloi, 1979). Again, the preservation of the volunteers' neutrality puts them in a unique position after the strike to address residual bitterness and to help bring the setting back to normal.

When an agency, organization or institution in the human services

field considers the possibility of a strike, there are many factors to think through before determining what role volunteers will fill. The decision is not an easy one and valid arguments exist in both directions. It appears that fewer risks accompany the decision to not use volunteers during a labour-management dispute although it is also likely that service-dependents will suffer more.

Where the priority is to be placed is clearly a matter to be determined in each individual setting. One cannot over-emphasize, however, the central points to remember. Regardless of the content of the policy, it should be:

(a) tri-laterally determined (volunteer, labour, and management involvement);

(b) mutually acceptable;

(c) fully understood by all three parties;

(d) rigidly enforced;

(e) in existence long before a strike becomes likely.

FOOTNOTES

[1]McCurley (1979: 16) documents the results of a 1976 survey by the (U.S.A.) National Centre for Voluntary Action which asked leaders and co-ordinators of volunteers in the field:

*Should volunteers continue to work during a strike of paid staff? yes: 1,584; no: 1,058

*Should volunteers take on duties of striking paid workers? yes: 860; no: 1,876

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The complete work from which this article has been excerpted is: Volunteer-Union Relations: A Discussion Paper, Community Management Series Paper #4, November 1983, by Linda L. Graff. It can be ordered by sending $10.00 in Canadian funds (price includes postage and handling) to:

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A Systematic Approach for
Volunteer Assignment and Retention

John P. Saxon, PhD and Horace W. Sawyer, EdD

As directors of volunteer services can expect greater responsibility and recognition in the future (Alderman, 1983), the effective utilization of personnel is certain to be a challenge to anyone whose job includes the recruitment and assignment of volunteers. After job descriptions have been developed in an agency, volunteers must be recruited and selected to fulfill the specific tasks of work assignments. Henderson (1983) stresses the importance of matching the volunteer's abilities and skills with the organization's tasks. In analyzing the scope of tasks in the organization, tasks may be assigned according to function, in other words, tasks to be performed (a) with people, (b) with things, and (c) with data. Categories of volunteers can then be related to those tasks (Lauffer & Gorodezky, 1977). For example, home visits and initial interviews are examples of tasks performed with people; repairing wheel chairs and designing brochures relate to tasks performed with things; and evaluating the effectiveness of the service program is an example of a task performed with data (Lauffer & Gorodezky, 1977).

Consideration must be given to designing work assignments for volunteers that divide responsibilities into manageable and interesting combinations of tasks (Naylor, 1973). Naylor further stresses that an often occurring mistake made with volunteers is underplacement. Assigning very capable people to trivial responsibilities or experienced individuals to routine tasks in an unrelated area results in individuals becoming dissatisfied with their volunteer activities. Instead of starting at the bottom, a volunteer should be placed appropriately from the beginning to make immediate use of the training and experience the individual brings to the agency (Naylor, 1973). Roepke (1983) offers support for this approach in a study reporting that when volunteers are assigned to task force groups utilizing special skills to respond to specific needs, they reported higher levels of satisfaction. These individuals consistently reported that their volunteer efforts were meeting their expectations, providing a good feeling about themselves, and offering an opportunity to feel fulfilled.

Individuals tend to volunteer with certain kinds of expectations that provide a motivational climate for the person (Henderson, 1983). Volunteers with a salaried work history often relate expectations in a volunteer role to work values held in their past or continuing work experiences. For example, a retired individual who had high recognition needs in his or her work history, may well need a volunteer role that will produce admiration from others and continued recognition for accomplishments in his or her life. The identification of expectations usually occurs in the

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screening process and orientation session. If expectations based on personal goals and past work values are not identified in the beginning, the expected motivational climate may not develop for the new volunteer.

The purpose of this article is to present the director of volunteer services a systematic approach for effective utilization and retention of volunteers. This approach is based on the skills and abilities volunteers develop through work and life experiences and, also, expectations derived from values and personal goals to provide an appopriate motivational climate for the prospective volunteer.

JOB ANALYSIS RESOURCES

Saxon and Roberts (1983) presented a discussion on the effective utilization of an individual's past work in relation to future job alternatives based on a transferable skills and abilities profile. By obtaining a work history from each volunteer and also considering his or her past hobbies, recreational activities, and past volunteer positions, the same concept may be applied to the selection and assignment of volunteer workers. According to Saxon and Roberts, an in-depth work history should include, at least, the following information for each job:

1. Job title
2. Description of work performed (including processes, materials and materiels)

3. Length of employment
4. The factors most and least liked by the individual

Once this information is collected, a skills and abilities profile can be constructed using resource materials. These resource materials include the Dictionary of Occupational Titles (DOT) (U.S. Department of Labor, 1977); Guide for Occupational Exploration (GOE) (U.S. Department of Labor, 1979); and Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles (SCO) (U.S. Department of Labor, 1981).

The DOT is based on more than 75,000 on-site analyses and contains approximately 20,000 jobs from the work world. The DOT presents a systematic description of each job and lists the level of worker involvement concerning data, people, and things for each job. The job data in the DOT is presented in six basic parts for each job description:

(1) The Occupational Code Number
(2) The Occupational Title
(3) The Industry Designation
(4) Alternate Titles (if any)
(5) The Body of the Definition
    (a) Lead statements
    (b) Task elements statements
    (c) "May" items
(6) Undefined Related Titles (if any)

The levels concerning worker involvement with data, people, and things are described numerically by the middle three digits of the nine digit occupational code:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating/Controlling
3 Compiling	3 Supervising	3 Driving/Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signalling	6 Feeding/Offbearing
	7 Serving	7 Handling
	8 Taking Instruction/ Helping	

A major benefit of the DOT is in determining worker transferable potential into alternative jobs. Meanwhile, the GOE organizes and places each job into one of 12 interest areas with further division into 66 work groups, describing the skills and abilities needed to perform jobs within each work group. The GOE provides information under five headings:

What kind of work would you do?

What skills and abilities do you need for this kind of work?

How do you know if you would like or could learn to do this kind of work?

How can you prepare for and enter this kind of work?

What else should you consider about these jobs?

A specific four digit code identifies each work group. Jobs included within a work group in the GOE "are of the same general type of work and require the same adaptabilities and capabilities of the worker" (p. 1).

The SCO provides specific information concerning physical demands (e.g., strengths, worker movement of objects and self); environmental conditions (e.g., location of job, temperature, hazards, dust); mathematical and language development (e.g., functioning levels in reading, writing, speaking and mathematics); and specific vocational preparation (the amount of time required to become an average worker in that position).

After the new volunteer is interviewed and a work history obtained, these resource materials may be used. It should be noted that the resource materials have instructions in each book for complete use and that only part of the total information available is used in this approach.

SPECIFIC STEPS IN USING RESOURCE MATERIALS

Each job listed in the volunteer's personal work history is located in the DOT. This is accomplished by looking up each job in the "Alphabetical Index of Occupational Titles" beginning on page 965. A nine digit occupational code is given for each job and is then used to locate the actual job description in the body of the DOT. Jobs in the body of the DOT are presented in numerical order. When locating a specific job in the DOT, the industry designation as well as the job definition must be carefully compared to the volunteer's verbal report. Selecting a correct job title in an inappropriate industry will result in the construction of a false profile for the volunteer.

Jobs may also be located within the DOT using the "Occupational Titles Arranged by Industry Designation" beginning on page 1157. Industry designations are presented alphabetically with alphabetical listings of occupational titles included under each.

In the GOE, the job title is located in the "Alphabetic Arrangement of Occupations" beginning on page 336. In addition to the nine digit occupational code which may be used to verify that it is the same job as in the DOT, a six digit GOE code is listed. The first two digits of the GOE code identify interest areas and the second two digits categorize the job into work groups. Skills and abilities are presented for each of the 66 work groups. After the volunteer's job has been located in the appropriate work group, the presented skills and abilities are compared to the volunteer's description of his/her work to determine the appropriate ones.

The SCO indicates the length of time required to complete the specific vocational preparation period. Once an individual has been trained for this length of time, it is assumed that the skills and abilities required on that job are present.

The following is a summary of specific steps in identifying a volunteer's skills and abilities through vocational resource material:

1. Locate job title and nine digit occupational code and verify job description in DOT.

2. Locate the six digit code and determine appropriate skills and abilities in GOE.

3. Verify completion of specific vocational preparation period in SCO.

WORK VALUES

Since volunteers are "workers," work values appear to be important considerations in the utilization and retention of these individuals. According to Super (1970), work values are "those attributes or qualities we consider intrinsically desirable and which people seek in the activities in which they engage" (p. 4). A volunteer's work values reflect individual needs and satisfaction of these needs provide important motivation to maintain a work assignment. Since many volunteers have an established work history, certain work values have been established by individuals who, through volunteer activities, will continue to strive for satisfaction of these needs. In other cases, individuals will strive to satisfy intrinsic needs through volunteer activities that cannot be satisfied in their present paid employment.

Certain personal values have been identified through research that relate to major dimensions of a person's domain (Knapp & Knapp, 1978). These value dimensions include investigative, practical, independent, leadership, orderliness, recognition, aesthetic, and social. The following is a summary of the above value dimensions as reflected and measured by the Career Orientation Placement and Evaluation Survey (Knapp & Knapp, 1978):

1. Investigative: This dimension is characterized by the values of intellectual curiosity and the challenge of solving a complex task. Individuals scoring on this scale value concrete and well-defined ideas that generate observable results of their efforts.

2. Practical: Appreciation of reality-based, practical and efficient ways of doing things and maintaining environmental property are primary values in this dimension. Low scorers on this scale look to others to take care of property and maintain things in good working order.

3. Independent: This dimension reflects a need for independence from rules and regulations and the freedom to be self-directed by social obligations. Persons with low scores on this scale value supervised activities that involve clear directions and regulations.

4. Leadership: Supervising, decision-making, and group direction are valued functions on this dimension. High scorers on this scale seek levels of importance and positions of leadership while low scorers value activities in which they can participate without having to direct others.

5. Orderliness: Characteristics of this dimension include keeping things orderly and meeting expectations of the work assignment. Individuals with low scores on this scale value activities in which they can take things as they come and assignments that do not require a great deal of structure and orderliness.

6. Recognition: Individuals who seek recognition and the admiration of others, value being well-known, and need to be looked up to by other people, score high on this dimensional scale. Low scorers value private activities and do not seek high levels of recognition.

7. Aesthetic: Artistic appreciation, emotional sensitivity, and enjoyment of music and the arts are valued functions on this scale. Persons who score low on this scale value activities that do not focus on artistic qualities or primary use of senses and intuition.

8. Social: Working with people, helping others through services, meeting and getting to know people

are valued by individuals with high scores on this dimension. Persons with low scores seek activities involving material objects, as well as assignments requiring limited contacts with others.

The Career Orientation Placement and Evaluation Survey (COPES) is essentially self-administering and results are displayed on a profile that specifies the volunteer's percentile on each work value (Knapp & Knapp, 1978). Use of the COPES or other similar survey should be discussed with each volunteer as a means of identifying appropriate placement options for the individual.

SELECTION AND ASSIGNMENT PROCESS

The selection and assignment of volunteers may be viewed as a process of matching skills and abilities to requirements, and work values to job activities. To maximize utilization and retention of volunteers, the director of volunteer services is attempting to assign volunteers to activities that meet each person's expectations and needs and that produce high levels of satisfaction. If skills and abilities also match the activity assignment, the value of the volunteer to the agency will be enhanced and the contribution to the agency will be maximized.

The following is an example of the application of this concept of transferable skills and abilities, work compatibility, and expressed work values. Jane D. is a 62 year old female who has recently presented herself for volunteer activity in a hospital volunteer program but was not sure of what she could offer. She is now retired but had worked for the past 15 years as a remittance clerk for a local electrical company. Before that job she worked for 20 years as a teacher aide in an elementary school with the first grade. She indicated that these two jobs were her most significant past work, since she had only held several short term positions as a "helper" before these

jobs. On the job as a remittance clerk, she received payment from customers directly or through the mail, recorded the payment and issued receipts and any change due customers, and explained charges to customers. Jane indicated that she liked meeting different individuals, but disliked the recordkeeping aspect of her job. Her job as a teacher aide included assisting the teacher in the preparation and implementation of classroom projects; reading stories; keeping order in the classroom; and assisting students with various classroom assignments. She enjoyed relating to the students in a helpful role, but disliked the supervisory aspect of her work. Jane stated that she enjoys reading and painting landscapes as her major leisure time activities.

The position of remittance clerk has a DOT code of 211.462-034 and a GOE code of 07.03.01. The SCO lists a specific vocational preparation period for this job of "over 30 days up to and including 3 months" (p. 473). According to the GOE, an individual would need the following skills and abilities to perform the job of remittance clerk: "use math to make change; use eyes, hands and fingers at the same time to operate an adding machine calculator, or cash register; deal with the public with tact and courtesy; perform work that is routine and organized" (p. 235).

The position of teacher aide has a DOT code of 099.327-010 and a GOE code of 11.02.01. The SCO lists a vocational preparation period of "over 2 years up to and including 4 years" (p. 473). According to the GOE, the following skills and abilities are needed to perform this job: "understand and use the base principles of effective teaching, develop special skills and knowledge in one or more academic subjects, develop a good teacher-student relationship" (p. 287). The most complex level of data (2), people (2), and things (2) involvement was obtained by combining both jobs. This indicated involvement

with analyzing data, instructing people, and operating-controlling things. Jane received payment, issued receipts, and any change due customers, and explained charges (example of analyzing data); she assisted students with various classroom assignments (example of instructing people); and she operated a calculator and cash register (example of operating-controllings things).

On the COPES, Jane expressed work values that were consistent with her work background and leisure time activities. Value dimensions with high expressions were social (94th percentile) and aesthetic (85th percentile). Orderliness (55th percentile) and recognition (35th percentile) were expressed at a lower level and other values occurred at below the 10th percentile. As a result, Jane expressed a need to work with people and highly values contact with others. From her interest in art, she values artistic activities.

Based on the above analysis, Jane D. was assigned by the director of volunteer services to the discharge desk in the hospital. Her assignment included the discharging of individual patients from their rooms in a wheelchair, obtaining their prescribed drugs from the hospital pharmacy, and checking them through the finance office. Through this assignment, Jane has an opportunity to interact with patients in a helpful role on an ongoing basis. She was also requested to assist in coordinating the annual art auction, a fund raiser for the hospital. In her volunteer assignment, Jane is therefore able to assume a responsible role commensurate with existing skills, abilities and expressed work values which relate to social expression and aesthetic activities.

CONCLUSION

The ability to involve volunteers effectively and retain these individuals is a primary goal of directors of volunteer services. In order to achieve this goal, the following ob-

jectives are considered important: (1) match the volunteer's skills and abilities with the agency's tasks; (2) relate the assignment to the volunteer's established work values; and (3) involve the volunteer in activities that respond to personal needs and interests. The extent to which these objectives can be achieved with a volunteer will determine the level of volunteer satisfaction and effective agency utilization of the individual.

A systematic approach was presented here to assist the agency in reaching the above objectives. By analyzing transferable skills and abilities from a past work history or present occupation, the agency can match the volunteer to work assignment at an appropriate level. To be motivated in performing and maintaining a work assignment, the volunteer must be able to satisfy a set of established work values and personal need expectancies. An analysis of these values permits the director of volunteer services to select work assignments that will facilitate the retention of volunteers.

Among the significant management functions of the director of volunteer services is the selection and assignment of volunteer personnel. In order to fully utilize volunteers, they must be assigned at an appropriate level and in order to retain them, need expectancies and values must be met, at least to the satisfaction of the volunteer. When both agency satisfaction and volunteer satisfaction exist at significant levels, effective volunteer utilization and retention are greatly enhanced.

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Ed. Note: The Editorial Reviewers found this article to be thought-provoking and to present our readers with new resource tools. However, questions were raised as to the feasibility of utilizing such a comprehensive profile procedure for most volunteer programs. Dr. Sawyer and Dr. Saxon have not actually field tested this approach with small to mid-sized volunteer programs. THE JOURNAL therefore encourages our readers to write to us with reactions to the ideas presented here. Examples of ways to adapt these vocational tools would be very helpful.

Note also that the DOT, GOE and SCO can be used in conjunction with an assessment of the "true dollar value" of volunteer work assignments as described by G. Neil Karn in his two-part article in THE JOURNAL, Winter 1982-3 and Spring 1983.

We look forward to hearing from you on this--and any other--subject.

$$\overline{\bigcirc\ Abstracts\ \bigcirc}$$

"Voluntarism in Local Government Central Personnel Agencies in California"
Gilbert B. Siegel
Public Personnel Management, Vol. 12, No. 2, 1983

   This article presents the results of a survey of the utilization of
volunteers in local personnel agencies of public jurisdictions (16 cities, 2
counties, and 8 special districts) in California in 1981.
   The findings suggest an extensive use of volunteers--among responding
jurisdictions the attributed value of volunteer time was approximately
$1,400,000. Citizens giving their own time provided a total of 27 percent of
this amount; time contributed by employees on private or public company
time totalled a surprising 69 percent; the balance, 4 percent, was contributed
by private consultants on their own time.
   Even so, the survey disclosed that there were additional tasks that could
have been performed by volunteers. Agencies listed a total of 17 functions
that volunteers did and a total of 12 functions for which no service was
provided by volunteers.

"Women as Leaders"
Anita Taylor
Vital Speeches of the Day, May 1, 1984

   Ms. Taylor defines group leadership as influencing people toward the goals
of the group. In addition to such specific behaviors as goal setting, the
organization of resources (people, products, information) and motivation of
people, Taylor emphasizes "people" skills: listening, empathizing, coop-
erating, encouraging, coordinating. These, she asserts, are "characteristics
at which women are uniquely skilled."
   Taylor takes the following forecasts from John Naisbitt's 10 Megatrends:
the movement to high tech will be accompanied by intensified need for touch;
the movement from representative democracy to direct democracy; the
movement from hierarchical frameworks to informal networks. Taylor
believes these are skills at which women demonstrably excel.
   However, to be able to behave as leaders women must insist on certain
rights: equal pay for work of equal worth; equalizing the load at home; and
the right of all men and women for safe and affordable child care.

"Voluntarism in Transition--Challenges and Choices"
Dr. Eva Schindler-Rainman
National Association for Hospital Development Journal, Summer/Fall 1983

Dr. Schindler-Rainman exudes optimism as she challenges the volunteer world to creatively meet the societal changes affecting them. She suggests that when volunteer administrators meet client and system needs in new and creative ways; develop human resource skills banks; recruit non-traditional people; involve all parts of the organizational system in making changes; celebrate steps of movement and change; involve people continuously at all levels, in a variety of ways; make volunteer work interesting, meaningful and fun; welcome today and look forward to tomorrow; be increasingly innovative and creative; and enjoy moving to the new and unknown, they create valuable choices for the volunteer world. She concludes: "Lucky are we who have choices in these transitionary times to create, to change, to collaborate, to choose and to celebrate--to celebrate that we are living in a challenging, exciting and turbulent time."

Abstractor: Sharon Campbell, formerly Volunteer Coordinator, Division of Volunteer Services, State of Delaware.

"INCERT: The Citizen/Police Connection"
1st Sgt. Kenneth L. Hollingsworth
FBI Bulletin, Vol. 13, September 1982, pp. 12-15

This article describes the work of the Indiana Council of Emergency Response Teams (INCERT). INCERT is an organization of volunteers who own four-wheel-drive vehicles and/or CB radios. Begun in 1978, these volunteers assist the Indiana State Police and other law endorcement agencies by providing transportation and assistance during major storms. They transport victims and emergency personnel. In most cases INCERT volunteers are members of organized four-wheel-drive vehicle clubs or CB radio clubs. In an emergency the State Police District Post Commander calls key volunteers who establish command posts and response teams. Once established and tested, the program was expanded to include amateur radio clubs, snowmobile clubs, flying organizations, volunteer fire departments, and other citizen groups state wide.

Abstractor: Robert T. Sigler, Ph.D., Associate Professor, Department of Criminal Justice, College of Arts and Sciences, University of Alabama.

The 1984
NATIONAL CONFERENCE ON VOLUNTEERISM

OCTOBER 14-17, 1984

ASHEVILLE, NORTH CAROLINA

"Building A Bridge To Our Future"

KEYNOTE SPEAKERS

Opening banquet with MORRIS MASSEY.

Author of the current book *The People Puzzle: Understanding Yourself and Others*, Morris Massey is perhaps best known for his tapes, films and live presentations entitled "What You Are Is Where You Were When." A captivating speaker, Morris Massey provides a unique look at how values, prejudices and reactions to change occur in different age groups.

Plenary Session with MARLENE WILSON.

One of the foremost authorities on volunteer management, Marlene Wilson is an ever-popular national trainer and speaker. Author of several books on management and volunteerism, her most recent one is *How to Mobilize Church Volunteers*. Marlene Wilson will offer the conference a session on "Volunteers in a World Turned Upside Down."

Closing Brunch with MAYA ANGELOU.

Author of five best sellers including *I Know Why the Caged Bird Sings*, Ms. Angelou is an inspiring lecturer and historian. Her career titles include singer, educator, historian, actress, producer, author, lecturer, songwriter and playwright. An articulate speaker, Ms. Angelou also has a long list of television credits. Currently she is a Professor at Wake Forest University in Creative Writing.

AVA The 1984 National Conference on Volunteerism is sponsored by the Association for Volunteer Administration.

AVA's National Confer-
ence on Volunteerism will
be held on October 14 to
17 in Asheville, North
Carolina. The theme of the
conference will be "Building
a Bridge to Our Future."

This meeting will
feature a wide range of
speakers, workshops, exhibits
and special events. Ashe-
ville is located in the
heart of the Blue Ridge
Mountains, and the fall
foilage will surely be a highlight of the conference.
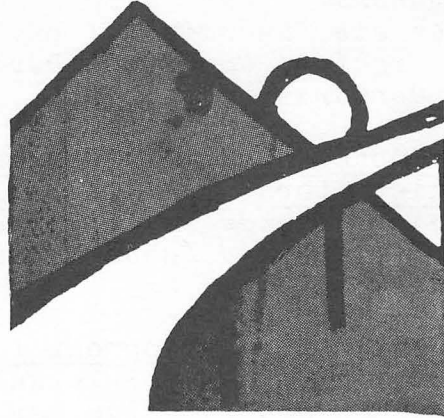
Special seminars will include one on Creative
Problem Solving, presented by David Strong of the
Center for Creative Leadership; a "Meet the Authors"
breakfast seminar; and a program on "What's Happening
in National Volunteer Programs." The conference will
also include an entry-level workshop on AVA certif-
ication.

Relaxation is also part of the agenda for the
conference, and a variety of tours and fun events have
been planned. These include a white water rafting
trip; a tour along the spectacular Blue Ridge Parkway;
an afternoon and evening of dining, touring and dancing
at the famous Biltmore House and Gardens; and shopping
excursions to Old Asheville and bargain outlets.

The conference will include workshops on a variety
of issues and topics related to volunteerism, such as:

-Special Categories of Volunteers: *Corporate Volun-
teers; Older Volunteers: Team Building for the
Future; Youth Volunteers; Getting Professionals to
Volunteer Their Time; Daytime Volunteers; Transitional
Volunteers: Keys to a Successful Volunteer Program;
College Interns; The Appeal of Volunteerism to the
Working Population.*

-Volunteers in Specific Settings: *Volunteers and
Religion; Volunteers in Criminal Justice; Volunteer
Programs in Rural Areas; Clowning: The Ultimate Tool
for Volunteers in a Medical Setting; School Volunteers;
Neighborhood-Based Volunteer Programs.*

-Creative Resource Development for Volunteer Programs:
*Comprehensive Fund Development; Endowment Funds;
Grassroots Fundraising; Building Public/Private
Partnerships; Community Development; More Than Money
From Corporations.*

-The Impact of the Future and Technology on Volunteer
Administrators: *How Computers Can Help Volunteer
Programs; Trends in Volunteerism in the 21st Century;
Use of Video and Cable Television in Recruitment and
Orientation.*

-Professional Development for Volunteer Administrators:
*Legal Liabilities for Volunteer Administrators; College
Credit Courses in Volunteer Administration; Your
Name in Print; Networking; CAVS to CVA Conversion; An
Open Dialogue: So You Want To Be a Trainer/Consultant;
Avoiding Burnout: Staying Energized in Your Job.*

Other workshops will cover such areas as the
various elements of a successful volunteer program,
and basic and advanced management skills.

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SUSAN ELLIS	ELAINE YARBROUGH
NEIL KARN	DAVID STONG
IVAN SCHEIER	MARLENE WILSON
MIKE MURRAY	EVA SCHINDLER-RAINMAN
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CONFERENCE FEES INCLUDE: Sunday—Tour of the Blue Ridge Parkway, President's Reception, Banquet; **Monday**—Breakfast, Lunch; **Tuesday**—Breakfast, AVA Awards Luncheon; **Wednesday**—Breakfast, Brunch and **WORKSHOPS** on Monday, Tuesday and Wednesday.

</div>

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Affiliate Group _____			
☐ Non-Member	$145.00	$165.00	$185.00

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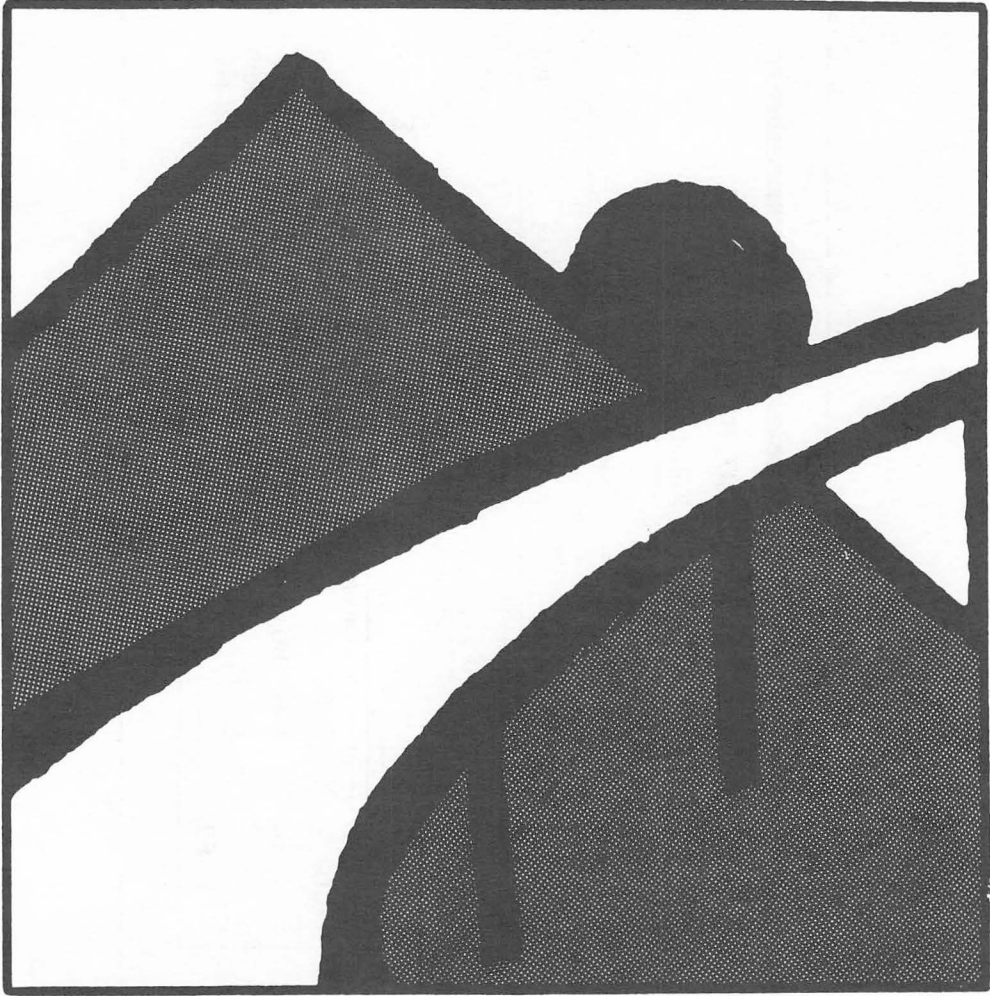
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GUIDELINES FOR SUBMITTING MANUSCRIPTS

THE JOURNAL OF VOLUNTEER ADMINISTRATION encourages the submission of
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work with authors to assist in the development of themes or appropriate
style. The following are key guidelines:

I. CONTENT

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

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

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

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

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

Our readership and focus is concerned with anything regarding volunteers.
A general article about, for example, changes in Federal funding patterns
may be of value to executives of voluntary agencies, but not to adminis-
trators of volunteer programs necessarily. If this distinction is still
unclear, feel free to inquire further and we will attempt to categorize
your manuscript subject for you.

D. THE JOURNAL is seeking articles with a "timeless" quality. Press
releases or articles simply describing a new program are not sufficient.
We want to go beyond "show and tell" to deal with substantive questions
such as: why was the program initiated in the first place? what obsta-
cles had to be overcome? what advice would the author give to others
attempting a similar program? what variables might affect the success of
such a project elsewhere? what might the author do differently if given
a second chance? what conclusions can be drawn from the experiences given?

Articles must be conscious demonstrations of an issue or principle.

II. PROCEDURE

A. The author must send three (3) copies of the manuscript to THE
JOURNAL office.

B. With the three copies, authors must also send the following:
1. a one-paragraph biography, highlighting the author(s)'s
background in volunteerism;
2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINIS-
TRATION to publish the submitted article, if found acceptable;
3. mailing address(es) and telephone numbers for each author
credited.

C. Manuscripts may be submitted at any time during the year, but the following are the deadlines for consideration for each issue:

    SEPTEMBER issue: manuscripts due by the 15th of JULY
    DECEMBER issue: manuscripts due by the 15th of OCTOBER
    MARCH   issue: manuscripts due by the 15th of JANUARY
    JUNE   issue: manuscripts due by the 15th of APRIL

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

    1. Authors will be notified in advance of publication of acceptance of their articles. THE JOURNAL retains the right to edit all manuscripts for basic writing and consistency control. Any need for extensive editing will be discussed with the author in advance. Published manuscripts will not be returned.

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

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

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

F. Copyright for all published articles is retained by the Association for Volunteer Administration.

III. STYLE

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

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

C. Manuscripts should be submitted with a title page containing title and author and which can be removed for the "blind" review process. No name should appear on any text page, though the article title may be repeated (or a key word used) at the top of each page.

D. Footnotes should appear at the end of the manuscript, followed by references listed alphabetically. If references are given, please use proper style and doublecheck for accuracy of citations.

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

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

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

H. Authors are asked to use interior headings to aid the reader in keeping up with a lengthy article. Refer to sample sub-titles in this issue to see how various texts have been broken up at intervals.

I. Illustrations (photographs, artwork) will only be used in rare instances in which the illustrations are integral to the content of the article.

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

Please feel free to submit outlines or first drafts to receive initial response from us. If your work is not accepted on the first try, we are open to resubmissions.

Further questions may be directed either to our administrative offices in Boulder or to Susan Ellis, Editor-in-Chief at 215-438-8342.

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