THE JOURNAL OF VOLUNTEER ADMINISTRATION

Spring 1987

A Sampling from the 1986 *National Conference on Volunteerism*:

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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.

AVA also has a special membership category that enables organizations with mutually-compatible goals to AVA to become Affiliate Members. Affiliates range from local associations of directors of volunteers, to statewide volunteerism groups, to national organizations. Affiliates, each with its own membership base, broaden the networking possibilities open to all AVA members.

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

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

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

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

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

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A Sampling from the 1986 National Conference on Volunteerism

Buffalo, New York

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

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

Some of these articles read the same as the regular submissions to this JOURNAL. Others are more like synopses of what was presented in a workshop format during the National Conference in Buffalo. As always, we invite your reactions to these authors . . . and we invite you to attend the 1987 National Conference on Volunteerism coming up in Chicago. At the end of this issue, we are giving you a preview of this exciting upcoming event. JOIN US!

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

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

Sue Vineyard

At the 1986 National Conference on Volunteerism, Sue Vineyard was presented with AVA's Distinguished Member Service Award. She is one of the most sought after trainers in the volunteer field and has written numerous practical and humorous books. She served AVA as Vice President of Program from 1983 to 1985. Because of major surgery, Sue was unable to be present in Buffalo, but asked Marlene Wilson to read the following acceptance remarks.

Dear Fellow Members of AVA . . .

I send you greetings from a hospital bed in Illinois. I would have been there with you today, but my nurse, who graduated from Attilla The Hun School of Nursing, insists that the IV tube won't reach that far!

I can never really tell you how much this award from AVA means to me. Besides the pleasure of being in illustrious company, it symbolizes the greatest joy of my life: serving the field of volunteerism.

As I think about the opportunities I have had to get to know so many of you, the miracle workers in our field, I know I have been truly blessed.

Many years ago I sat on a dirt floor of a hut in Guatemala and held a dying child in my arms. At that point I was overwhelmed with the reality of the power of love and volunteerism as it builds a bridge from those of us who want to help, to those who need it so desperately. As I have traveled these past seven years in the United States, Canada and Europe, I've heard story after story about other such bridges, stretched from caring people to needing people of every description.

A common denominator runs through every story I hear . . . that of an often overworked, usually underpaid, but always committed professional who, through the utilization of the volunteer resource, made the necessary linkages happen. I believe that this commitment to the people served is our field's greatest strength. As I hear society groan under the weight of shifting priorities and anguish over the problems that exist, I remain confident that it is the dedication of all of you here and the others in your ranks, that will enable our entire world to find the solutions it must have to exist and prosper.

For 14 years I have tried to help people acquire the necessary tools of management, motivation, marketing and fundraising to do their job more effectively. I am joined by many others pursuing the same goal, and I feel confident that the needed skills are being developed by our field to *do* the best possible job. But my elation at what I see as our field's ability to accomplish tasks effectively is tempered by my growing concern over our ability as individuals to take care of ourselves.

I recently asked a group of 100 volunteer managers how many felt they were experiencing some degree of burnout. Sadly, 80% of the hands went up!

My concern is that in learning how to *do* things well, we have forgotten how to *be* well.

I have gathered too many stories of frustration, anxiety, exhaustion and even illness from our ranks, not to see a pattern emerging: IN THE PROCESS OF TAKING CARE OF OTHERS, WE HAVE FORGOTTEN TO TAKE CARE OF OURSELVES.

For the sake of others we push on when our bodies are beyond weariness. For the sake of others we listen to problems far beyond reasonable demands on our time. For the sake of others we try to always be compassionate, caring and ready with advice and counsel. We say "yes" when we should say "no" and "I'll try" when we should say "I really can't."

For the sake of others we have come to the conclusion that we must be all things to all people, helping everyone who comes as client, volunteer, fellow worker, family and friend. For the sake of others, we demand more of ourselves than is reasonable and then expect perfection and 100% results at every turn.

My message for you today, from the bottom of my heart, is that FOR THE SAKE OF OTHERS you stop and take a long look at how well you are taking care of *you*. Look at all the dimensions that make up "you" . . . physical, emotional, mental, relational, spiritual. Where you feel a weakening or symptom of burnout, determine options to shore yourself up, finding ways to greater balance and strength.

This conference is a great place to start your new determination to take care of you. You're away from the demands of home and office. You're surrounded by peers who understand and can support you. You have opportunities to be stimulated mentally, and best of all, you have time to *play*.

I urge you to take advantage of all that surrounds you right now and to return home with an understanding that you are the most important person in the world . . . to your clients, volunteers, peers, friends, family and even God.

If you don't take care of yourself, how can you take care of others?

When we realize the importance of a balance between "doing" and "being," we will all reap the benefits not only of individual successes, but of collective miracles. Each of you is a modern day miracle worker. Please understand, however, that the real miracle is YOU . . . healthy, happy and heartened!

God Speed . . . God Bless . . . and again, thank you.

Editor's Note: As of this Spring, Sue Vineyard reports gladly that she is fully recovered and back on the road. Also, the theme of this speech has grown into a book to be published this summer, entitled: "How to Take Care of YOU: A Survival Guide for Peoiple in Helping Professions" by Sue Vineyard.

Volunteer Recruiting Teams

Nancy L. MacDuff

For over 70 years Girl Scouts of America and Camp Fire, Inc. have been using volunteers on Recruiting Teams. Men and women who believe in the mission of these agencies plan and implement campaigns to recruit new volunteers.

As volunteer agencies have grown in size and complexity, the recruiting effort has fallen to paid staff. It is time to return the responsibility for recruiting to the people who do it best: volunteers! They understand the job. They are trusted by prospective volunteers. Their participation gives them a greater sense of ownership of the program or organization.

A Volunteer Recruiting Team is only as good as the staff support it receives. Once a program is planned and job descriptions written, it is time to form the Volunteer Recruiting Team.

Potential Volunteer Recruiters come from current members/volunteers, nonmembers who believe in the work you do, or relatives and friends of clients. These people are recruited when the chairperson of the Volunteer Recruiting Team, working with staff, recruits the initial team. After initial recruitment, the team becomes self-sustaining, refilling positions as needed. People with sales experience or who are knowledgeable about sales techniques make good recruiters and can help during the training process.

The Volunteer Recruiting team uses a marketing plan to lay out a campaign for volunteer recruitment. The size of the recruiting effort is not a factor. Whether you are recruiting 3 or 300, the recruiting principles are the same:

1. Know the job you are asking volunteers to do.
2. Design or select materials to tell the volunteer story effectively.
3. Set a starting and ending time for the campaign.
4. Assign each Volunteer Recruiter to a "territory."
5. Create an advertising and promotion campaign to support the recruiting effort.
6. Make sure the Volunteer Recruiting Team has enough members to do the job effectively.
7. Set goals for the number of volunteers to be recruited.
8. Establish a budget.
9. Design a monitoring system to check on the progress of Volunteer Recruiters.
10. Plan regular reporting meetings.

Once the Volunteer Recruiting Team is in place, training begins. Your recruiters need:

— A knowledge of the agency including its mission and purpose, services offered, and financial support.

— Tips on sales pitch and persuasive communication, the benefits to the

Nancy L. MacDuff is President of MacDuff/Bunt Associates in Walla Walla, Washington, with volunteerism experience ranging from Camp Fire, Inc. to the Washington Regional Library for Blind and Physically Handicapped. She is the author of *Volunteer Recruiting and Retention: A Marketing Approach*.

individual of volunteer opportunity.
- Specific information such as job descriptions and applications for the positions for which the recruiter will be seeking volunteers.

Explanations should also cover details of the program and how it is different from others. All appropriate campaign literature should be available.

Volunteers Recruiters need to know how to report their progress. They should receive a detailed explanation of the means used to keep recruiters informed.

If you want to generate excitement and enthusiasm for recruiting, learn about it by sitting in on a sales meeting for Mary Kay Cosmetics, Tupperware dealers, or I.B.M. Recruit a person from their organization to help you design your recruiting campaign. Professional staff can be the trainers, but this is a job that could also be filled by volunteers.

There are some key factors that will ensure a successful campaign:

1. Clear Time Line

   Recruiting campaigns need clear beginning and ending times. Volunteers and staff need to see a schedule and know clearly the meeting dates, deadlines, and reporting schedules.

2. Advertising and Promotion

   All publicity to support the recuiting campaign should be shared with recruiters. They need to know the timing as it will affect the recruiting activities. It is important for them to know dates of press releases, distribution dates for brochures, and informational meeting dates.

3. Printed Material

   The Recruiting Team needs a paperwork support system. Examples might be: one page summary on agency and program, volunteer applications, job descriptions, brochures, schedules, etc. This should be in an attractive packet.

4. Recruiter Meetings

   Short reporting sessions for recruiters can be used to keep energy levels and enthusiasm high. Give awards and incentives at each session: "trophy" for dealing with the grouchiest person, applause for top recruiter, pencil for most improved. Meetings should be fun, up-beat, and filled with reports on progress and suggestions. Make sure they are short and at a convenient time for everyone. Always have new ideas and suggestions. Do not overdo it. Information needs to flow both ways.

5. Closure Event

   Wind up the recruiting effort with a bang! Everyone receives recognition. Make it fun!

6. Evaluation

   Verbal and written evaluations could be part of the closure event. Everyone included in the process should be given the opportunity to evaluate and make suggestions for the future.

Staff in volunteer agencies also need to provide personal support to Volunteer Recruiters. It is critical for someone to make regular contact with the Volunteer Recruiter. They should never feel out there alone. It is especially important to have tips to help them deal with negative responses. It is easy to personalize NO!

Volunteers need to have a clear idea when to call for help. They need to know the importance of completing their assignment. A professional staff person can also advise on knowing when to back away from a potential volunteer.

Sometimes recruiters get discouraged. Working with the team leader, staff can keep energy high and prevent discouragement. Using the "team" concept of volunteers and professional staff working together enhances the recruiting effort by involving more people. The professional manager becomes a facilitator for volunteer efforts.

The material in the workshop and this article was excerpted from: *Volunteer Recruiting and Retention: A Marketing Approach*, by Nancy MacDuff; Editor, Janie Millgard; Illustrator, Jeannie Meabon; MBA Publishing, 821 Lincoln, Walla Walla, WA 99362.

Marketing Volunteerism: A Values Exchange

Jeanne H. Bradner

Too often those of us in the social service sector see so many needs in the constituency we serve that we think all volunteers should be ready to drop everything and jump in and help. We clearly see the needs of the constituency and the mission of the agency, and yet we fail to make sure that we understand the needs and values of our volunteers. Rather, we assume that our volunteers have the same values that we do and are frustrated when they don't react in the same way we do.

If marketing is indeed a values exchange or a values enhancement, then the better we understand the needs and values of the volunteer and can match them to the needs and values of the agency, the more successful we will be. I learned long ago in dealing with paid employees that if we can find an employee's definition of success and help him or her see that the job we have can aid on that road to success, the happier the employee will be. How much truer that is for the volunteer who doesn't have a salary to compensate for dissatisfaction!

Recently, I wrote a job description for a director of volunteers. This was motivated by a friend of mine who had taken a job directing volunteers and loved it, but said to me "why isn't there a good job description which indicates how many skills we must hone to be effective?" The job description "want ad" I devised follows:

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

The significance of values is very clear when we serve on boards of directors or public boards. We see that the hardest conflicts to overcome are conflicts of values. A factual question is easy to resolve. Do we have enough money? All we have to do is check the budget. The question of methods for getting more money can be covered by laying out the alternatives: governmental grants and private funds. But it's when we get to the hard values questions and a board member says loudly "I don't believe in accepting government funds; we should raise all our money privately" that the conflict becomes intense. The values inherent in believing government should or should not fund programs are based on a person's background, political beliefs and lessons learned day by day in the struggle to come to terms with life.

Jeanne H. Bradner is Director of the Governor's Office of Voluntary Action in Illinois. Her experience in both the governmental and private nonprofit sectors has contributed to her recognition of the importance of matching the needs and values of an organization with the needs and values of an individual in order to be successful. She is currently an active volunteer in several organizations, including Program Chair of the 1987 National Conference on Volunteerism.

For example, take the following list and rank which five values are the most important to you. Then ask a friend to do the same.

CREATIVITY: having imagination or intellectual inventiveness

RELIGION: belief in divine or super human powers

HEALTH: physical and mental soundness

LOVE: deep personal attachment to a person(s)

HUMANITARIANISM: concern about the welfare of mankind

LOYALTY: faithfulness to a cause, duty, person

ACHIEVEMENT: accomplishing something that is successful

SKILL: ability or proficiency

WISDOM: power to judge rightly

SECURITY: freedom from fear, danger, doubt

POWER: great ability to do, act, or produce

WEALTH: abundance of worldly possessions

PEACE: concord, harmony

INTEGRITY: moral soundness

JUSTICE: equity, fairness, impartiality

LEARNING: to gain knowledge

INDEPENDENCE: freedom from control by others

PLEASURE: gratification of the senses

RECOGNITION: to acknowledge as worthy

BEAUTY: that which is pleasing to the eye, ear and mind

Almost never have I known two people to rank exactly the same values in the same order, for our values system is uniquely US; it reflects those motivations that drive us. It shows those qualities we would like to be honored for on our tombstone and in our eulogy.

If you discuss these values with your friend, you will find that interpretations of these words differ. For example "POWER" to some people means the ability to organize others and mobilize them to solve problems. To another the word POWER means oppressing others and forcing or coercing them to do only as you wish.

This exercise is helpful in permitting us to see that we all have different values. None of those listed is per se "good" or "bad," but different people revere and honor different concepts based on their life experience.

Values are essential to living a meaningful life, and the way we live up to our values increases our self esteem, develops our personal strengths and expands our personal potential. We only have to look back to our elementary psychology courses to remember Maslow and his hierarchy of needs. Once we are guaranteed survival, safety and security, we need to love and belong; to increase our self esteem; to actualize our talents; and to fulfill ourselves.

If we are really managers of people, we want our volunteers to live up to their values, develop their self esteem and fulfill their potential; for then they will do the very best job possible for our agency. While I am certainly not suggesting that we give the values "test" to our volunteers, sensitive directors of volunteers will try to tune in to prospective volunteers' "values" during the interview process. The person who values achievement would not be happy in a job where he or she does not learn. The person who values creativity might help with the newsletter. The person who values beauty might work best at the art institute. The list goes on and on.

When we do needs assessments for volunteer jobs, we should think as we prepare the job descriptions what people with what values might be happiest doing those jobs. We can then do targeted recruitment aimed at those kinds of people.

We talk again and again about recognition in the volunteer field. The greatest recognition we can give people is to understand, from the beginning, their uniqueness and help them to give the gift of themselves to our agencies. If we aren't flexible, creative and open with those we work with, we are shortchanging them and our agency. True leaders are enablers! A marketing approach—values enhancement—can be a powerful way to enable.

Encouraging and Mentoring the Executive Volunteer

Joanne Holbrook Patton, CAVS

I bring you this morning a topic of real personal meaning to me. I am a volunteer who grew up into a volunteer administrator—a *volunteer* volunteer administrator—and who had help, all the way through, from salaried volunteer administrators. I began my executive service in 1960 in a tiny town in Germany, on a very little military base where, as a Red Cross volunteer of perhaps three years' experience (all of it *menial*), I reported to the Field Director, saying, "I've just arrived and I would like to volunteer my services to the Chairman of Volunteers." "Oh, fine," he said, "and congratulations! Since you are my *only* volunteer, you are also the Chairman!"

Leap with me from that moment to 20 years later where, some twenty geographical relocations and job changes behind me, I found myself occupying two Executive Volunteer positions, job sharing with myself, in effect, by spending two days a week as the first volunteer representing the Services to the Armed Forces at the National Headquarters of the American Red Cross, and two days a week as the first Volunteer Consultant to the department of the Army for its Army Community Service program across town, similar although not identical responsibilities. They had been earned, I feel, by those twenty years of volunteer service, but had been made possible through the support, encouraging and mentoring of salaried staff and supervisors who still inspire my efforts today. Now that I find myself on the "other side of the fence," I consider it my privilege and my responsibility to "encourage the encouragers" and to give heart to the volunteer executives, both of whom I hope are represented here this morning.

Now, let's see who you are! Could I have a show of hands of how many here are "executive volunteers"? How about "salaried supervisors of volunteers?" Any "volunteers not yet 'executive'?" Any "paid staff not yet responsible for working with volunteers"? Anyone want to identify a category I haven't mentioned which might have brought you here?

WORKSHOP RESPONSE: Of the approximately 50 participants, almost exactly half were salaried supervisors and the others "executive volunteers."

Those of you who raised your hands as executive volunteers, could you let me hear some of the titles under which you operate?

WORKSHOP RESPONSE: Some of the titles offered were Chairman of the Board, Chairman of Volunteers, President (of a nonprofit), Volunteer Coordinator, Volunteer Supervisor.

How about the salaried staff or supervisors, could we hear your titles?

WORKSHOP RESPONSE: Some of the titles were Director of Volunteer Services, Executive Director, Director of Volunteers, Coordinator of Volunteers.

Very interesting to me, more than the fact that you wear different labels and come at this subject from different levels of approach, is that you executive volunteers are so many, and that you paid staff are so interested in this topic. A few years ago, there would have been a different story entirely!

Joanne Holbrook Patton is president of Patton Consulting Services in South Hamilton, Massachusetts. As she explains in these pages, she has had extensive experience in volunteer leadership, especially as an executive volunteer.

AVA is a relatively young organization and we consider ourselves very forward-thinking on issues relating to volunteers and volunteer management. Still, I think it is significant that it was nearly 15 years after the organization originated (as the American Association of Volunteer Service Coordinators that *volunteer* volunteer administrators were accepted as members. Even in a field with good working relationships between volunteer leaders and staff, a "second class citizenship" was in effect.

I can remember being invited to go to California for the National Conference on Social Welfare to deliver a paper on the importance of volunteers within a new organization. I was serving as one of its earliest volunteer executives. I was to join a team of salaried staff, all of whose expenses were being subsidized. I was told that I could go and deliver my paper *if* I were willing to pay my own way; otherwise someone would present it for me. There was, apparently, no energetic effort to persuade funding agents to help me out. I stewed a while, then got myself together and took myself to the conference. I have never regretted my decision, but today I would not condone that benign neglect, in any way!

In earlier times, few volunteers seemed to want to be "chief," but there were *abundant* volunteer "Indians"! Today, with the rise of woman power, career expectations and assertiveness, the "Indians" are becoming less visible and the "chiefs" more so!

Recently I attended a planning session of a nonprofit organization which was putting together an expansion operation and had gathered together experienced volunteers as their action team. Several of them I had known in earlier years and I remembered some as having been very comfortable "Indians." This time, however, it was a different story, because they had all grown into leaders, to the extent that they were almost incapable of operating as a team. All were vying (I believe unconsciously) to be in charge! It was time to turn that around, I felt, so that they stopped focusing on the top and each other, and began recontacting their roots, so as to encourage the building of the leadership ladder, from basic volunteer upward.

In her address at the 1985 National Conference on Volunteerism, Marlene Wilson took us to task. She challenged those of us who had devoted much of our time to lobbying for the recognition of volunteer administration as a field and who could take credit for professionalization of our roles and the championing of our volunteer programs. Marlene challenged us to look to those coming behind us and to do a more conscientious job of bringing them along, gathering them into our profession—in effect "encouraging and mentoring." (Marlene did not specify "salaried or volunteer," but I am sure she would say her words applied to either—or both!)

What do we mean by "mentoring"? Well, or course there is no such *verb*! But my *Webster's*[1] defines *the noun*"mentor" as a "trusted counselor or guide," which really says it all.

But how about the "executive volunteer"? How is that defined? In *Webster's*[2] "executive" includes the following:

Designed for . . . carrying into effect.

Having administrative or managerial responsibility.

Relating to the execution of the laws and the conduct of public . . . affairs.

Charged with . . . diplomatic representation and superintendence of the execution of the laws. An appointment of officials.

Usually some power over legislation.

Combining those descriptions with the word "volunteer" makes a very powerful person indeed!

Suppose yours were the role of the "mentor." How would you identify the executive volunteer who could be for you "a risk worth taking"? What would you look for, what characteristics or indicators, if you were seeking a potential volunteer executive leader to bring along as Marlene asked you to?

WORKSHOP RESPONSE: Indicators of a worthy "executive volunteer" suggested by the group included:

- Positive attitude.
- Proven effectiveness in operation.
- Ability to take administrative and managerial responsibility.
- Good public image and presence.
- Good relations with others, especially paid staff and volunteers.
- Understanding of the organizational mission.
- Ability to communicate with the public and with all levels of the agency.
- Self-confidence, assertive but not aggressive.
- Respect for policies and systems (learning before changing).
- Willingness to speak with the organization in public, but to speak candidly to the organization's leadership, in conference.
- Creativity.
- Loyalty up and down.
- Trustworthiness in all circumstances.
- Commitment to high standards of ethics and performance.

If you, on the other hand, were that outstanding executive volunteer looking for a worthy mentor, what characteristics might you be seeking?

WORKSHOP RESPONSE: Suggested indicators of a worthy "mentor" included:

- Highest standards of professionalism.
- Respect for the abilities of volunteers.
- Compatibility with the volunteer executive.
- Willingness to invest time in guidance and counseling.
- Creativity.
- Loyalty up and down.
- Ability to communicate.
- Willingness to be an advocate for appropriate volunteer concerns.
- Commitment to the future of the field.

Now that we know what we are looking for, suppose that in our own agency, we have identified "Bill," a volunteer with potential executive leadership. His immediate supervisor is "Alice." Maybe Alice has identified Bill herself (I hope so!) and she is willing to bring him along into peer executive status, or maybe the CEO has made this judgment or suggestion. Even if she thinks that this "encouraging and mentoring" is a good idea, what concerns might Alice have about the relationship? In reverse, what worries might Bill have along with his pleasure at being selected for elevation to "executive" status?

> NOTE: At this point the trainer divided the room in half. Half represented the volunteer executive and the other half the salaried staff mentor. Each side listed concerns about the "risk" of a potential relationship, from their point of view. These were shared through flipcharts. Time permitting, a desirable follow-through would be to have each side respond to the concerns of the other, with individual defenses or comforts. The presenter at this workshop chose instead to address the importance of *training* to the mentor/mentored relationship.

THE IMPORTANCE OF TRAINING

An odd term which I once heard used in a military lecture on leadership was "coup d'oeil." As nearly as I can explain, it is that ability to seize on an instant at which an important decision must be made correctly, one which ultimately turns the fate of an operation, or even history, and to make the right reaction. As the lecturer described it, "coup d'oeil" is what often has been credited as "luck": someone in the right place at the right time, making the right choice. "What luck!" or "Wasn't he lucky?!"

According to its proponents, however, "coup d'oeil" doesn't happen unless the climate is ready, unless the person to whom it occurs has already been prepared and fine-tuned, so that right-reactions are going to be instinctive, given the proper combination of circumstances. It's a little like that moment, after you have drilled for years on a foreign language, always struggling from the other side of a communications wall, when one day you hear someone talking in that language and you are suddenly aware that you are thinking of a reaction in Spanish or French or whatever! It happened without your conscious effort, at last!

The best way I know to insure the "coup d'oeil" of executive volunteer leadership, the guarantee that when the moment comes the person is ready for it, is ongoing, planned training . . . training that is not exclusive to the volunteer, but inclusive of the organization or agency and its community, consciously building team progression from the very first.

NOTE: Here the trainer presented a cyclical plan for training which gave opportunities for shared learning experience by salaried and volunteer staff members at escalating levels. It was based on one designed by the trainer some years later, for Army Community Service use.

The program as I designed it is both cyclical and escalating It insures that training takes place at every level of the agency at some time during every year, and that there is appropriate upward movement, all along.

It starts even outside the organization, with an orientation from the general community which it serves as the initial outreach piece and progresses to the initial orientation for new volunteers (or refreshers for incoming transfers), to OJT, then reinforcing in-service training, to the earliest staff leadership training, to staff management and finally senior management training.

Looking at it from a "ladder" perspective: (See accompanying chart.)

1. We are gathering representatives of the local community into knowledge of us, in the *community orientation*—perhaps the first contact a potential volunteer, including *executive volunteer* will have.
2. When a new volunteer is signed on, or new paid staff joins, then an *initial orientation* takes place. (Transferring veteran volunteers or staff coming from another part of the organization may have a refresher instead.)
3. OJT is a "given" for all staff beginning operation in a new setting.
4. Later, when they are secure in the job, they add *in-service* training, to give depth and additional expertise to the role they are filling.
5. *Staff leadership* training will be given regularly to all key staff members, whether paid or volunteer, including second-level (middle) managers.
6. *Staff management* training will be a reward and incentive piece for senior managers within the agency, again both salaried and volunteer personnel.
7. *Senior management* training will pull from only the top, for the most sophisticated training, often requiring extra subsidy.

NOTE: A detailed handout describing the full program was given the workshop participants. At the end of the workshop the trainer offered the participants two "thinking papers," one for the mentor and one for the executive volunteer, to ponder before embarking on the relationship. They consisted of questions to be thought through before making the commitment.

GUIDELINES

The workshop concluded with the following guidelines. To the *mentor*:

1. First understand yourself. Meet your prejudices frankly, and consider whether there are ways they may be overcome. If you cannot divest them, prepare to share them frankly with the volunteer you seek to mentor.

2. Train yourself to spot leadership in volunteers. Watch for the characteristics of those leaders in your agency. Check their performance, informally and formally against the "wish list" you may have prepared. If the missing pieces are experiential and not character-ingrained, take those on as part of your personal assignment.

3. Delegate increasing responsibility to the volunteer leader, especially in areas where the volunteer will represent the

VOLUNTEER MANAGEMENT TRAINING PROGRAM

SENIOR MANAGEMENT TRAINING

HIGHEST ORGANIZATION HEADQUARTERS

SENIOR MANAGERS
SENIOR VOLUNTEER EXECUTIVES

NEXT HIGHEST AGENCY LEVEL

DEPARTMENT/REGIONAL DIRECTORS
SENIOR EXECUTIVE VOLUNTEERS

STAFF MANAGEMENT TRAINING

AGENCY

SENIOR MANAGERS:
VOLUNTEER ADMINISTRATORS
PROGRAM COORDINATORS
KEY STAFF MEMBERS
EXECUTIVE VOLUNTEERS

STAFF LEADERSHIP TRAINING

AGENCY

MIDDLE MANAGERS:
VOLUNTEER EXECUTIVES
VOLUNTEER ADMINISTRATORS
OTHER SALARIED STAFF
VOLUNTEER COMMITTEE CHAIRMEN/LEADERS

IN-SERVICE TRAINING

AGENCY

ALL PERSONNEL ELIGIBLE:
VOLUNTEERS
PAID STAFF

ON-THE-JOB TRAINING

REFRESHER ORIENTATION

AGENCY

TRANSFERRING-IN VOLUNTEERS
TRANSFERRING-IN PAID STAFF

INITIAL ORIENTATION

AGENCY

NEWLY-ASSIGNED PAID STAFF
NEW VOLUNTEERS

COMMUNITY ORIENTATION

LOCAL COMMUNITY

REPRESENTATIVES/ALL-MEMBER GROUPS

agency in peer status with paid staff.

4. Hold the volunteer accountable, but be sure you have given him or her complete training, and be sure he or she knows this is your policy.

5. Credential the volunteer by practicing peer protocol. That means shared transportation, shared meals, opportunities to be heard, to express opinion. Share bylines, share credit, and give public recognition.

6. Advocate sincerely for volunteer supports when justified. Be willing to go out on a limb for your volunteers if that limb is strong enough to stand on, but don't try to stand on weak reeds.

7. Assist the volunteer with career planning, recordkeeping, resource building, resumé composing and portfolio compiling, to include encouraging a volunteer engaged in pursuit of professional certification.

8. Introduce the volunteer to *your* professional colleagues and inspirers, the people whom the volunteer should meet if s/he wants to understand the best in the profession.

9. Suggest references for learning. Share clippings, recommend books, articles, and training films.

10. Share *your dreams* for the field. Let the volunteer know that you, too, have vision and ideals.

11. Accept new directions in the volunteer's pursuit of professionalism, even if they take the volunteer from your orbit to something outside of your immediate responsibility. Still, remain available indefinitely. Mentorship has no fixed termination.

12. Enjoy the privilege of growing a new leader for our field!

To the *executive volunteer*:

1. Understand yourself first.

2. Next, train yourself to spot examples of superior mentorship in staff persons. Whom do you admire as professionals, and why?

3. Practice top efficiency in your own volunteer service. Thoroughly evaluate your personal competencies (preferably against the AVA Performance-Based Certification criteria). Determine what is needed and what can help you improve.

4. Accept accountability. In fact, insist upon it, but also upon the training that prepares you for that responsibility.

5. Ask for the training you need and help identify where it might be found if this is not apparent. Be prepared as well to recommend the support resources to enable you to obtain it.

6. Be assertive about your capability. If you have determined that other responsibilities or assignments could improve your effectiveness, do not be afraid to ask for them.

7. Seek counsel of the advisors you need to help you make a proper directional decision.

8. *Choose* your mentor. You are the person who can identify the best inspirer for your needs. If you seek the counsel of a person whose judgement you value, you will listen to that counsel and follow it.

9. Insist on recordkeeping procedures, both for your organizational responsibility and for yourself. Be responsible for preparing your own resumé but ask for work progress reviews and evaluations at appropriate intervals from your superior; and be sure your own portfolio is in order and updated.

10. Seek out the leading expertise in your field of volunteer administration. Seek out the best trainers, thinkers, experts in the field. Read their books. Attend conferences. Share occasions with volunteer administrators, salaried or volunteer, where sharing and exchanging can help you grow.

11. Begin to build your resource library. Become a "clipper," and share references with others, including salaried staff. Stretch your thinking and visioning.

12. Enjoy being part of the profession of volunteer administration. De-emphasize in your mind the differences between salaried and non-salaried staff, but recognize that there may be stumbling blocks which must be worked around gently before they can be dissolved.

13. Continue to seek new directions, taking off from the inspirations you receive at your present level. Use them as springboards to make important improvements in your professionalism and in your view of the profession.

14. Don't lose track of your mentors. Let them enjoy the rewards of watching you grow up in their field. As the years

go by, take the time to recontact former advisors to give them a progress report, to ask for new counsel, and to say "thank you." Consider that they may need mentoring, too!

Finally, remember that *paid staff are people who may even be volunteers in their other life.*

And don't forget that *volunteers are people who may even work for pay in their other life.*

Recognize each other as valued professional colleagues and you *both* will be rewarded!

FOOTNOTES

[1]*Webster's Ninth New Collegiate Dictionary*, (Springfield; Marian Webster, Inc.), 1983, p. 742.

[2]*Ibid.*, p. 434.

Energize your Organization

Mitchell R. Alegre

Does your staff look forward to starting time Monday morning as much as they do quitting time Friday afternoon? Is your organization a place where creativity flows and conflict is embraced? Are your staff and volunteers a tightly knit team with a strong sense of purpose and a clear vision of what they are striving to accomplish? Is there a sense of achievement? Is everyone aware of what is expected of them and of how to properly fulfill those expectations? Do you enjoy where you work?

My experience as a consultant to numerous organizations in and out of the volunteer sector tells me that the above paragraph does not describe the majority of organizations. The norm is closer to an organization where busy-ness prevails without concrete results. Where the status quo is guarded and conflict avoided. Where people are friendly but cautious. Where the organizational purpose has become survival. Where there is confusion about roles and procedures are undefined. A place where people hold a job rather than fulfill a vocation.

How can you create an environment that has people excited about their work? How can you generate team spirit? How can you energize your organization?

I have identified six areas that need to be addressed to create a vital team. These are listed below in the order in which they are to be addressed:

1. Relationships
2. Mission
3. Vision
4. Goals
5. Roles
6. Procedures

The sequence is important. All too often groups are in a rush to make something happen and skip or hurry through steps in the team building process. For example, groups that have become stagnant usually rush to get some goals down on paper believing that will get them moving again only to find no one committed to achieving the goals. A staff in conflict may establish new procedures to ease tensions and then finds people using the new guidelines to protect themselves from each other. These teams have attempted to alleviate symptoms without treating causes. The result is increased frustration, disappointment, confusion, and conflict.

RELATIONSHIPS

Where any new team must begin and where any established team experiencing difficulties must return is the issue of relationships. This is the most critical issue to team building and the one most often neglected.

Most teams do recognize the importance of team members being able to communicate with each other. Anyone working with organizations in distress will inevitably hear raised the cry for "better communications." What people fail to do, however, is identify the goal of the communication.

Any attempts to improve communication between people must focus on building relationships founded on trust. Without a high trust level between team members, none of the other stages of team building can be successfully completed. Each stage requires people to disclose their thoughts, feelings, and beliefs. This is risky. A person must feel accepted by others on the team before daring to self-disclose at a deep level.

Trust, however, is a paradox. Trust al-

Mitchell R. Alegre is President of Mitchell R. Alegre and Associates. He has worked as an internal or independent consultant for voluntary agencies, religious organizations, businesses, and government for the past thirteen years.

lows us to risk, yet we must take risks to build trust. To establish interpersonal trust, individuals must first self-disclose. As trust increases, so does the depth of self-disclosure.

Trust requires risk-taking. A person must risk being vulnerable to others. Team members, in return, must respond with acceptance, support, cooperativeness, and reciprocal disclosures. In such an environment trust will grow.

This does not mean that disagreement is eliminated. There will continue to be differences of opinion. However, even when there is disagreement people will feel accepted for who they are as persons. Their sense of worth will remain intact.

An important factor that contributes to building interpersonal trust and individual self-worth is the satisfaction of personal needs. As individuals have their needs met within the group, they feel accepted by others. The satisfaction of needs also relieves needs pressures and frees up energy to be focused on the work of the organization.

Reflect on your own experience. Think of a time you have been in a meeting and you had an unmet need. Perhaps you needed more information, more clarity about goals, a more focused discussion, or to know what was expected of you. Think of when your need went unmet. What happened to your energy? More than likely it turned inward. Your focus was on yourself. You used your energy to sit on your anger, frustration, hurt, boredom, or anxiety. You probably became aware of emotionally withdrawing from the group. Have other members of the group experience similar needs pressures and respond by withdrawing, and a general sense of apathy soon prevails.

To reverse this situation, all team members must first understand that everyone has needs and it is O.K. to have needs. Next, individual needs must be shared with the group and dealt with as a team.

Use of personality inventories are helpful to this process. One such popular instrument is the Myers-Briggs Type Indicator. The instrument I use is the Personal Profile System published by Performax Systems International. These tools help us to understand the differences between people and the differing needs individuals must have met to remain motivated.

A useful exercise to help identify personal needs in a team setting is to have each team member answer the following questions:

1. List the personal characteristics of the people with whom you interact most effectively (name at least seven characteristics).
2. List the personal characteristics of the people with whom you interact least effectively (name at least seven characteristics).
3. List the personal needs that you must have satisfied to be motivated and committed in your environment (name at least seven needs).
4. What should be the number one priority of other team members when interacting with you.[1]

Team members share with each other their responses to these questions. It is helpful to distribute copies of each person's answers to every team member so people can refer back to the information to help improve communications. This exercise begins the process of self-disclosure and acceptance necessary for building trust. And as team members regularly refer back to this information to help themselves and others meet needs, the trust level will continue to rise.

It must be remembered that trust requires continuous maintenance. All team members must consciously strive to keep open lines of communication with each other and quickly address any occurrences that threaten the trust members have for each other.

There will be many opportunities for trust to be either damaged or strengthened as you move through subsequent steps of the team building process. Addressing team issues will uncover strong opinions and emotions. These must be handled with acceptance and caring if trust is to be maintained.

Recognizing that the relationships within the team must be constantly addressed, the next step in forming a team is to discern the team's mission—its purpose for being.

MISSION

Purpose is not something a team creates but rather discovers. The team's purpose emerges out of who the team members are and who they envision themselves becoming.

Discerning mission is like putting together a jigsaw puzzle. Each team member holds a piece of the puzzle. Each puzzle piece represents an individual's dreams for the organization. The challenge is to have everyone share their piece and cooperate in getting the pieces to interlock to form a more complete picture of the organization's call.

This is where a high degree of trust between team members is necessary. Individuals must risk sharing their deeply held desires and beliefs. They must be willing to openly display their piece of the puzzle and then let go of it for others to maneuver to find where it fits in the larger picture.

If you have ever attempted a jigsaw puzzle, you know it requires patience. Each piece is different. That is what creates the challenge but also gives the puzzle its strength. If all the pieces looked the same and were straight-edged squares, the puzzle would be simple to construct and also simple to destroy. One slight breeze would scatter all the pieces.

The same is true for a team striving to discern its mission. As individuals share their differing dreams, the challenge is to patiently work on getting the differences to mesh into a purpose statement to which everyone claims joint ownership. Everyone is to have had a part in discovering the mission and must be committed to its fulfillment.

Too often groups that begin work on a mission statement abandon the task or quickly settle on a statement so as to avoid conflict and relieve tension between team members. The result is much like that puzzle with straight-edged pieces. There is little strength of commitment and the sense of purpose is quickly obliterated and forgotten. This is the group which claims to have a mission statement and, when asked what it is, must search the files to find it.

A mission statement is to be a team's guiding light. It is to provide meaning and focus to the team's actions. It is to be a major force in energizing an organization.

This is why a purpose statement needs to be short—no longer than about fourteen words. This makes it easy for people to remember. It also allows the statement to be displayed on stationery, newsletter mastheads, programs, posters, and the such. The purpose statement is to always be before people and direct the actions and decisions of everyone in the organization.

Roger Harrison, a management consultant, suggests some questions for teams to consider when searching for their purpose:

1. Who are we?
2. What are our gifts?
3. What makes us unique?
4. What special knowledge have we?
5. What do we value?
6. In what do we believe?
7. What are we called to do?
8. What needs do we see in the world which we are moved to meet?
9. What do we love doing?[2]

Have the team brainstorm answers to these questions and record the answers on newsprint. The group then identifies common themes that emerge from all the answers. The group uses these themes to begin drafting a statement. If the group is large, divide them into smaller groups and have each group draft a purpose statement no longer than fourteen words. The small groups then come together and share their drafts. Those are then used by the entire group to draft a final statement.

You want to emerge with a purpose statement in which everyone believes and around which everyone has energy. You must push people to share their thoughts and to not agree on a statement until they are satisfied. Everyone must leave the room saying, "This is *our* mission." You do not want the group to split into "them" and "us." This must be a consensus decision, not a majority vote.

This is not a comfortable process. At times it will seem like you will never agree on a statement. But do not bail out of the process simply because it becomes difficult and uncomfortable. This is when an outside facilitator can be helpful. A consultant can help you push through to completion rather than allow you to settle for a quick fix.

You might think that once you have a mission statement to which everyone is committed, you can get on with the work of carrying out that mission. There is another step, however, that is first necessary—visioning.

VISION

When you arrive at an agreed upon mission statement, each person has a picture in mind of what it would look like to fulfill that mission. Everyone then acts on their personal vision. It is only a matter of time before team members realize they are moving in different directions.

What is needed is for everyone to share their vision of what it would look like to fulfill the team's purpose. Together the team must then come to a common vision.

Photographs are a helpful tool in eliciting people's visions. Magazines are a ready source of photographs. Cull a variety of pictures. Spread these out on a table and have each team member choose three pictures that depict for them what it would look like if the mission were accomplished. Then have each person share his or her pictures and stories with the entire group. Record summaries of the stories on newsprint. Then have the group identify common themes that have emerged from the shared stories. List the themes and then have everyone share what each theme would look like if it were lived out. This is recorded on newsprint. From this process emerges a sense of what the team is striving to create. This is further verbalized until a common vision is identified.

Having a shared purpose and vision is what generates energy in a team. People feel they are united and are clear about who they are as a team. They know for what they stand. The next step is to channel that energy into action.

GOALS

The team is now ready to develop goals. Goals are specific statements of desired results to which the team is willing to commit. Goals are not dreams, hopes, or vague aspirations. Organizations often pass off for goals what are really no more than wish lists. Goals are specific, measurable, realistic, and timed. And they should move you closer to fulfilling your mission and realizing your vision. If they do not, you need to revise or abandon those goals.

Once you have established goals, you can determine the activities that will have you reach your goals. You do not do goals. You achieve goals. You do activities that move you toward your desired outcomes.

Each goal needs to have a completion date. You then need to decide how long each activity in your action plan will take to complete. This information allows you to establish a timeline for each goal. This simplifies tracking progress on goals and also gives team members a sense of accomplishment as they see their efforts moving them in a specific direction. This sense of achievement is an important element in sustaining motivation and energy.

ROLES

Also important to generating and channeling energy in an organization is the clarification of roles. If individuals are uncertain about what is expected of them, they will pursue their duties cautiously. They will behave like people walking through a minefield, moving very slowly for fear of making a mistake and having it all blow up in their faces. People's energies are focused on protecting themselves rather than on the work at hand.

One symptom of role confusion is numerous memos. All are concerned about protecting themselves. Nothing happens without checking it out with the boss and it is all done in writing so as to be backed up by documentation in the event something goes wrong.

To release the energy of staff and volunteers, role expectations need to be discussed and negotiated. This must be done not only between individuals and their supervisors but also between peers and between staff members and volunteers.

Each position in the organization should have a job description describing the responsibilities and functions of the position and to whom the person holding the job should report. Job descriptions are a common practice in organizations. So why do so many organizations still experience role conflicts?

Job descriptions and reality differ. Each person brings his or her uniqueness to a position and shapes what the position becomes in reality. Each job also interfaces with other positions within the organization. No one in an organization works in total isolation. Each position impacts on others. Everyone needs to know how his or her job affects others in the organization and how the different functions can be made to mesh.

To accomplish this, it is necessary that everyone understand what is expected of them from others on the team. Without this understanding, people operate out of assumptions of people's roles. Since people's assumptions usually differ, the result is confusion and conflict.

A process for clarifying roles may begin with each team member completing a role expectation statement form.[3] The individual may address the statement to the entire team or to a specific individual. The person completing the form identifies the specific function with which he or she wants help. The individual then indicates what he or she needs the team or co-worker to do more of, the same of, or less of in helping fulfill the function.

For example, let us say one function of your job is to present a monthly program report to the organization's Board of Directors. You might address a role expectation statement to the entire staff team. You would state:

To help me prepare the monthly program report, I need the staff to do:

1. More of: Submit project reports one week before Board meetings.
2. Same of: Reports be typewritten.
3. Less of: Shorten reports to one page.

You also might want to address statements to specific individuals. You might give one to a project director stating:

To help me prepare the monthly program report, I need you to do:

1. More of: Include a monthly financial report of your project.
2. Same of: Submit the report by the 15th of each month.
3. Less of: Do not need so many statistics. Number of clients served and average time spent with each client is all that is needed.

You may not always have a message for each category (more, same, less). Simply complete the pertinent categories. On the other hand, do not overload people with too many messages. Try to work on only a few areas at any one time. After people have worked out roles in those areas, then you may move on to new ones.

Once expectations are shared, they must then be negotiated. This requires the message sender and receiver to sit down together. The first step is for the receiver to make certain that he or she understands the message received. When the sender is satisfied that the receiver understands the message, the receiver then indicates if what is expected:

1. Is something the receiver can and is willing to do.
2. Can be done if the messenger or others on the team can help the receiver with something.
3. Cannot be done as requested and requires exploring other solutions.

The parties involved negotiate a solution. The parties then contract with each other to implement the agreement. This contract should be written so as to be sure everyone understands what has been agreed upon. It also gives something to which people may refer to help them remember what was decided. This is especially helpful when someone has been involved in negotiating roles with several team members.

The contract should be kept simple. It should include as statement of the issue, what each person has agreed to do to address the issue, and when all parties will check back with each other to review how the agreed upon solution is working for everyone involved. If at the follow up meeting changes are deemed necessary, these are negotiated and a new contract written.

For issues that spark strong emotions,

it may be helpful to recruit a third party to aid in the negotiations. This might be another staff member or, if an entire team is negotiating roles, an outside facilitator.

The third-party helper is to remain neutral. The role of the facilitator is to keep the negotiators focused on the issue being discussed and to help the negotiators listen to each other. The facilitator is to help the negotiators constructively confront conflicts and work them through to a solution that is satisfactory to both parties.

PROCEDURES

Once roles and expectations are clarified, team procedures can be developed. Some questions to be decided upon include:

- How often shall the team meet?
- What is to be the length of meetings?
- How will the meeting agenda be formed?
- How and when will the agenda be communicated to team members?
- How will conflicts be handled?
- Who is to be involved in organizational decision making?
- What are the lines of authority and communication within the organization?
- Who needs to be communicated with outside the organization?
- How is information conveyed to parties in and out of the organization?

The intent of establishing procedures is to help staff and volunteers go about their work in an efficient and effective manner. This intent is hampered, however, by complex procedures detailed in voluminous manuals. Such manuals are usually not used and the procedures seldom applied. The key is to keep it simple.

Simplicity is the aim of the entire team building process. You are seeking to create an environment in which relationships are built on trust, eliminating the need for games between people. You want a mission statement that is succinct. You want that coupled with a clear vision. And you are striving to have goals that are specific, roles that are explicit, and procedures that are straightforward. You then have an organization where people value themselves and others, where they are clear about who they are, where they are going, and how they are getting there. You have an organization with energy.

FOOTNOTES

[1]A *Manual for Team Development* (Minneapolis, MN: Performax Systems International, 1980), p. 33.

[2]Roger Harrison, "Leadership and Strategy for a New Age," *Transforming Work*, ed. by John D. Adams (Alexandria, VA: Miles River Press, 1984), p. 107.

[3]A *Manual for Team Development*, *op. cit.*, pp. 37-40.

Is Your Money Coming or Going . . . and Do You Know?

John Paul Dalsimer, CPA

Every organization, whether it helps children, rehabilitates alcoholics, heals the sick, or makes automobiles (yes, this includes for-profits, too) needs money to operate. Accounting is keeping track of that money—where it comes from and where it goes to.

Of course, this need for accounting also applies to departments within organizations, for instance, the volunteer program office, as well as for executive directors and board members with concern for the overall organization. From a stewardship viewpoint, finances must be understood and controlled. Maybe more importantly, from a practical viewpoint, if you do not know how much money is coming in and going out, you are not in control of your department or organization.

The financial responsibilities of the executive director and of board members (especially the treasurer) vary. In this presentation, these roles and responsibilities were discussed. The workshop also covered how to prepare budgets more effectively, how to read interim and yearly financial statements with greater understanding, and how to work successfully with the agency's CPA and survive the annual audit.

In very brief summary, here are the major points concerning approval of the annual budget, review of the interim (monthly) financial statements and a few other basic responsibilities of the staff and board.

1. APPROVAL OF BUDGET

The staff and board members must review the reasonableness of the assumptions used in preparation of the budget. Is income realistic and attainable? Do expenses represent a realistic estimate of the cost of providing the agreed-upon level of service?

2. REVIEW OF INTERIM (MONTHLY) FINANCIAL INFORMATION

Interim financial information should include a balance sheet and a statement of income and expenses.

A. A balance sheet is a statement *as of a specific date*. It shows "total assets" (the things you own, such as cash, furniture, etc.), which in total must equal the sum of "liabilities" (the things you owe, such as unpaid bills, dues collected but not taken into income and the "fund balance."

B. The statement of income and expenses covers a *period in time*—usually one month plus totals from the beginning of the current fiscal year through the end of the month. It should show actual transactions for the "current" month; budget, actual and (over)/under for the year to date; and budget for the full fiscal year.

C. The "budget for the year to date" should NOT simply be the yearly budget divided by 12 times the number of months to date (that is, April should not be the yearly budget divided by 12 multiplied by 4). Some estimation of when events will take place should be made. This can be done through review of the previous year and consideration of any special circumstances expected during the current year. The treasurer and executive director (and bookkeeper) should work together on this.

This is particularly true for significant income items such as membership re-

John Paul Dalsimer, CPA, is Vice President of Energize Associates, founder and board member of Community Accountants (Philadelphia), and co-founder and executive committee member of the national organization, Accountants for the Public Interest.

newals, conference income, foundation grants, corporate contributions, etc. While many expenses can reasonably be allocated by the "1/12th formula," some examples that should not be are professional fees, service contracts, and insurance. It should be possible to budget for such items only in the months in which they are expected to occur. Also, if new staff is to be hired in mid-year, the first part of the year should not budget for that salary and related benefits.

D. It is suggested that for many nonprofit organizations the monthly statement of income and expenses be prepared on a cash basis and show "cash balance." This is *not* the same as "fund balance" which reflects, for instance, assets in addition to cash, depreciation of fixed assets, and liabilities as incurred rather than when paid. Larger nonprofits should be on the accrual basis.

E. Staff and board members must compare actual to budget. Any significant variances, *both* positive and negative, must be accepted "as reasonable." If not, questions must be asked so that the variances are understood and needed actions taken.

Significant variances or fluctuations can be explained directly on the statement of income and expenses by the person responsible for preparing it.

These statements should be received and reviewed before the 15th of the following month, even if the Board does not meet monthly. Longer periods of time prevent timely action being taken.

3. OTHER

Staff and board members should be sure:

A. All federal, state and local payroll taxes are being currently paid. Nonprofit organizations are exempt from federal income taxes on their income, but must withhold and pay all applicable payroll taxes—federal, state and local.

B. All federal, state and local reports are filed on a timely basis.

C. Any reports to funding sources are filed on a timely basis.

D. The annual audit is completed and a copy furnished to and reviewed by each board member.

Please remember the above is a very brief overview of the financial responsibilities of those people who are accountable for the operations of an organization.

In a nonprofit agency, the volunteer board of directors has a special relationship in its trust to the public. Individuals make contributions and governments and foundations make grants based upon the program to be carried out—almost always "in the public interest." The board has an obligation to be sure that the agency operates effectively and efficiently both programmatically and financially.

This is an example of volunteers being "responsible" for a nonprofit organization.

Enhancing Business and Corporate Connections

Diane Foucar-Szocki and Donna Jones Freeman

INTRODUCTION

With annual giving from all sources approaching 70 billion dollars (Dannelley, 1986) many nonprofit and volunteer organizations are looking to the business sector of their community as a viable resource for revenue, support and volunteers. Seeking business sector resources requires considerable planning. To better articulate these planning needs we developed a four phase model for enhancing corporate/business sector connections. Formulation of this model has come from participation of a qualitative research project at Syracuse University, which is looking at volunteerism from the perspective of the volunteer, from participation at the board level with several nonprofit agencies and from experience directing a creative problem-solving consulting firm.

The model (Table 1) contains four areas of inquiry: 1) Knowing Your Organization, which consists of a mission, goals and objectives and people; 2) Knowing Your Community, its climate, its resources and its networks; 3) Knowing Each Business, the climate, the people and the patterns of giving and involvement; and finally 4) Assessing The Fit through the values, options and actions possible. This article will define each of the four areas of inquiry and provide additional definitional and data-gathering information for each of the subheadings within the major areas of inquiry.

The model is designed for the local program administrator, fundraiser and/or coordinator who is interested in furthering local commerce connections. Although the model's areas of inquiry are presented in sequence, it is designed for easy application at all stages of the connection making process. The circumstance of the individual agency will best determine the most appropriate starting point for that organization.

KNOWING YOUR ORGANIZATION

The Human Resource Director of a major corporation in the Northeast stated in an interview his surprise at how often nonprofit, volunteer organizations came to him requesting help but did not know what they wanted. This, he said, was a major problem in the corporation's not being able to work with more agencies. His corporation would like to do so, he said, but they are not in the business of deciding for other organizations what they want and need. To assist agencies in defining their specific wants and needs, the model begins with knowing your organization which includes knowing your mission, goals and objectives and people.

Mission

"Mission" is defined as the primary task an agency has been given or has taken on. Mission has two parts: history and purpose. History provides background information about the organization, including when it was founded, by whom, and what national affiliations or linkages it has developed. "Purpose" defines the need(s) the organization meets. A mission statement addresses such issues as: what problem is being addressed, what actions

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Diane Foucar-Szocki directs Multiple Resource Associates, a creative problem-solving consulting firm. She and *Donna Jones Freeman* are doctoral students at Syracuse University in Adult Education where they are participating in a research project looking at volunteerism from the perspective of the Volunteer. Diane serves on the Board of Directors for Literacy Volunteers of America—New York State. Donna is a member of the Board of Directors for United Cerebral Palsy of New York and has worked with a variety of political, social change and civic volunteer organizations.

Table 1

A MODEL FOR ENHANCING CORPORATE/BUSINESS CONNECTIONS

KNOWING YOUR ORGANIZATION	KNOWING YOUR COMMUNITY
• MISSION -history -purpose	• CLIMATE -historical -political/economic
• GOALS AND OBJECTIVES -short/long term -for each business connection	• RESOURCES -public -private -independent
• PEOPLE -Staff -Board -Volunteers -Clientele	• NETWORKS -Powerbrokers -Volunteer Connection
KNOWING EACH BUSINESS	**ASSESSING THE FIT**
• CLIMATE -history/mission -structure	• VALUES -yours -theirs
• PEOPLE -leadership -workforce	• OPTIONS -plusses -potentials -concerns
•PATTERNS OF GIVING/INVOLVEMENT -forms -motives -factors influencing -gatekeepers	• ACTION -who -what/why -when/where -to what degree

are being taken, who is/is not served, why they are/are not served, the services provided and a vision for the future

Missions can change. Internal factors such as staff size, budget, and definition of clientele impact on the stated mission of an organization. More often, external factors—funding, legislation, competition within the field, recognition/rejection of the need by society and media exposure—will alter the mission of an organization. Revising or updating a mission statement every three to five years, if not annually, will be helpful in keeping abreast of these influences. The mission is best presented in a short statement of two paragraphs to one page. This one page statement can then be used as an introduction to a business contact or as part of a proposal to be submitted to a business or corporation.

Goals and Objectives

Goals and objectives are those activities the organization hopes to achieve in a given period of time. A statement of goals and objectives includes agency-specific short and long term goals and short and long term goals specifically for each business connections sought.

Short term goals are typically those which can be carried out in a matter of months to a year. Often such short term goals will include operating activities which are specific to the organization. Long term goals, tied more closely to a vision of the future, are those which will take upwards of three years to be actualized. In both cases, a wish list is a good place to start.

Goals and objectives answer the question how. For example, if an agency's statement of purpose is to meet the needs of disadvantaged children on the West Side of the community through arts activites, specific goals and objectives might include: to introduce 50% of the children in x neighborhood to the local art museum through tours offered on Saturday mornings, to provide door-to-door transportation for these children and to provide a luncheon meal on each of these occasions. Each of these objectives can be tied to a dollar amount and a volunteer number needed. Because of such specificity, the event could also be named and promoted, which is often appealing to a business sector sponsor seeking good public relations from its involvement.

The more precise the request for assistance from a business, the more likely the request will be considered. Our discussions with corporate executives and agency directors indicated that each was most satisfied when wants and needs were clear, specific and tailored to each organization's strengths.

People

People make an organization. They can be the greatest resource in seeking business support. Staff, volunteers, board members and clientele can serve as idea-generators, problem-solvers and resource seekers. Each of course has its own strengths.

Staff can serve as additional pairs of eyes on the world both within the organization and in the community at large. Providing staff a regular opportunity to contribute to the business connection strategy can make the difference between a connection made or missed. For example an employee of one of the agencies we interviewed had a sister attending a local business college. At the time of the agency's major yearly fundraiser, secretarial help was badly needed. The employee offered to talk to the sister. The college was delighted to assist in exchange for mention in the fundraising promotional material. A long term relationship now exists.

Board Members are often recruited with the business sector connection in mind. Although board members may be selected for their connectedness, continually keeping them apprised of and involved with the needs of the organization is important. Raise their consciousness. Make them critically aware of the organization's agenda, needs and values through on-site visits; visits by clientele, staff and volunteers to board meetings, visual displays of the work being done and visual displays of the results if the work is not done. This sort of awareness can build board member commitment to action, which will help them to better serve the organization.

Volunteers may be the most vital link to the business sector. More and more of today's volunteers are also employed at paying jobs. It often takes only one volunteer to make the initial contact. Once begun, such connections can prosper through support of that volunteer and continued communication with other individuals in the company. For example, one of the corporate volunteers with whom we spoke initiated a project within his corporation.

As a member of the Red-Cross Community-Wide Disaster Planning Committee the volunteer became aware of a Desk to Disaster program which has been successfully implemented by a Houston corporation. He thought he would replicate the innovation at his corporation and set out to gain approval. He first approached the president of the employees association, who felt the idea merited consideration by top management. The employee association president, knowing of the CEO's concern with corporate image in the community and his desire to create a culture where corporate social responsibility and employee involvement are vital, felt confident in approaching the CEO to sanction the program. The project soon became a corporate backed endeavor with funds available for participant recognition. Without the volunteer's connection and understanding of the corporation, the project might have failed.

Volunteers who also work sometimes experience a strain between their work obligations and their volunteering. Several of the volunteers we spoke with wished they could do more volunteer work. However, they found that volunteering caused conflict with their supervisor at work. While one supervisor was sympathetic, most were more watchful of the employee because volunteering had interfered with work previously. Agencies that are aware of the potential for such a strain can assist the volunteer through a supportive environment that recognizes and attempts to meet the needs of the working volunteer.

Clientele are also a potent resource. A careful, on-going assessment of whom an organization serves can help identify the corporations or businesses most approachable for financial support and volunteers. An example shared at our Buffalo session by one of the participants was that of a company whose products were directed at her handicapped clientele in exchange for test marketing the products with the agency's clientele, the company provides financial and volunteer support. The connection is now an ongoing relationship. As another example, one of the corporations we researched has a 65% female workforce. The corporation is interested in working with agencies whose clientele is primarily female, i.e. abuse shelters, day care centers, job training. Although this corporation is willing to work with such agencies, a representative of the corporation says they have not yet been approached. This is a connection waiting to be made based on the clientele served.

Careful analysis of mission, goals and objectives and the people connected with an agency will help to identify the agency's specific needs, both large and small, and its strengths and weaknesses. From this the chances of success for the business sector connection under consideration can be estimated (Hillman, 1980).

KNOWING YOUR COMMUNITY

The context in which an agency and a corporation or business entity work will have an influence on the relationship. Knowing the climate, resources and networks that make up the community will assist in making business connections.

Climate

We have identified climate as community history and the present political/economic situation. History would include, but is certainly not limited to, the founding of the community, the founders, the circumstances of founding, the similarity of founding circumstances to the present day, and an outline of the changes. For example, the history of Brea, California, a new community to Orange County, and Syracuse, New York will differ considerably. Having specific information about each community will help in understanding its present day problems and problem-solving strategies. A very good source for such historical information is the local historical society.

Local politics and economics are often closely tied and have great bearing on the activities of an entire community. A change in either political leadership or economic conditions can have an impact on the functioning of all members of the community, public, private or independent. Keeping apprised of the most current circumstances places an agency in the best position to act. Knowing the politicians, where they stand on the issues and what needs they may have can assist an organization to make the best fit into a community. As was discussed in knowing your organization, external changes, including political and economic, can have tremendous impact on the mission and purpose of an organization. Knowing the community will help to keep the two in line.

Resources

Communities are made up of people working together. In every community there are resources, public, private and independent, knowing the resources will help to get the job done. Also, taking the time to know what resources exist in a community can save time in not reinventing the wheel. Community assessments are often conducted by other agencies (the United Way, Volunteer Center) or the media who may be willing to share their information. Also, the Chamber of Commerce is an excellent source for business sector information.

Networks

When the people and resources of a community come together they create patterns of communication or networks. If an organization wishes to be innovative and responsive it must continually seek out information sources to detect emerging trends and changing conditions.

The major players in a community might be called "powerbrokers." These are the people who by virtue of their position and/or connections, are able to get things done. They are often connected to a variety of networks through their work, civic and/or political activity.

Networks linking powerbrokers may be formal or informal. The formal networks, city government, board of directors, professional associations, etc., are the most recognizable and accessible. Uncovering informal networks is more difficult. One way of identifying informal networks is to begin asking people whom they would see to get a task accomplished. Continuing this process will result in a list of names most often associated with getting the job done in your community.

Once powerbrokers have been identified they are best accessed through existing channels and networks. For example, when we began our research project, rather than approach corporate executives directly we went to the Volunteer Center, which we knew had a working relationship with several of the corporations in our city. Using their network saved us time and gained us credibility.

At the local level the "volunteer connection" is often coordinated through a Volunteer Center. Volunteer Centers grew from the few original volunteer bureaus to a network of more than 380 centers in existence today. Eighty-five percent of these Volunteer Centers have emerged since 1970 (Allen, 1986). Volunteer Centers represent a broad variety of organizational forms and program priorities, often with the purpose of linking volunteers with agencies in need of their services. Increasingly, the volunteer center seeks to involve business and labor with a community's volunteer needs. Connecting with a Volunteer Center can be very helpful in building a business sector linkage, as was the case in our community.

On a national level corporate volunteerism is developing formal networks. What started as a luncheon meeting for volunteer coordinators in New York City established the first Corporate Volunteer Coordinators Council in the early 1970's. (Leonard, 1985) It now serves as a model for many others across the country. Recently, a nationwide clearing house of information was formed, called the National Council on Corporate Volunteerism (NCCV). This Council now holds yearly conferences (*The Workplace in the Community*, vol. 2, no. 1).

KNOWING EACH CORPORATION

All organizations, public, private and independent create a climate in which to operate, have a mission and are comprised of people. Knowing each business implies knowing about each of these aspects of the business. In addition, for the organization seeking funding, resources and volunteers, it is important to know the company's pattern of community giving and involvement.

Climate

Finding out about a business is not always easy. Large and small businesses alike are not often generous in giving information to inquisitive members of the public. Sources of data may be scarce. Seek information through annual statements, promotional literature, newspaper articles, the Chamber of Commerce, the Volunteer Center and employees at all levels of the organization. Ask questions that will help to discover the history of the company, its mission, purpose and organizational structure. Assess the congruence of the company's actions with its formal statements, if such statements exist. If a visit can be arranged before making any requests or commitments, to get a feel for the company's environment, do so. Look for clues that will inform you of the inner workings of the corporation.

People

The leaders of a company have tremendous influence over the company's giving patterns (Dannelly, 1986). Leadership sets the tone for the company, highlighting the positive actions to be carried out and the negative actions to be avoided. Each leader will bring a nuance to a company that is unique. Meeting the executives of a company is the ideal way to assess their leadership style, quality and values. Short of this, talk with others who are familiar with the leaders and build a profile from this data.

Some of the most valuable resources in building a business connection will be members of a company's workforce. They can be volunteers for an organization, personal contacts or a demographic link. This was the case with one of the corporations we researched, where the workforce represented a particular segment of the population that make a connection more probable. Several of the people who attended our session in Buffalo made the corporate connection through retirees, or employees soon to retire, by providing workshops for such employees in the workplace. They found companies receptive as these workshops help the company to ease and aid the retirement process for its workers. Other examples of this sort are cited in "The Workplace in the Community," a newsletter published quarterly by VOLUNTEER: The National Center.

Patterns of Giving/Involvement

In their 1980 book, *How to Win Corporate Grants*, Hillman and Chamberlain list forms of corporate giving, motives for corporate giving, factors influencing corporate giving and gatekeepers who monitor corporate giving. We have taken this framework and expanded it to include non-corporate business enterprise (Table 2).

Corporations have three basic philanthropic conduits, the tax deductible charitable donation, the standard business expense and the grant through a company sponsored foundation (Hillman, 1980). Smaller business will rely on the first two channels. Knowing the business can help assess which of these conduits will be most advantageous to the company.

The form giving takes depends upon the needs of the agency seeking the gift and the needs of the giver. The forms of giving and involvement listed in Table 2 are specific forms to request when seeking a business connection. For example, we asked a representative of a local company how it was that they printed a local agency's newsletter. The answer, because the director came and asked if they would.

Corporations, unlike other revenues sources, invariably make giving decisions based on the self-interest of the corporation and/or its decision makers. (Hillman 1980, Smith 1985, Broce 1986). Offering benefits to the firm's short or long term profit-making structure, or to the executive's well-being is a necessity (Hillman, 1980, p.3).

Motives for corporate giving are many (see Table 2). Assessing the most appropriate motive from the outside may be difficult, but it can be done. Let us return, for a moment, to the Desk to Disaster example. In this case the employee association president knew that the CEO was interested in fostering a culture of

Table 2

BUSINESS GIVING/INVOLVEMENT

FORMS	MOTIVES
-cash grants	-tax write off
-technical services	-build a positive image
-equipment	-influence opinion makers
-loaned executives	-cultivate stockholder goodwill
-employee participation	-build business/community relations
-management techniques	-keep up with other corporations
-volunteer recognition	-return a favor
-merchandise	-support the past
-professional services	-support employee services
	-foster employee training
	-increase productivity
	-insure against future losses
	-associate with quality
	-satisfy executives personal desire
	-please other special publics, i.e., consumers, unions, legislature

FACTORS INFLUENCING	GATE KEEPERS
-what department administrates	-community affairs
-who makes the decision	-community relations
-the type of company	-community sources
-the profit and loss trend	-contributions
-company size	-corporate communications
-sophistication of management systems	-corporate social responsibility
-quality of management personnel	-corporate support
-product or service(s) being offered	-philanthrophy
-funding focus	-public relations
-urban affairs	
-staff and employee relations	
-employee association	

(adapted from Hillman and Chamberlain, *How To Win Corporate Grants*, 1980.)

SOURCES FOR MORE INFORMATION

VOLUNTEER: The National Center, 1111 N. 19th St. NW, Suite 500, Arlington, VA 22209 volunteer activity within the corporation and enhancing the company's image in the area of social responsibility. Thus, the specific project met specific motives of the corporation and a connection was made.

Factors Influencing

Corporations are not apt to give without focus (Dannelley, 1986). They are interested in results (Hillman, 1980). Factors influencing corporate giving are not as difficult to ascertain as motives. Nor will these factors vary as much from business to business. Resources are available to provide information regarding company size, type and profit and loss trends. These resources include: *Standard and Poors Stock Reports and Corporation Records*; *Moody's Industrial, Public Utility, and Bank and Finance Manuals*; *Dun and Bradstreet's Million Dollar Directory*; and the *Corporate Fundraising Directory* (Tenbrunsel, 1982).

Assessment of each corporation will lead to knowledge of the particular gatekeepers, those individuals who monitor entry into the company's giving pattern (see Table 2). With greater corporate sensitivity to the facets of the corporate giving and involvement there is an increasing shift in how such giving/involvement is managed. Decentralization of decisions allows local and regional managers in many corporations to be more involved, thus linking the corporation with the needs of the local community. However, it is important to note, that on the large scale the CEO is still key and will remain so for quite some time to come (Dannelley, 1986).

A business, and particularly a corporation, may have more than one gatekeeper. Their appropriateness to the organization's needs may depend upon the specific request. For example, the corporation we researched most thoroughly has four different avenues for giving: staff and employee relations, a link to the employees association; corporate and public relations, a link to corporate giving programs; human resources, a less defined and direct link to the corporation and the employee association and, finally, the employees themselves who are recognized and rewarded for their volunteer efforts. The giving patterns and criteria for each of these avenues is different.

Corporate and public relations is most appropriate for monetary gifts of a sizable amount. Staff and employee relations, which leads to the employee association, is most appropriate for smaller monetary giving and labor intensive projects. Human Resources is a less direct, yet sometimes appropriate route to the employees association or the CEO. Employees, as volunteers, are a route to all three.

Learning as much as possible about each company's climate, people and patterns of giving and involvement will assist in understanding and projecting what each company will be receptive to.

ASSESSING THE FIT

Assessing the fit between an agency and a corporation or business will, in the final assessment, come to where values can and do intersect, what options are available and what action there is to be taken.

Values

The primary values that drive a volunteer agency and those which drive a business enterprise are different. Richard Cornuelle in *Reclaiming the American Dream* (1965) describes one as the drive of service and the other as the drive of profit. However, as members of the same community, working with and for people, a connection which benefits both the volunteer agency and the business enterprise can be established. Areas where business and service agencies can and do overlap include community wellbeing; civic pride; employee health, safety and satisfaction; community health; and citizen education, just to name a few.

Broce (1986) identifies the giver of the 80's as no longer a passive respondent but an aggressive investor. This interest and participation is beneficial when the agency is prepared to keep the connection on a path that fits with the values of service to a clientele. Continual assessment of your organization, your community and each business sector connection sought and made will help to keep values clear and point out where options exist for healthy overlap.

Options

Seeking support, financial, in-kind or volunteer, from any source presents options to be weighed and evaluated before action is taken. Present financial support mechanisms from state, federal or foundational sources require choices. The same will be true with business sector connections. Assessment of your organization, your community and each business will help to clarify options which support your organizational development.

Once options have been identified, list the benefits or plusses of each. List at least five good things that will come from following through on this option. Then list the potentials, future gains or spin offs which may come from implementing each specific option. Finally, list the concerns, those problems that may occur if action is taken. If the plusses and potentials outweigh the concern, proceed on that option, after finding ways to overcome the concerns. Thinking options through in this way can strengthen your position by eliminating concerns before they occur.

Action

All of this leads to the development of an action plan. For each business connection sought identify who will be the first contact in a company and who will make the contact for the agency. Specifically identify, based on the assessments, what is needed, why it is needed by the agency and why that business is the one to fill the need. Identify the specific timeline anticipated and the outcomes hoped for. Finally, identify the degree or extent of involvement anticipated for all parties involved.

This plan becomes a working document. It should have a range in which to negotiate and to alter the implementation, based upon up to the minute factors a thorough assessment could not have accounted for. This flexibility indicates to the business that you know what you want, why you are there and yet you are willing to alter your needs to meet theirs.

CONCLUSION

This article addressed enhancing corporate/business connections through four major areas of inquiry: knowing your organization, knowing your community, knowing each business and assessing the fit. Knowing your organization includes articulating a mission through the agency's history and purpose, identifying short and long term objectives for the agency and for each business connection sought and utilizing staff, board, volunteers and clientele to help meet the aims of the agency in making the business connection. Knowing your community includes assessment of its historical, political and economic climate, its public, private and independent resources and the networks through which powerbrokers communicate and the volunteer connection is made. Knowing each business is gathering data about the organizational climate, the history, mission and the structure of the business, knowing the people who make up the company, its leaders, its workforce and its consumers as well as assessing the forms, motive, factors and gatekeepers which form the patterns of giving and involvement for each particular company.

Assessing the fit is taking a look at all of the data and assessing where the values of the agency and the values of the business overlap. At such point options for action can be identified and evaluated based upon benefits, potential benefits and concerns or problems. If evaluation leads to action, such action will be planned to include who, what, when, where, why and to what extent the action will take place.

Using this model to enhance corporate and business connections can help to identify when the business connection or relationship is going well, when it is mutually beneficial, and when the relationship may be falling into a state of disrepair due to imbalance and the emergence of conflicting needs. The role initiated and maintained in the communication and decision making process with the business sector will strongly influence how the connection is established and how the relationship proceeds. Working with the business sector is an interactive, face to face communication between people with wants and needs. It is negotiative process that relies on the skills, knowledge and abilities of the people involved. It is a relationship that takes time and must be cultivated with care and good planning.

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Congregational Workshop: Volunteerism in the Church

The Rev. Arthur Lawson and Suzanne Lawson, CVA

GOALS:

1. that the congregational leaders present will have a clearer understanding of how the congregation's volunteers are currently *recruited, oriented, trained, supported* and *recognized*;

2. that those present will have a deeper understanding of *the principles and the process of volunteer management*;

3. that those present will finish the day with *two or three concrete steps* they can take to:
   a) improve the involvement of volunteers in the congregation's ministry,

   and at the same time,

   b) more effectively *call forth, utilize* and *nourish* the gifts of its members.

TARGET GROUP:

Congregational leaders:
- pastor/pastoral team
- lay leaders of administration and program areas
- lay staff (secretary, music director, Christian Education director(s), caretaker, etc.)

(Participants will have agreed to commit themselves to the workshop for the *full* day, and to do some preliminary work. See below.)

PHYSICAL LOCATION:

- large room—for full group at tables of 6-8 (comfortably apart but cozily together!)
- small rooms or areas for small-group discussion
- facilities and supplies for lunch and breaks
  (coffee, tea and juice available at beginning, mid-morning and mid-afternoon; a *light*, healthy lunch)

The Rev. Arthur and Suzanne Lawson are extensively involved in promoting the interrelationship of the field of volunteerism with the religious community. The material presented here is also an excellent example of a *training design* and has been utilized successfully in their home region of Ontario, Canada. Ms. Lawson is also Director of Regional Services for the Heart and Stroke Foundation of Ontario.

- registration desk at entrance
  (payment of fees, if any; *greeters* should welcome and direct participants to name tags and coffee)

(Congregational Planning Committee should assure that any other activities in the facility will not be noisy or disruptive to the workshop.)

TIME:

6½ hours (e.g., 9:30-4:00)

EQUIPMENT:

- 2 flip charts (newsprint)
- marking pens, masking tape
- pads of paper and pencils for participants
- lectern
- wall space for posting newsprint
- sound equipment (if necessary)

PRE-WORKSHOP PREPARATION:

- Adaptation of the basic plan, the planning of physical arrangements, etc. will have been worked out by a small congregational planning commmittee working with the facilitator.
- Each participant will have been asked 3-4 weeks previously to have *interviewed* 3-4 *congregation members*, using the following questions:

  1. What volunteer activities are you currently involved in in the congregation? Outside the congregation?

  2. What makes you feel *good* about those activities?

  3. What would *improve your ability* to do your volunteer work in the congregation—*and your joy* in doing it?

  4. What could the congregation do to *involve more members* in its volunteer activities?

- The Planning Committee should plan a short *worship service* to conclude the workshop; participants and their roles should be identified and confirmed in advance; necessary worship materials should be prepared and on hand at the workshop. An opportunity for offering the results of the workshop in worship should be included.

- The Planning Committee should indicate to the clergy and lay leaders of the congregation that a proposal for a continuing committee on volunteer ministries or similar monitoring group may well be one result of the workshop. Support for such a group should be assessed.

TIME	TOPIC	FORMAT	LEADER	DETAIL	EQUIPMENT
20 mins	1. **INTRO-DUCTION**	Plenary	Facilitator	Welcome Intro. **facilitator(s)** (whether external or internal) • include facilitator's experience, credentials • needs to be done by recognized congregational leader (lay or clergy) Self-introduction by **participants** Outline **goals for the day** Outline **agenda** Check **expectations**	Goals on newsprint Agenda on newsprint Easel
10 mins	2. **CURRENT VOLUNTEER ACTIVITY**	Random groups of two		Question: What has been your most satisfying volunteer experience within or outside the congregation?	Question on newsprint easel, marker
20 mins		Plenary	Facilitator	Question: What qualities and behaviours made these experiences good?	
				Record on newsprint.	Newsprint easel, marker
			Facilitator	"These are exactly the kinds of things that make a volunteer in **your** congregation satisfied."	
				F. adds qualities and behaviours of good volunteer experience from own knowledge, examples, etc. Add these to newsprint list.	
			Facilitator	"In preparation for this workshop, you interviewed 3 members of the congregation about their volunteer experience here. As well, you bring your own experience of volunteering in this congregation. "Let's talk about what this congregation is particularly good at. Which of these qualities and behaviours we listed did the people you talked to indicate where **well done** here? What do **you** think the congregation does well?" F. checks off (+) those identified on list.	
20 mins				"Everybody agree—that **overall** these are things your congregation does well?" "Now which of these qualities does your congregation need to work on? What's **not** done well?" F. checks off (x) those mentioned on list. "You seem to have some areas to work on. Later, when we're working on how to work with volunteers, we'll deal with some of these and come back to them."	

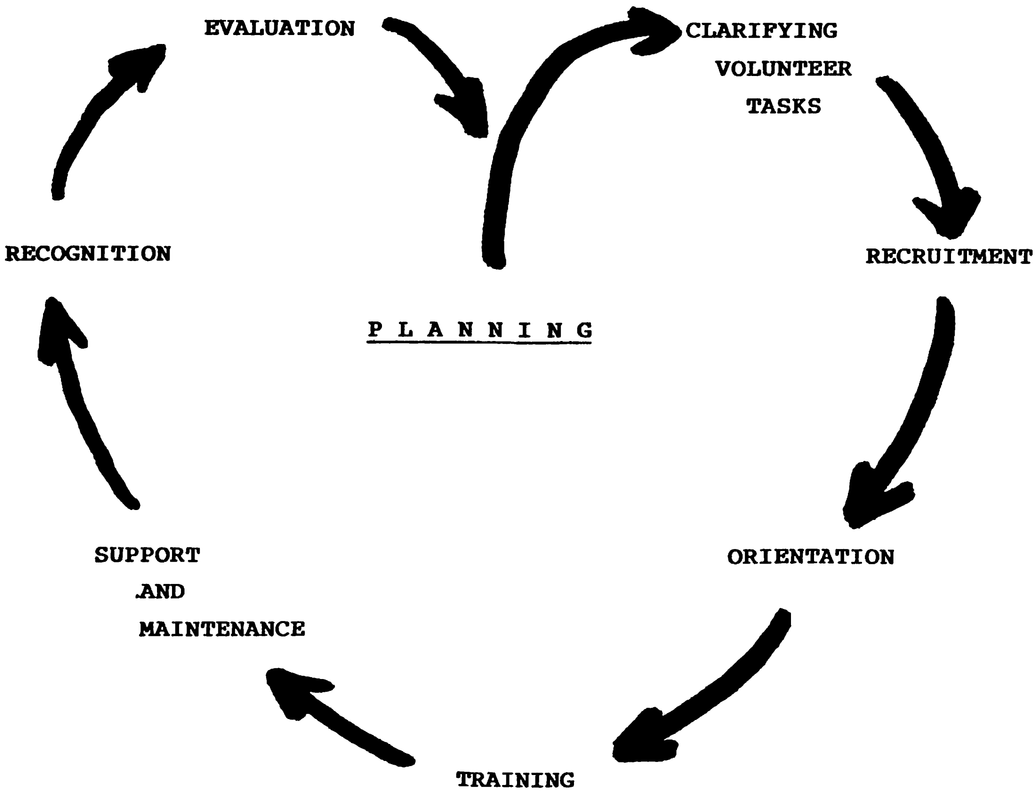
20 mins	3.
	"WHY WORRY?"- THEOLOGY OF VOLUNTEERING
		Presentation	Facilitator	Key points:
				• more involved than "getting the job done"
				• ""*ministry* of all believers"—ministry the call of all the people of God
				• Scripture images:
				  • Moses: "Would that all the people of God were prophets . . ." (Numbers 11:29)
				  • the holy nation—covenant binding the **nation** in mutual care under God (Deuteronomy 7:6 and following, Books of the Law)
				  • "a royal priesthood, a holy people" (1 Peter 2:9)
				  • *organic* images of Church: Vine and branches (John 15:5); Body (1 Corinthians 12 and following; Colossians 2:19)
				  • *gifts* for mutual building-up (Ephesians 4); parable of talents (Matthew 25)
				• emphasis on **inter-dependence**
				
				See also Marlene Wilson, *Mobilizing Church Volunteers*, chapter 1.	

15 mins	**BREAK**				

TIME	TOPIC	FORMAT	LEADER	DETAIL	EQUIPMENT
	4. **"REALITY" OF VOLUNTEER MINISTRY**	Discussion in 2s ("Neighbour Chats")	Facilitator	Move from the *theology* of volunteer ministry to the hard realities—the goals of administering volunteers aren't always achieved.	
30 mins				Question: Why do you think it is that the Church is sometimes the poorest manager of volunteers?	
				Discuss in small groups of 2-3 just where you're sitting.	
		Plenary sharing	Facilitator	Share findings.	
	5. **VOLUNTEER MANAGEMENT CYCLE**	Presentation	Facilitator	**"Volunteer Management Cycle"** • an explanation of the steps in the Cycle, with practical applications for congregations	Handout
		Plenary discussion		Compare this Cycle with the participants' analysis of what actually happens in this congregation.	
30 mins				Link the "Well Dones" with the steps. Point out strengths. Check on whether that is an accurate perception.	
				Link the "Not So Well Dones" to the Cycle steps.	
				Anything to add? Anything to argue with?	
				F. concludes by suggesting the 2 most important areas to focus on for work in the rest of the workshop. Gets group agreement.	
45 mins	**LUNCH**				
	6. **TACKLING THE PROBLEM AREAS**	Small groups of 5		For each of the 2 problems areas identified, there should be a small group of 5 people. Participants may prefer to choose the topics on which they work.	
45 mins				For each problem area, the task of the small group is to: 1. state clearly the perceived inadequacies; 2. describe what happens in the congregation as a result of these inadequacies 3. discuss what might be done differently to improve the situation; and 4. decide on the 2 most important changes the congregation might undertake to improve the situation	Task on handout
30 mins		Plenary	Facilitator	Each group reports back.	
				Edit, shake down; establish priorities to settle on **2-4 specific initiatives** for the congregation to improve its volunteer ministries program	
	7. **MAKING FRIENDS FOR CHANGE/ CREATING THE CLIMATE**	Plenary	Facilitator	Concern re blundering into change too enthusiastically resulting in disaster. Important to *plan* change. Need to look at **what favours change** and **what lies in wait to kill it!**	

TIME	TOPIC	FORMAT	LEADER	DETAIL	EQUIPMENT
	CLIMATE (cont'd)	Same small groups of 5		**Force-Field Analysis"** 1. What are the people, conditions, etc. that will *ease* the changes being considered?	
20 mins				2. What are the people, conditions, etc. that will *resist* the change/ make it difficult?	
				Small groups to work with these questions on the problem area they investigated earlier.	
20 mins		Plenary	Facilitator	Small groups report in.	
				F. should help the group now develop creative suggestions on what could be done to: 1. build on the **favourable** people, conditions? 2. soften or eliminate the **difficulties**?	
	8. **ACTION PLANNING**	Plenary	Facilitator	The initiatives chosen to improve volunteer ministry in the congregation (from 5) = **GOALS**	
				The concrete, specific, attainable actions identified (from 7) = **STRATEGIC STEPS**	
15 mins				What do we need to **add**?	
				What **order** will they come in?	
				F. suggests an **onging committee** or **task force** (depending on support shown) for planning for future action; and keeping activity in the context of the whole Volunteer Management Cycle	
				Asks for volunteers for monitoring committee; who will call first meeting? when? First task: assign *time-line, people responsible* to each of strategic steps above.	
10 mins	9. **REVIEW**	Plenary	Facilitator	Review of **Volunteer Management Cycle**, and **Theology of Volunteer Ministry**	
15 mins	10. **WORSHIP**	Plenary	Planning Committee	Worship as prepared by Planning Committee in consultation with Pastor.	
				Recommend that Action Plan (7) be offered as part of the liturgy	
10 mins	11. **EVALUATION AND CLOSING**	Plenary	Facilitator	**Evaluation**	Handout
			Clergy or Lay Leader	Concluding remarks and thanks	

VOLUNTEER MANAGEMENT CYCLE (handout)



EVALUATION

(Congregational Workshop: "Volunteerism in our Church")

1. What did you learn that was most useful to you?
2. What helped you most in developing your plans for change?
3. What was the least helpful part of the day's workshop?
4. What excites you most about implementing the plans for change over the next year?
5. What concerns you most . . . ?
6. Other comments.

The Transitional Volunteer

Ginnie Schumann

For the purpose of this article, the transitional volunteer shall be defined as a person who is currently in a state of transition, receiving professional counseling, and interested in volunteering.

This state of transition could be caused by a daily living crisis experience such as death of a family member; divorce; empty nest syndrome; change in, or loss of, job or residence; or rehabilitation from drug or alcohol abuse. This state of transition could also be caused by a chemical or biological difficulty.

The transitional volunteer is currently in therapy with a mental health professional, such as a psychiatrist, psychologist, social worker or school counselor. The understanding and placement of the transitional volunteer is a current issue. This article will not have all the answers, perhaps not even all the questions, but it is an issue that must be recognized and addressed before it can be resolved.

In the 1960s the professional volunteer administrator saw the concept of the traditional volunteer change. People from all walks of life united and volunteered for common causes. In the 70's the doors literally opened (and widened) for the handicapped and disabled volunteers. In the 80's we are seeing the deinstitutionalization of the mentally ill. Today the volunteer administrator works with the young student, the retired, the blue-collar, the corporate, the handicapped, the unemployed and the court-referred as well as the transitional volunteer.

The questions addressed here are: should the transitional volunteer be channelled in the same manner as other volunteers, and are there special needs that must be considered when placing the transitional volunteer?

This article will explore the viewpoints of the transitional volunteer, the mental-health professional and the volunteer administrator regarding volunteering.

THE THERAPIST

Today many mental health professionals recommend volunteering to their clients (the transitional volunteer). The therapist sees volunteering as a vehicle to help clients develop and build an informal social network. More and more studies and reports are documenting the fact that people's physical and mental health can be improved when there is a positive change in their social interaction. Often the therapist sees volunteering as a natural way to rehabilitate the client, an informal way to ease the client into the community.

Many therapists consider volunteering a non-threatening, no pressure, no stress setting. By placing a client in a volunteer position, therapists are optimistic that good habits (such as structure, routine and scheduling) will return or perhaps be found. Therapists will recommend volunteering to improve the client's self-image and social skills to lead to the ability to fully function in an adult lifestyle and have maximum participation in the community. The therapist also considers volunteering a step toward paid employment.

In reality some of this, of course, is true. Volunteer experience, done correctly, can be a step toward paid employment.

Depending on the volunteer position and the particular volunteer, the client's

Ginnie Schumann is Director of Volunteer Programs at Western Reserve Human Services, Akron, Ohio, a comprehensive community mental health center. As Certification Specialist for the Akron-area Volunteer Center, Ginnie consults with local nonprofit agencies interested in beginning or maintaining volunteer programs according to national standards.

self-confidence and self-image can improve. It is also possible that by helping and interacting with others there could be a noticeable improvement in the social skills of the client.

Employment, self-image and social skills are areas the client could improve by volunteering, but only if the client and the volunteer situation are appropriate to each other.

The therapist's view that volunteering is an informal and natural means to ease the client into the community is not accurate. There is nothing informal about a good volunteer program. It is as structured with job descriptions, interviewing, training and evaluation procedures as is any other department within an organization. A paid employee is not eased into a position, but is professionally oriented and trained, as should be the volunteer. Volunteering is a job, and all jobs come with a certain amount of stress and pressure. Volunteering is no exception. To expect a client to be placed in a volunteer position with no pressure is unrealistic; however, low pressure is possible.

The client, the potential transitional volunteer, may have a variety of reasons for seeking information on volunteering. The client may volunteer to please the therapist or may be fearful or resentful that volunteering was suggested but feels compelled to follow the recommendation of the therapist. The client may have unrealistically high expectations, thinking volunteering will be the means to solve the personal problems.

THE TRANSITIONAL VOLUNTEER

One of the characteristics of transitional volunteers is that, as a result of their perception of past failure experiences, they are very unsure of themselves. This self-consciousness can cause strong assertiveness. The volunteer may ask many, many detailed questions to make sure he or she gets the job done right, or may ask no questions, afraid he or she is not intelligent or capable enough to do the job. The transitional volunteer has a low tolerance to stress and frustrates easily, is very sensitive and will quickly recognize a patronizing attitude. Because of such timidity and fears, a transitional volunteer may sit in a near fetal position. This volunteer has a difficult time making decisions and commitments, dealing with changes and schedules. Stress can occur just by making an interviewing commitment to be at a certain place at a certain time on a certain day. The transitional volunteer can be temporarily mentally stressed or chronically mentally ill.

The temporarily stressed usually function at a higher level and are diagnosed "temporary" because of a life change, such as death or divorce. This situational change triggers an emotional problem causing the person to over-react. The client functions normally most of the time.

The lower-functioning client is one who is diagnosed as long-term or chronically mentally ill. These are bright, sensitive people whose performances may vary according to the amount of stress they are under. Because such clients have had fewer success experiences, they expect to fail. They can also be uncomfortable around people and less trustful of the world because they have fewer satisfying relationships.

Both the higher and lower functioning client can be a productive volunteer.

It is necessary for the volunteer administrator to balance the current system with the innovative and creative to ensure proper placement of the transitional volunteer.

PLACING THE TRANSITIONAL VOLUNTEER

The volunteer administrator's first step in working with a transitional volunteer is to determine why the client wants to volunteer. The right to refuse the applicant belongs to the volunteer administrator. If the motive of a person is to appease the therapist or is otherwise unacceptable, or if it is doubtful the potential volunteer will fit into the existing structure, for the integrity of the volunteer program, the administrator must refuse the applicant and refer him or her elsewhere.

Placement of the transitional volunteer will depend on each applicant's capabilities. The lower-functioning volunteer will do well in a short-term, one-step, one-time project. Complicated tasks can be broken down into one or more steps. For example, in a large bulk mailing, stuffing, addressing, postage and sorting could each be a separate job. All envelopes would be addressed, then all envelopes would be stamped, etc.

The higher-functioning volunteer should first be placed in a position with little or no responsibility. It is best to teach one task at a time, allow mastery and add the others one at a time. An example of this would be to train the receptionist volunteer in telephone procedures. Once she or he felt secure on this, begin training on the filing system. It is important to let the volunteer progress at an individual own pace, if possible. The higher functioning volunteer can make and keep a weekly volunteer assignment.

All volunteers need encouraging, but both the lower and higher functioning transitional volunteer need extra support and encouragement.

The volunteer administrator should go over the job description with the volunteer in a slow and precise manner, and the volunteer should be given a copy of the job description to take home. Placement should be in an area in which the volunteer is naturally good, with the reassurance he or she will do well. The volunteer should know where and whom to go to if there is a problem. Written evaluations (copy given to the volunteer) should be given regularly and explained verbally. The volunteer's specific behavior should be compared to the duties on the job description. The evaluation should include the positive, with constructive criticism confined to only one area at a time.

The amount of interaction among the transitional volunteer, the therapist and volunteer administrator is an issue not yet resolved. For example, should the volunteer bring a list of specific goals and a confidential release form when interviewing for a volunteer assignment? Is it the responsibility of the volunteer administrator to notify the therapist if there is a behavioral change in the volunteer? Should the therapist and volunteer administrator work closely together to help the volunteer achieve specific goals? Who (and how) will inform the therapist on the principles of volunteer programs? Who (and how) will educate the volunteer administrator on the behavioral patterns of the mentally ill? Do we need forms (release, acceptance, goals, etc.) for this?

We do not yet have all the answers. We do know that when the therapist and volunteer administrator work together to help the client achieve specific goals, the result is a better and productive community member and successful volunteer.

Communicating Effectively and Accurately: Three Checklists

Kathleen McCleskey

The following checklists were utilized during this Conference workshop on communications. The first two are from an upcoming book by Kathleen McCleskey, *Tracking Volunteers Through a Maze of Management.* The third was adapted from material developed by the United States Navy.

CHECKLIST 1
COMMUNICATING IN AN ORGANIZATION

PLANNING: DO . . .

. . . You spend time with paid staff members and volunteer staff members planning the programs that affect them?

. . . You allow volunteers to actively become involved in decisions regarding their programs?

. . . All staff members know the goals and objectives of the agency?

STAFFING: DO . . .

. . . All paid staff members and volunteer staff members have copies of their job descriptions?

. . . All staff members have written copies of operating procedures for their area?

. . . All staff members have a handbook concerning the agency?

. . . All volunteer staff members have a handbook related directly to them and their function in the agency?

. . . All volunteer staff members understand confidentiality and professionalism while volunteering and sign an agreement?

INITIATION: DO . . .

. . . You send welcome letters to all new volunteers?

. . . You after 20 hours ask the new volunteer to assess his or her training and job assignment?

. . . You inquire if a volunteer has not come to work for several weeks?

Kathleen McCleskey is a native Texan who is currently living in Darmstadt, West Germany. She has completed the Volunteer Management course at Boulder, Colorado, and will receive her Masters in Human Relations from the University of Oklahoma this Spring. She has conducted workshops in the area of Volunteer Management for the U.S. Army in the United States and Germany and for other organizations. She is currently doing independent consultant work and writing her first book on volunteer management.

TRAINING: DO . . .

. . . You have an initial orientation for all new volunteer staff members?

. . . You have the new paid staff members attend this orientation?

. . . You invite all staff members to agency training sessions?

. . . You keep all staff members informed about local, state, regional, and national training sessions concerning your agency's field and on volunteerism?

MEETINGS: DO . . .

. . . You keep volunteer staff members informed about information discussed at paid staff meetings?

. . . The volunteer staff members keep you informed about information discussed at volunteer staff meetings?

. . . Each of you attend the others' staff meetings?

. . . You send out agendas before each meeting?

. . . You post the minutes from all meetings?

. . . You have a way for other members of the staff to bring up questions before meetings?

KEEPING IN TOUCH OR WE CARE: DO . . .

. . . You subscribe to current information on volunteerism and have it available to all staff members?

. . . You have a bulletin board for all staff members with updated information concerning your agency?

. . . You have a brag board with articles about the agency and all its staff members?

. . . You have a regular newsletter?

. . . You acknowledge all staff members' birthdays?

. . . You have regularly scheduled awards and recognition ceremonies for outstanding work by paid staff and volunteer staff members?

EVALUATION: DO . . .

. . . You regularly check the climate in your agency?

. . . You evaluate training sessions, client satisfaction, volunteer staff satisfaction, paid staff satisfaction, and the overall program performance?

CHECKLIST 2
LISTENING IN AN ORGANIZATION

DO YOU . . .

. . . Acknowledge the presence of the other individual?

. . . Set aside all other duties when listening?

. . . Have the ability to block out distractions such as office noise when you are listening?

. . . Sit close to the individual with no desk or other barriers between you?

. . . Keep your values, assumptions, biases, and other barriers from interfering with what is being said?

. . . Ask questions to clarify what you think you heard is what the speaker said?

. . . Request feedback and give appropriate and timely feedback?

. . . Notice the verbal and non-verbal cues the speaker is giving you?

. . . Use verbal and non-verbal cues while listening?

. . . Listen with empathy and not get on the sympathy bandwagon?

. . . Check for the meaning of slang words in the conversation?

. . . At the end of the conversation summarize what has been said in order to avoid any misunderstanding?

. . . Avoid cross-examining for clarification?

. . . Understand the aggressive and defensive behavior is lessened if a person feels s/he is understood?

. . . Understand that more is learned through listening than through talking?

CHECKLIST 3
INTERPERSONAL COMMUNICATIONS INVENTORY

This inventory offers you an opportunity to make an objective study of the degree and patterns of communications in your interpersonal relationships. It will enable you to better understand how you present and use yourself in communicating with people.

DIRECTIONS

The questions refer to persons other than your family members or relatives. Please answer each question as quickly as you can according to the way you feel at the moment and not the way you usually feel or felt last week. Put Y for usually, N for seldom, and S for sometimes in the blank in front of each question.

____ 1. Do your words come out the way you would like them to in conversation?

____ 2. When you are asked a question that is not clear, do you ask the person to explain what s/he means?

____ 3. When you are trying to explain something, do other persons have a tendency to put words in your mouth?

____ 4. Do you merely assume the other person knows what you are trying to say without your explaining what you really mean?

____ 5. Do you ever ask the other person to tell you how s/he feels about the point you may be trying to make?

____ 6. Is it difficult for you to talk with other people?

____ 7. In conversation, do you talk about things which are of interest to both you and the other person?

____ 8. Do you find it difficult to express your ideas when they differ from those around you?

____ 9. In conversation, do you try to put yourself in the other person's shoes?

____10. In conversation, do you have a tendency to do more talking than the other person?

____11. Are you aware of how your tone of voice affects others?

____12. Do you refrain from saying something that you know will only hurt others or make matters worse?

____13. Is it difficult to accept constructive criticism from others?

____14. When someone has hurt your feelings do you discuss this with her or him?

____15. Do you later apologize to someone whose feelings you may have hurt?

____16. Does it upset you a great deal when someone disagrees with you?

____17. Do you find it difficult to think clearly when you are angry with someone?

____18. Do you fail to disagree with others because you are afraid they will get angry?

____19. When a problem arises between you and another person, can you discuss it without getting angry?

____20. Are you satisfied with the way you settle your differences with others?

____21. Do you pout and sulk for a long time when someone upsets you?

____22. Do you become very uneasy when someone pays you a compliment?

____23. Generally, are you able to trust other individuals?

____24. Do you find it difficult to compliment and praise others?

____25. Do you deliberately try to conceal your faults from others?

____26. Do you help others to understand you by saying how you think, feel, and believe?

____27. Is it difficult for you to confide in people?

____28. Do you have a tendency to change the subject when your feelings enter into a discussion?

____29. In conversation, do you let the other person finish talking before reacting to what was said?

____30. Do you find yourself not paying attention while in conversation with others?

____31. Do you ever try to listen for meaning when someone is talking?

____32. Do others seem to be listening when you are talking?

____33. In a discussion is it difficult for you to see things from the other person's point of view?

____34. Do you pretend you are listening when you are talking?

____35. In conversation, can you tell the difference between what a person is saying and what he or she may be feeling?

____36. While speaking, are you aware of how others are reacting to what you are saying?

____37. Do you feel that other people wish you were a different kind of person?

____38. Do other people understand your feelings?

____39. Do others remark that you always seem to think you are right?

____40. Do you admit that you are wrong when you know that you are wrong about something?

Reality Management: Risks We Must Take—Changes, Challenges and Choices For Volunteer Administrators—1986 and Onward

Eva Schindler-Rainman, DSW

Change is ever with us, and the challenges which come with these changes are therefore a part of our lives. Six major changes and challenges will affect the role of the consultant and trainer during the remainder of this decade. Overriding these changes are at least three threads or threats.

THREADS AND TRENDS

1. *Doing more, better, with less.*

This should concern all of us because we are seeing a tax revolt by citizen voters. The lessening value of the dollar, inflation and economic turmoil must be reflected and considered in the way organizations, communities and individuals do business. At the same time, we have a demand for more services. So, we have to do more with less! We have to provide better services with less materials and monies, in addition to an increasing creative utilization of human resources.

There are opportunities for entrepreneurship—for creative fund development and tapping in collaboration with the business, corporate and private foundation sectors. Money is available, but new funding methods, techniques and relationships must be developed.

2. *The fluctuating national mood.*

There is a fluctuating national mood that affects all the changes mentioned in this article. We have been moving from optimism and clarity to cynicism and pessimism, to apathy, to lack of clarity, to what Lord Snow has defined as "holing in." This optimism/pessimism, faith/cynicism affects the people with whom we work, and the mood changes depending on the value of the dollar, election results, the state of various world crises, and the general state of hostility and violence in local communities. Administrators and volunteer decision makers need to be sensitive to fluctuating international, national, local and personal needs.

3. *More rapid and complex changes.*

We are experiencing more rapid and complex changes than ever before. The late Margaret Mead wrote in a major scientific journal that anybody over the age of thirty is an immigrant to those under that age. That was her way to capsulize the rapidity and complexity of the changes taking place.

We, too, must keep this in mind as we talk about specific changes and challenges that affect our field. An important piece of the complexity is the information overload, and the constant development of new techniques, new knowledge and new technology which will rapidly become outdated.

Volunteer administrators must be able and willing to take more risks as changes occur and as some of the consequences or dynamics of the changes cannot be predicted.

CHANGES AND CHALLENGES

Change No. 1: Demographic and Population Changes.

Changes in population are extremely

Eva Schindler-Rainman is multidimentional, multifaceted, multicultural. She is an international consultant, trainer and behavioral scientist with special expertise in the areas of voluntarism, human resource development, and non-traditional organizational design and development. She has authored or co-authored six books, including *Transitioning*, *The Volunteer Community*, and *Taking Your Meetings Out Of The Doldrums*.

important in our business. A variety of dynamics is included here, such as high mobility—persons in and out of cities, in and out of the country and in and out of our rural areas. The population is growing older, and the number of young employees will continue to decrease. Sixty-three percent of the labor force will be between the ages of 25 and 44 by 1990. Thus there will be an increase in the availability of older workers, with "older" being defined as 55 years and older. Older is increasingly younger. There will also be an increase in the number of employed women, with sixty percent of the new jobs likely to be filled by women, and seventy percent of all employable women working by 1990. There are vast groups of new immigrant populations, particularly from Pacific Asian and Spanish speaking countries. This number is dramatically increasing in many urban areas.

We shall see increasing competition for work by employable persons. There are some groups who are particularly concerned about the fact that new immigrants are competing for jobs with native born U.S. citizens.

Challenges include:

1. Ways to integrate the new, non-native workers.

2. Decreasing stress of persons working in highly competitive systems.

3. Training people who work with new employees as peers, and the training of supervisors to supervise all employees.

4. The need for persons and systems to understand and utilize the resources of different age and stage, ethnic and racial groups. This is extremely important in a competitive world where different resources could be utilized to advance the process of program and service development.

5. The need to keep current with the changes in population and demography in and around the area in which we work.

6. Learning how to deal creatively with unions and other employee and professional representative organizations.

7. Helping older workers accept and work with younger persons—volunteers and staff.

Change No. 2: Value Changes.

Value changes might be looked at as moving from an emphasis on one value to other kinds of values. It is interesting that here is the epitome of the state of transition we are experiencing. Transition is the key to unlocking and understanding our own society at this time. We are moving from:

- An emphasis on one loyalty or a few major loyalties to multiple loyalties, applying to one's personal as well as one's professional life.

- An emphasis on permanent commitments to an understanding and appreciation of "temporariness." This means that heretofore a lifelong relationship with a spouse, or working from the bottom up in a company was considered satisfactory and positive. Now it is also considered permissible to have sequential relationships both with personal partners as well as in the volunteering work and professional worlds.

- Feelings of working to live to living to work, with the term worklife encompassing demands for improved quality of worklife, including volunteer worklife: such things as increased participation in decision making, an increasingly participative structure at work, flexible work hours, part-time work, shared work, etc.

- Little or no emphasis on health to an increased sensitivity and consciousness of the importance of health and a healthy environment.

- Respect for authority to a confronting and questioning of authority and authority figures.

- Much conforming to time and timing

patterns to more situational timing, and a new understanding of how time can be utilized and organized to one's advantage. We are also moving from day and night cities to 24-hour cities and 24-hour services, many of which are already available in larger population centers throughout the world.

Challenges include:

1. The need to focus on the individual, and to build meaningful rewards and recognition into people's worklife and volunteer worklife, and to some extent, into their personal life.

2. It becomes increasingly important to develop career ladders and life-goals planning as part of the on-the-job planning development and training programs for staff and volunteers.

3. It may be valuable to offer opportunities for value clarifications, so that persons can look at what values they wish to hold on to, and which they might release.

4. It is important to develop new ways to involve employees and volunteers in decision making, both individually and in groups.

5. There must be incentives to decrease alienation from work and to increase motivation and satisfaction for all employed and volunteer workers.

6. It is also possible to involve volunteers and employees in developing new work patterns and new ways to improve both the conditions of work as well as the product and/or service being produced/provided.

7. There may be a need to develop some new ways for volunteers and staff to relate to each other across functions—a more collaborative mode both horizontally and vertically.

Change No. 3: Changing Organizations.

As society changes, as technology revolutionizes the workload, as new information is available and new ways are found to distribute it, organizations will have to change. New organizational structures are developing from the matrix organization to the "flattened-out" organization. Some organizations are becoming more centralized, others more decentralized. But whatever the change, organizations are responding to some of the trends that are now or will be happening in our society and in the world.

Changes included here are the multinational collaborations between either the units of the same system or units of different complexes working toward similar goals and purposes. New collaborations are developing between business, government and private non-profit organizations. Indeed, some interesting networks are developing that utilize human resources, knowledge and time in more creative and "doing more with less" ways. Also, there is more inter-unit competition for good services, or better product, or more units completed in a given amount of time.

There is an increasing emphasis by large systems on their social responsibility. This is evidenced in the participation in community life by large-system people, and in the development in many large companies of a new job category, that of directors of community affairs or directors of volunteer services. There is a trend in business to have employees participate in worthwhile community projects as volunteers.

There is also a clear emphasis on mission, on goal setting clarity, as well as the involvement in planning of as many people as possible.

As the dollar tightens, there is more emphasis on in-house training and upgrading. There will be a decreasing need for outside consultants, or, where outside consultants are used, they will be a part of an inside/outside team for the purposes of strengthening the insider, giving him or her more visibility, more skills, and making them more able to carry on without the use of outside help.

Challenges for changing organizations:

1. To help staff members have skills of organizational diagnosis so they not only have a number of alternative methods available, but so they can implement these methods, or know whom to ask for help inside or outside of their system.

2. To help staff and volunteers learn how to handle confrontation and hostility. This becomes extremely important since, in most settings, decision makers do not have the skills to handle confrontations creatively and usefully.

3. To help decision makers and others learn the skills of collaboration. There is a great deal of skill involved in trying to help different persons and organizations work together toward common goals and/or purposes.

4. Volunteer Administrators need to help persons with whom they work learn to understand and manage a matrix organization, if that is what the system is moving toward, or is already involved in.

5. Increased knowledge of general systems theory is helpful.

6. Multi-cultural knowledge and skills. The latter is particularly important in a society where, due to the influx of newcomers as well as equal opportunity legislation, there will be many different people working together in a unit, doing similar jobs. The differences may be nationality, age, sex, race, religion, life style, etc. Also, persons at risk physically, emotionally or socially are increasingly entering the job and volunteer work place. All these different people need to be integrated into the work groups or work teams.

7. People on all levels need to become more sophisticated communicators, with the ability to communicate with a variety of different persons and groups. For instance, the physician must communicate with the patient, the paramedical person, the aide, the volunteer, the social worker, persons representing the religious community, as well as colleagues in the medical community with different specialties.

8. In many systems, it is becoming increasingly important to help appropriate persons learn effective community relations, and the utilization of volunteers within the system, and/or workers who are utilized as volunteers in the community, not only to give service, but to do a public relations job for the system.

9. As available funds for outside consultants decrease, it is vital to develop inside training capacities and to develop volunteers as trainers or co-trainers with staff.

10. On all decision-making levels it is useful to help people learn the skills of goal setting, futuring, and the implementation of plans. There are alternative methods and techniques for doing this. Participants/staff/volunteers who learn how to do futuring and goal planning with action strategy skills become an important asset to their own systems.

11. It becomes increasingly necessary for administrators to be creative on the spot, utilizing all their knowledge, skill, experiences, and sensitivities, as well as their willingness to take risks to develop new ways to work, instruments, methods and techniques.

Change No. 4: *Changes of Complex Communication Technology and Systems.*

Workshops ranging from a few hours to several weeks are being given to introduce persons who had a background in machine technology to the purpose, philosophy and utilization of computer technology.

Computers are but one part of the developing systems revolution, certainly an important part, including large computers in the work world, as well as home computers, and small portable computers. Some old machines are going out of date, and many new ones are or seem to be a great deal more complex. Certainly it is clear that the new machines can do a vast variety of tasks, providing that the human beings guiding them understand their capacities and limitations.

There are multi-media possibilities for in-house training. This means that with fewer dollars and better trained internal trainers, more people can have in-house training opportunities without the cost of travel, lodging and tuition.

The information explosion is exciting and frustrating at the same time. Yet, it is with us, and it is important to develop a priority system to know which information is needed, and which should be eliminated.

There also is rapid change in both staff and volunteer jobs. Old jobs become obsolescent, or need to be done in new and different ways. Indeed, if one wants to keep up with one's job it becomes increasingly necessary to have an ongoing lifelong learning experience, either inhouse or elsewhere.

Challenges:

1. Complex communication technology changes require that all appropriate personnel, staff and volunteer, understand them and become familiar and comfortable with the new socio-technical systems.

2. There should be opportunities to look at and learn about new media possibilities. These include conferencing by computer which will make it possible for units that are geographically separated to consult with each other on a regular basis.

3. It also is important to help clients sort out what they need to know in terms of current information.

4. Administrators must become comfortable with what they don't know, and be able and willing to tap into and utilize resource experts in addition to themselves.

5. It becomes increasingly important to "footnote"—to give recognition and credit to the colleagues with whom one works and/or from whom one has learned.

Change No. 5: Emphasis on Better Utilization and Development of Human Resources.

This is perhaps one of the most exciting changes because of the increased emphasis on the more humane tapping, development and utilization of all human resources.

This includes opportunities to develop underutilized human resources, such as women, minority persons, emotionally and physically handicapped persons, newcomers to our shores, low-status persons who have had a minimum of opportunities, volunteers and older citizens in our society. In some cases we can add the very young as part of the underutilized human resource population.

Opportunities for in-house mobility as a motivation for work are being developed. These include in-house, on-the-job training, career counseling, community-service counseling, pre-retirement counseling, and incentives for taking ongoing educational development courses, either internally or elsewhere.

There is concern about the improvement of the quality of work life for all, including professional persons, volunteers, custodial persons, paraprofessional and clerical persons. This permeates all levels, all kinds of work, from the top executive to the newest direct-service employee or volunteer. The exciting part of this change is that it emphasizes the participation of staff and volunteer workers in developing and implementing things that will improve their quality of work life, or recommending implementations and suggestions, when these cannot be done by the workers themselves.

It is becoming clear that it is necessary to utilize many diverse "heads" and specialties to make decisions and solve problems, rather than relying on the capabilities of only one or two people. As the world becomes more complex, a more complex and diverse group of human beings must be gathered to analyze, diagnose and make decisions in relation to a vast variety of puzzlements and problems.

New human-service teams, made up of volunteers, professionals and paraprofessionals, are being developed. These teams emphasize and utilize different resources and capabilities of its members. Such teams may be found in probation departments, school systems, hospitals, etc.

Challenges:

1. In order to uncork human potential, to increase tapping into available human resources, to better utilize what human beings have to offer, it will be necessary to learn a variety of approaches, including: the development of human resources skills banks, temporary task and work forces, and teaming in different ways for a variety of purposes both for short and long term periods.

2. It will also be important to learn and understand the characteristics of different people. These include value and cultural differences, life style, belief systems, child rearing patterns, and differences in family structures. The challenge here is to utilize the beauty of differences.

3. It will be important to learn new communication skills with different communication receivers in mind. For instance, the physician needs to communicate with patients, nursing staff, paramedical persons, social workers, occupational therapists, religious persons, and a variety of volunteers. The physician also needs to communicate with hospital administrators, the court system, insurance systems, the police and even unions.

4. New recognition and reward systems will be needed in addition to the present salary and wage classification and increase patterns. Included here are: skill in verbal and non-verbal recognition, rewards for innovative ideas, feedback on feedback, etc.

5. Continuing lifelong education must be developed so that all involved persons will not only have the challenge, but also the necessary skills to keep motivated, excited, and productive.

6. Creative, participative, experiential, ever changing training and learning opportunities must be developed for all parts of the system.

Change No. 6: *Creative Leadership.*

More emphasis will be placed on creativity and initiative of leadership persons than ever before. Administrators and other leaders will need both right and left brain functions if they are to do an adequate job of leading. Administrators need to be educators-trainers, as well as managers of persons.

As conflict increases as part of the changing systems, it will become increasingly necessary to learn to utilize conflict in creative and useful ways. Moving with the theme of doing more with less, there will need to be an emphasis on the understanding of the financial perspective and its management.

Leaders will need to continually update their own knowledge and skills, and make sure that the same opportunities are offered to others in the system. It is interesting to note that one of the changes in leadership will continue to be the need for leaders to know when and how to *involve*, as well as whom to involve in decision making and problem solving and/or influencing the planning, decision making and problem solving.

Leaders will have to be conversant with some of the changing combinations that provide opportunity for the functions of leadership to be carried out both in the professional and volunteer arenas. Some of these combinations include:

- *co-leaders*, where the powers of the leadership and tasks are shared fairly equally;
- *shared leadership*, where there is an agreement between leaders on who will do what and how they will share,

which may or may not be equal;

- *sequential leadership*, where there is an agreement of who will be the leader for what amount of time and who will follow;
- *functional leadership*, where the leader becomes the leader because he or she has some particular knowledge or skill to offer for a particular task, and when that is no longer needed, someone else will take over the leadership role (i.e. a financial expert could be the leader when budget and financial future plans are being settled, but relinquishes that role when future planning of some other kind is done); and
- *temporary combinations of decision-making leaderships*: this may be as temporary as one time, or may take as long as six to eight months, depending on the situation and needs.

Challenges:

1. The challenges here include helping persons who have been long-time leaders to change their style, and to understand why such changes are needed, and to help them learn the skills in operational settings of tapping into the resources of other persons working with them.

2. It will be important to help leaders learn how to detect conflict, and to utilize it as a resource, rather than seeing it as a divider or as resistance. Indeed, here it may be important to help the leaders learn that the energy expended by resisters to change is energy that can be harnessed to make the change more creative and more useful. Conflict utilization and resolution will become a very important leadership skill and tool.

3. Another challenge will be to help administrators become more sensitive to the many realities in their systems, and to understand how to communicate these to those with whom they work. Head persons will need to know what style of leadership is needed when, and leaders will need to be comfortable with the challenges and complexities of change. Of course no leader can know everything, but competent leaders can know where the resources for help are when they are needed.

RISK TAKING

Volunteer administrators will need to take risks, including the following, throughout the '80s, '90s, and beyond:

1. To increase our knowledge and skills in relation to such things as future trends, trend analysis, and alternative ways to do future planning.

2. To increase our training methodology tool kits. To invent new, creative and individually or organizationally tailored training designs. Each situation has some ingredients different from the last one, and deserves the creative abilities of the administrator/trainer/consultant in designing experiences to fit a particular situation, its purposes, needs, and money and time budgets.

3. To risk the inside/outside team concept, and be willing to team with an insider or outsider, as the case may be, in order to increase our skills, visibility, methodology and ability to influence, as well as to be of real help to the other person or persons.

4. Most volunteer administrators will need to add to what they know already in terms of data collection and resource techniques, including action research methodology and techniques, simulations, multi-media instruments and group interviewing, for example.

5. To selectively utilize or not utilize new technology, packages, machines, etc. All that is new is not necessarily better, nor is all that is old necessarily bad or outdated. Technology must be tailored to the particular situation which includes not only the purposes of training, but also the money, time and human budgets available.

6. To learn more effective ways to involve potential participants in planning and training, and to have experienced participants learn the skills of becoming trainers helping newcomers.

7. To risk the willingness to understand and learn all about the new technologies, and then know how to selectively use

them or not use them.

8. To be able to look at better utilization of our time as well as that of our volunteers and clients.

9. We must learn more skillful ways to confront volunteers and/or staff when they believe there is an honest difference of opinion, of value, or diagnosis. It is important to be able to differ in constructive and creative ways.

10. We must not only talk about temporariness, but be willing to be temporary. There must be willingness to experiment, and to be able to differentiate success from failure in the experiment. It becomes important to be able to risk failure as well as success.

11. The willingness to risk introducing the possibility of volunteer services in and by the systems in new and different ways.

12. Another risk is making plans for ongoing professional and educational development for and with all parts of the system.

13. We must be willing to risk admitting that we do not know something. At this point it is important to be able to recruit additional resources.

14. To help all persons in the system learn modern, participative, productive meeting technologies.

15. To support staff and volunteers in the knowledge and practice that mistakes are part and parcel of being, leading and managing, and that one can learn from and grow as a result of both mistake and success analysis.

It is exciting, interesting and challenging to live in turbulent, and changing times. As volunteer administrators, our professional skills will continuously be confronted, and therefore we must grow and change to produce the best possible programs, products and services for delivery to our members, clients and other participants.

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Silver Reflections

Miriam Karlins

How do I feel about being here today? Let me count the ways.

1. Grateful for being present and sharing this special anniversary year with you.
2. Honored to have received the Lifetime Award last year and to have been invited to speak today.
3. Thrilled to see old friends and make new ones.
4. Proud over the accomplishments of AVA.
5. Pleased to be able to share a bit of history and project a bit into the future.
6. Frustrated because of the limited time I have to say all I want to say.

Last year I was so filled with emotion at receiving my Award and listening to the very kind things Laura Lee Geraghty said about me that you who were present witnessed a miracle: I couldn't speak. This year your planning committee, in its infinite wisdom, told me that I could say anything I cared to about the past, present or future, as long as I kept it brief.

Preparing for this talk provided me a wonderful opportunity to "walk down memory lane" as I glanced through old files and tried to decide what to include in my remarks and what to omit. (Cutting 25 years down to a 10 or 15 minute presentation ain't easy.) As I re-read the letters, minutes, agendas and recommendations I was reminded of the many wonderful people I was privileged to work with. We owe them our gratitude for their vision and leadership—the same kind of vision and leadership that has been consistent over the years and has been responsible for the continued growth and success of our organization and its members.

Now for a recap of our history. It all started in 1951. Our initial focus was on volunteer services in large state mental hospitals which, in the early 1950s was a very new, untried field for volunteer involvement. And we were fortunate in obtaining the professional support of the American Psychiatric Association (APA), whose members were extremely cooperative and helpful in providing meeting space and publicizing our meetings in their regular mailings. At that time I was the only person in the country to be hired by a state agency to establish a state-wide volunteer services program for state hospitals serving mentally ill and mentally retarded persons. I contacted other states asking if they had any information they could share with me. The few who took the time to reply indicated that they had no such on-going programs and several asked me to share whatever information I was able to gather with them.

Fortunately, in 1954 the APA Mental Hospital Institute was held in Minneapolis, and I was asked to handle the local arrangements in cooperation with the APA office. It turned out to be a most fortuitous assignment because I observed that other related professional groups such as nurses, business managers, recreational therapists, etc, were holding meetings of their own a day or two prior to the Mental Hospital Institute. Recognizing the advantages of such an arrangement, I contacted the APA staff and asked if volunteer service coordinators, too, might be included in the "pre-Institute" groups. They agreed and were most cooperative, providing us with many services free of charge.

In Kansas City, October 1958, as a result of a letter sent to the state mental health authorities, volunteer services representatives from 12 states met together for the first time to exchange ideas, present

Miriam Karlins was the first president of AVA (then known as AAVSC as she explains in this presentation) and has devoted her extensive and varied career to serving the field of volunteerism. This speech was a 25-year retrospective presented at the AVA Awards Luncheon in Buffalo.

programs and discuss mutual problems and objectives. All agreed it was a most worthwhile experience and asked that another meeting be scheduled again in the fall of 1959, preceding the Mental Hospital Institute in Buffalo, N.Y.

The second meeting took place in Buffalo, October 18 & 19, just 27 years ago and in this same city in which we are meeting today. There were 55 people in attendance, representing 18 states. In addition to the volunteer services coordinators (as they were then called) there were representatives from other disciplines such as medicine, nursing, social services and from the National Association of Mental Health, National Red Cross and American Hospital Association. Topics discussed by these five groups included: the hospital and volunteers; administrative procedures; training; awards and recognition; and policies. Also discussed were community relations and educational programs involving volunteers.

At the conclusion of the Buffalo meeting there was strong support for meeting annually and much discussion took place regarding what the objectives of such meetings should be. Even at that early stage of development, it was recognized that there could be a danger of becoming too "inbred" and speaking only to ourselves. One recomendation was that the present planning committee be expanded to cover geographical areas which would allow for greater regional participation. That was the beginning of the development of AVA's regional groups.

The next meeting was scheduled to be held in Salt Lake City in October, 1960, at which time the group officially organized as the American Association of Volunteer Service Coordinators (AAVSC).

At Salt Lake City our main concern was simply to determine how we could best help our members do a better job, knowing that by developing their skills we would ultimately be more effective in helping patients and the programs and facilities we served. This concern led the organization to charge its officers and board to explore ways in which standards could be developed. Things have a way of happening simultaneously! While we were considering the development of standards, the Council of State Governments wrote to us asking if we could supply information regarding salaries, duties, job requirements and a number of other factors related to the position of Volunteer Services Coordinator.

One of the difficulties we encountered was that the position itself was really in the process of development and each state and facility had its own requirements. Some counted students as volunteers, some did not, some counted once-a-year groups, some did not. There was no agreement as to whether a regularly assigned volunteer worked once a month, once a week, daily or several times a year. At the same time that the questionnaire went out to obtain the information requested by the Council of State Government, we applied to the National Institute of Mental Health for funds to hold a national conference for the purpose of developing standards and training. The NIMH entered into a contract with AAVSC and a national conference was held in Washington, D.C. in August, 1963. The content and recommendations of that conference are as valid today as they were 23 years ago.

In 1974 we broke away from the APA in order to expand membership to include those from areas other than mental hospitals. Also in 1974 the word "salaried" was eliminated as a requirement for active membership.

Throughout the early years we were able to be flexible and open-minded, willing to recognize when to move into new phases and when old standards or language or practices were no longer valid. Of such stuff was AVA made. Our attitude towards professionalism was much like that expressed by Flexner regarding the field of social work: "After all what matters most is a professional spirit."

Years ago in an article relating to the profession of Librarianship, one author stated that although librarians could be considered in an occupation on its way to becoming an organized profession, his concern was more in terms of improving services. If this eventually brought recognition as a profession, all well and good. I believe he expressed our sentiments because we, too, are primarily concerned with improving services and part of our success is due to our ability, over the years, to keep our eyes on our mission and relate our activities to its fulfillment.

Too many facilities, groups and organizations start out with noble ideas and excellent missions, but somehow in the process the ideas get lost and the organization, the profession or the agency itself becomes the reason for being. At that point the struggle for turf and power interferes with accomplishing the real purpose for which they were organized. Thank goodness, such has not been the case with AVA.

Before leaving history, let me recount hurriedly some of the early concerns and considerations we addressed.

- Gaining staff acceptance
- Whether a college degree should be required for the position of Volunteer Coordinator
- Whether members should be salaried
- To whom the Volunteer Coordinator should be responsible
- Records and forms
- Hospital volunteers and hospital auxiliary
- Recruitment and retention of volunteers
- Volunteer training and orientation
- Staff training and orientation
- Insurance
- Definition of a volunteer
- Development of a mission statement
- Development of a code of ethics
- Benefits of membership
- Type, location and method of training programs

Included in the mistakes we made were:

- Imposing volunteers in organizations without adequate staff participation
- Not including staff efforts in volunteer recognition
- Over-orienting volunteers
- Allowing volunteer coordinators and their offices to become catch-alls for duties not related to volunteer services.

All of the above concerns and problems were under consideration before 1965. In the 25 years since we became an Association we have made great progress: certification, college courses and credit for volunteer work by businesses and colleges, and becoming a recognized and respected profession.

And now just a few words about the future. Our Sunday night speaker in a most delightful and yet serious manner made us all keenly aware that, not only are significant changes occuring, but they are occuring at an accelerated pace. Volunteer services, like many other traditions, will be affected by these changes. Many knowledgeable persons tell us that we have moved from an agrarian to an industrialized society, and now to one in which communications and human services will play (and, indeed, are already playing) increasingly important roles in the future.

However, in our ever-changing, fast moving society, some things remain constant and the need for interested, involved citizens in our society is one of those constants. In an article entitled "The Volunteer In Our Society" the author states:

> *Civilization apparently is of such a nature that the further we progress in it, the more difficult we find it to live together. As our society grows ever more complicated and impersonal, the need for voluntary work becomes daily greater, for it is essential that there be preserved a balance between complexity and conscience. Contributions made by individuals and groups voluntarily is the real foundation of a democratic society and it is one of the ways in which, in spite of mechanization and automation, we remain human.*

For Volunteer Administrators the future may present many new challenges and many new opportunities and we will need to stretch beyond our present horizons to become aware of them. There is still the danger of becoming "inbred" and we must never allow that to happen. We must continue to be aware that it is the client, the patient, the student, the resident, the inmate, the person with problems, the community needs, the betterment of conditions, services and programs which are the reasons for which volunteer services and programs are developed. But we must never forget that our primary responsibility is to the volunteer.

The future will present some new and difficult decisions for us to make. If volunteers are to be trained as change agents and advocates, it will require different expectations, approaches and training than that which has been developed for the more "directed, compliant" volunteer. Government and bureaucracies have a way of not only refusing to recognize or acknowledge mistakes, but of reinforcing them to prove they're not wrong. Volunteers working with governmental or any other type of agency, be it private or public, have the opportunity through their involvement to recognize problems, to objectively assess what is happening and to question what is taking place. Such questioning may cause resentment and defensiveness, but may also produce accountability and even bring about appropriate change. What all of this means is that volunteers will increasingly recognize opportunities for leadership roles which may require them to be risk-takers.

Let's continue to work together and with others without unnecessary concerns for territory, labels, prestige and other foolishness which get in the way of getting the job done. It's amazing how much can be accomplished when there is no concern for who gets the credit.

Certainly the volunteer administrators of today feel more secure in their identity and positions. However, I sense that there is still a need for greater assertiveness and increased participation in the administrative and decision-making processes within the agencies and organizations in which we work. We need to know what is going on and why if we are going to involve the larger community in our programs. I often wonder if we fully recognize the tremendous potentials of our jobs and how far reaching our influence can be through our tremendous citizen resources. We are in a position to influence public understanding and gather public support through the active participation of volunteers in our various programs and services.

Education and training may provide us with knowledge and skill development but only each one of us, as individuals, can determine how that knowledge and those skills will be utilized. Your programs will be what you make them and I am confident that you will successfully meet whatever challenges there may be in the future—just as you have in the past.

My best wishes go with you—along with my thanks for inviting me to share these thoughts with you on this special occasion.

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