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Establishing An Organizational Philosophy: A Cornerstone for Productivity in the Volunteer Organization

Tom Connelly, Jr., Ed.D.

Seneca, a Roman philosopher, has left us with a saying which most quietly describes the major role of leadership in the volunteer organization, "When a man does not know what harbor he is headed for, no wind is the right one" (a loose translation). Seneca's admonition that the determination of a destination is paramount to evaluating the success of choosing the appropriate route is a cornerstone in the development and maintenance of a stable, productive volunteer organization. Springing from the well of civic virtue (commitment), the leadership and membership of volunteer organizations tend to focus most sharply on the tasks (routes) to be performed rather than a determination of the effectiveness (productivity) of the system or structure that provides the resources for performing the tasks.

John Gardner, former president of the Carnegie Foundation, Secretary of HEW, and Chairman of Common Cause, has defined leadership, that elusive activity as:

> ... the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader's purposes or the purposes of all.[1]

Again, the question of destination arises, "... the leader's *purposes* or the *purposes* of all." Much time is spent in volunteer organizations, large and small, staffed and unstaffed, civic and fraternal, religious and community, determining how to accomplish a task (which "route" to follow), but rarely does the difficult proposition of determining where one should be going get the attention necessary for organizational success or survival.

THE NEED FOR AN ORGANIZATIONAL PHILOSOPHY

Goal settting and its companion, evaluation, at the organizational level are themselves the outcome of a much less definitive but more critical phase of organizational development, that of value determination. During the past decade the popular business literature has been overwhelmed with descriptions of the impact of corporate values in developing a "culture" which improves the bottom line (the goal), determines the market to be served (another goal), and establishes the success and longevity of the corporation (still another goal). Formally defining those values which make corporations, organizations, and people different one from another generally results in an expression called philosophy. That philosophy then establishes the destination for the trip (goals, *etc.*). Volunteer organizations, most specifically, need a well defined statement of philosophy in order to effectively interpret themselves to their total client population—volunteers and recipients. Unlike the business organization, the volunteer organization exists as much to serve its membership as those clients for whom its services were established. Therefore the establishment of values (philosophy) is also the establishment of an identity.

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The act of volunteering is in and of itself a marketing transaction in the strictest business sense. Volunteers seek to exchange a value (their services, knowledge, influence, *etc.*) for some other value (self-improvement, achievement, adoration, power, *etc.*). How effectively the organization determines and then describes its values for exchange influences how individuals determine the level of participation they will seek in a given group. Volunteer organizations face a very specific productivity problem by their very nature. In the article "Civic Virtues in America," David Brown, a professor at Yale, discusses how institutions which he defined as "...established and significant private associations ..." which have "... an importance that transcends the self-interest of their members," generate OBLIGATIONS from their members.[2] He defines OBLIGATIONS as the "... reciprocation and bonds which are formed among members and their acknowledgement of the greater good of the institutions." Volunteer organizations then must face the question of conforming individual self-interest, style, creativity, *etc.* into an institutional configuration which generates an OBLIGATION from the individual on behalf of the larger group.

Kenneth Hultman in his article "The Psychology of Performance Management" describes the performance of individuals as a function of four key inputs—COMMITMENT, CONFIDENCE, COMPETENCE, and CONTINGENCIES. Outputs of performance are thus expressed as feelings and behaviors that vary for each input, either encouraging or discouraging individual behavior. High organizational productivity—low turnover, high performance levels, motivation—can be determined by understanding and adjusting inputs in order to develop more encouraging feelings and behavior on the part of individuals.[3] Organizations as collections of individuals then must establish a known set of standards in order to evaluate (and justify) their performance.

Each of Hultman's performance inputs has organizational performance as well as individual performance implications for the volunteer organization. Control of the state and level of inputs of performance reside definitely in two different spheres in the volunteer organization:

1. Individuals are more typically sought by the volunteer groups on the basis of their perceived COMPETENCE (ability to perform some task, influence in the community, financial standing, *etc.*) or COMMITMENT (interest in activity, social need, political need, *etc.*). As to what they bring with them, there is a certain lack of knowledge about the volunteer's CONFIDENCE and CONTINGENCIES (family, business, and/or personal priorities).
2. The volunteer organization itself as an institution creates its own inputs of COMMITMENT (willingness to participate in certain types of projects), COMPETENCE (ability to best conduct certain types of activities—social, service, fund raisers, *etc.*), CONFIDENCE (taking a visible position or role in certain types of activities), and CONTINGENCIES (size, religious focus, political activities) as a result of the collective participation of its members.

Drawing together the values of individual participants with those of the organization should result in the highest state of productivity (effectiveness) possible for the volunteer organization. Determining what the value issues of individuals and institutions are and how they differ is the major first step in determining the volunteer organization's philosophy.

MODERN PHILOSOPHERS

Philosophers throughout time have attempted to assist mankind in establishing and defining a value system for itself. "The right way to live" was the concern of not only Socrates, Aristotle, and Kant, but also Ray Kroc and Lee Iacocca. Modern philosophers have come to us not just from the think tanks of the intelligentsia (political or otherwise), but from business, athletics, literature, films, and many venues of popular culture. Classical philosophers devoted their energies to the development of individual value systems. They rarely had to deal with the complexity presented when men and women worked with others in the context of something called an organization. What changes take place in individual values (philosophy) when competing or different values are a part of the environment in which the individual functions? How does one describe for a constituency (membership, client, sponsor, *etc.*) the essence of what the volunteer organization means in order that it should continue to receive constituent support and participation? How does one establish that an organization is successful? Can one look for guidance in today's philosophers?

There are three modern-day philosophers worthy of consideration here who have in one way or another addressed the question of collectivism versus individualism—Ayn Rand, Herschel Walker, and Obi Wan Kanobi.

Ayn Rand, the author of *Atlas Shrugged*, *The Fountainhead*, *Anthem*, and *We the Living*, was a most famous contemporary best-selling author from the late 30s through the 1960s. Herschel Walker, a college football running back from the University of Georgia, in 1982 signed a multi-million dollar a year contract to play professional football. Obi Wan Kanobi of the *Star Wars* trilogy is a man never born as he comes from a land far away in another time and another galaxy. Modern philosophers, these people—a fiction writer, an athlete, and a figment of someone's imagination?

AYN RAND ON INDIVIDUALISM

Teenagers searching for confirmation of their perspective that they are the most important creatures on the earth latch on to Ayn Rand writings as if they were of some biblical importance. Rand espouses in a most attractive way her "rational selfishness," the "power of individuality." She depicts life as "... a battle between the forces of individualism and collectivism and creativity and derivativeness." Any attempt to bring man into a sharing mode is an attack on the concept that "creativity" is the highest state of man. Efforts to place limits on individualism (conditions, rules, *etc.*) result in derivativeness, not the purity of the creative process. In *Atlas Shrugged*, the motto of the town of Galt's Gulch is, "I swear by my life and love of it that I will never live for the sake of another man nor ask another man to live for mine." The virtue here is "rational selfishness." The highest good is the life of individuals and their creative expression. One who wants to live must guard against humanitarianism, often passed off as a virtue, but really a vicious softness which requires one to sacrifice one's life for another. "Achievement of happiness" is the moral purpose of one's life. Satisfying the individual is paramount. "Giving" is a pernicious word, for the more one produces the more one should have. Ayn Rand proposes a harsh, noncompromising approach to life based on its highest outcome—creativity.

Amitai Etzioni in his book *An Immodest Agenda*, speaks to Rand's philosophy of individualism and its impact on volunteer groups.

> Social institutions—the family, the school, neighborhoods, voluntary associations—serve to countervail excessive individualism, to sustain mutuality and civility ... (in a number of ways). The problem has been intensified by the recent mentality that has not only celebrated the individual, but in the name of spontaneity and the virtue of acting on impulse has opposed all institutional patterns as unnecessary at best, restrictive and oppressive at worst.[4]

Etzioni proposes in part that organizations (groups) by their nature serve to dampen the essential qualities of individualism espoused by Rand, primarily her definition of the virtue of creativity in order to maintain social effectiveness (mutuality and civility).

HERSCHEL WALKER ON COLLECTIVISM

Herschel Walker, when he signed a professional football contract in 1982, required the New Jersey Generals to pay him 5.2 million dollars for his service, hardly a volunteer at that price. What had he done to command such a value? Herschel Walker had just been named the winner of the Heisman Trophy, signifying him as the most outstanding individual college football player in the United States. This award for great achievement recognized him as the best individual in his field of endeavor. It was not his achievement but his outlook on this success that makes the man remarkable for this discussion.

During his acceptance speech on national television, Herschel Walker said:

> I think life is made up of teams, and if it wasn't for them, I wouldn't be here. I know that a lot of people think that this world is made up of individuals, but life is a team, life is a group. Everything works together.

Here is one of the most recognized individual achievers in modern sports history talking about teams—collective efforts requiring individuals to sacrifice for others. Conflicting philosophy—individualism—says one is the most important thing, yet a great individual says that's not so.

OBI WAN KANOBI ON INDIVIDUALISM

How can these two opposite views be reconciled? An examination of the character of Obi Wan Kanobi might be instructive here. The *Star Wars* trilogy first captured our technological imagination as it presented the public with incredible views of the future by realistically portraying dreamed of advances as commonplace. As the presentation of technology became routine, other, perhaps more important, facets of the Star Wars adventures became prominent. Specifically, the character of Obi Wan Kanobi has emerged as an important expression of modern philosophy.

Obi Wan was the last of the Jedi warriors, a legendary group who, in a technological age where robots did surgery and spaceships flew faster than light, still fought battles with swords (laser swords, but swords nevertheless) on an individual basis, up close and personal. Throughout the trilogy, Obi Wan attempts to guide his nephew, Luke Sky Walker, with that often quoted phrase, "Let the force be with you!" For a long time it appeared that the force was spiritual in nature, but a more reflective evaluation of Obi Wan's patient admonitions can guide one to the understanding that the "force" is not spiritual from outside, but within. The "force" is strength of personal resolve, the confidence and trust in one's self to do what is "right" not just for one's self, but in consideration of others. "Individualism" with a commitment to a greater community is Obi Wan's message to us. Seeking only self-gratification and gain is the "dark side of the force."

WHO'S MORE RIGHT THAN THE OTHER?

Three strong but distinctive messages have now been presented. CREATIVITY is a value attained only through individualism. TEAMS (collectivism), not individuals, are the key to success in life. SELF-CONFIDENCE, in service to others, is the "force" that will sustain and lead us into the future.

Can this be reconciled? Gail Sheehy in her popular 1981 book, *Pathfinders*, in attempting to discover the nature of "well-being" in people found:

> People of high well-being find meaning in an involvement with something beyond themselves: a work, an idea, other people, a social objective.[5]

Recently the University of Michigan's Survey Research Center completed a study in Tecumseh, Michigan, which found, among other things, that doing regular volunteer work more than any activity dramatically increased life expectancy. Research in California, Ohio, and other areas is uncovering the same results; connecting with other people improves the quality and health of one's life.[6] The convergence of the "creativity" of individualism as spoken by Rand, the collectivism of individuals to team by Walker, and the need for self-confidence, in service to others, by Kanobi begins to take place now.

VALUE DETERMINATIONS IMPACT ON CREATIVITY

Leadership of the volunteer organization must base its decision-making upon an established, identified value structure. Recognition that two sets of values exist in the organization—which can be defined as CREATIVITY needs (individual) and OBLIGATION needs (organizational)—is the first step in resolving the inevitable conflicts that are engendered when groups assimilate individuals into the structure. Brown explains the "obligation" factor as "... the reciprocation and bonds which are formed among members and their acknowledgement of the greater good of the institution."[7] Organizations attempt to develop the teamwork concept of Herschel Walker for the greater good of a common goal, as opposed to the aggrandizement of the individual through the process of obligation development.

Individuals, however, are valuable to the organization because of their individuality, which can quite often be expressed as a function of their creativity. Too much individualism (creativity) can bring chaos and disruption to any organization rendering it ineffective and nonproductive, while too little opportunity for self-expression (determination) can have the same effect. How then can a statement of philosophy help determine organizational productivity?

The Center for Creative Leadership in a recent issue of its newsletter, *Issues and Observations*, summarized the finding of several research projects relative to stimulants and obstacles to creativity. Within that summary, three stimulants (supervision, freedom, and challenge) and three obstacles (status quo, politics, and inappropriate evaluation) were identified as being key factors in effecting the creativity process.[8] Each of these factors has some degree of determination at the leadership level of the volunteer organization. Recognition that degrees of freedom to carry out a task; good role model committee chairpersons; and appropriate sharing of the organization's challenges among those on the membership roster are within the direct scope of the organization's leadership to determine and will go a long way in enhancing the creativity of volunteer members. On the other hand, the demonstration of satisfaction with staying the same (people, policies, program); protection of an "in-crowd"; and criticism of participation levels and a lack of feedback on activities can lead a volunteer organization away from a creative atmosphere and thus stifle its effectiveness and productivity.

A successful volunteer organization once identifying the value needs of its members and its organization then must balance the needs of the two. Strong individuals can create strong institutions, but productivity is based upon the ability of the organization to develop COMMITMENT, COMPETENCE, AND CONFIDENCE in its membership while understanding and controlling the CONTINGENCIES it creates by its developed existence. Ayn Rand is correct: creativity is the highest level of individual fulfillment and one's greatest self-reward (satisfaction) is based on being able to utilize and enjoy that creative ability as much as possible. Meshing creativity from different individuals in joint activities around a common goal, as Herschel Walker describes it, is also the way things work best today. Yet, each of these philosophers alone lacks a significant element. It is not until we put creativity to use for more than individual gain does the true personal productivity (efficiency) occur, according to Obi Wan. Organizations play a role in each of these factors relating to creativity. Unfavorable contingencies ARE a reflection of organizational priorities and values which must be rearranged and changed if productivity is to be improved.

CONCLUSION

Volunteer organizations, because they tend to follow the normative compliance model of prestige and esteem based on an internalized commitment, even more than other groups must develop and communicate a clear understanding of the values which underpin the organization and its members. The expression of those values in a philosophy is critical to the organization's ability to not only market itself to potential clients (volunteers and recipients), but to establish the essential guidelines for evaluating its own productivity. Organizations are not peopleless things, but are reflections of the people who participate in them. Teamwork is not really the antithesis of individualism but in fact is an expression of mature individuals having reached a high state in their lives. Satisfaction and productivity of performance in the volunteer organization requires activity directed at determining the value structure (philosophy) of the organization, then linking that to the value structure (philosophy) of individuals in order to meet the needs which justify the existence of the organization.

FOOTNOTES

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Tempers Hot? Let's Talk! Resolving Group Conflict Through Facilitated Discussion

Kitty Carlsen and Sally Weinschrott

Experts in the field of volunteerism tell us that today's volunteers are self-motivated and find a sense of identity and commitment by working with others and making decisions in a trustful environment (Ilsley, Niemi, 1982). Volunteers are happiest and most productive when working within an open organizational climate characterized by shared decision-making and cooperative planning (Flynn-MacPherson, 1985).

Providing opportunities for volunteers to participate in the decision-making process may at times lead to conflicts between volunteers. It becomes the job of the effective administrator to find the most appropriate way to resolve these conflicts.

This is a review of a model for facilitating potentially volatile decision-making sessions, which allows for equal and fair hearing from all sides. A discussion of the role of facilitator at these meetings will be followed by an outline of the agenda items used for this approach and the ground rules for groups in conflict.

OUTSIDE FACILITATOR

One of the most crucial elements of this model is the use of an outside facilitator. This must be someone who has no stake in the outcome of the decision-making session and preferably someone who is not familiar with the situation to be discussed nor with the participants involved in the session. We say this is crucial for two reasons. First, if the administrator facilitates this session, chances are the group will look to him/her for guidance or, in some cases, to make the final decision. Taking on that burden would be counter to the philosophy of volunteer participatory decision-making. Second, the administrator's previous involvement in the issue and with the volunteers would make it difficult, if not impossible, to maintain the neutral facilitator stance necessary for this approach to work effectively. Any person, volunteer or professional, skilled in working with groups may act as facilitator using this model as long as the ground rules and agenda framework are followed as outlined.

The facilitator's main task is to keep order while providing an opportunity for each participant to express feelings, concerns, and opinions regarding the issue under consideration. Note that we say ISSUE. The tendency is for digression towards discussions of feelings, concerns, and opinions of PEOPLE. It is of utmost importance for the facilitator to be aware of this tendency and to insist on separating people from the problem. The facilitator also takes on the role of referee (making sure rules are kept), timekeeper, and process observer. These will be discussed in detail below.

BEFORE THE MEETING

There are several things the facilitator and administrator must agree on before the meeting: First, that the facilitator will take full control of the process of the session; second, the length of time allowed for the meeting; third, the location and

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seating arrangement. Circular or semi-circular arrangements without tables seem more conducive to compromise in a decision-making session. Finally, people must be notified well in advance of the meeting and become familiar with the purpose and time commitment of this meeting.

THE MEETING—THE FACILITATOR'S ROLE

The meeting is conducted based on a fairly rigid set of ground rules and a predetermined format. However, participants will probably be too involved in the issue to sit through a reading of the "rules." This model utilizes a process known as "experiential learning." Participants learn the rules by experiencing rules, by being active participants in the process. The meeting will include times for: Introduction, Checking In, Forming the Agenda, Group Work, Making the Decision, and Wrapping Up.

Introduction

It is here that the facilitator sets the tone for the session. Let the group know who you are and why you were asked to facilitate the meeting. Stress the fact that your job is to ensure that everyone has an opportunity to share their concerns, feelings, and opinions about the issue under consideration. By doing this you are setting the ground rules without really saying "this is a list of ground rules." Explain that this sharing will provide the information participants need to be able to make the best possible decision.

Checking In

Explain to participants that *they* will determine the agenda for this meeting. Mention again the time commitment they have made. Since the purpose of the meeting is to provide an opportunity for sharing, the first step is to determine how much time each person wants or needs for expressing concerns, feelings, and opinions about the issue. This is a difficult step for some people. You might get complaints, but stand firm. Reassure participants that this process has worked in the past. A chalkboard or flip chart is essential at this stage. Have participants introduce themselves and say how many minutes they would like. List these on the board. Take ten minutes for yourself. This gives you some leeway later on in the session if you need it. Be sure to include ten to fifteen minutes for decision-making and evaluation. Everyone *must* sign up for some time. If participants insist they have nothing to say, put down five minutes for each one and explain that they can give that time to someone else if they decide not to use it.

Forming Agenda

The amount of time requested is tallied in order to create an agenda. If those five- and ten-minute requests add up to more than the original time limit for the meeting, group members must negotiate. Participants either reduce their requested time amounts or the group agrees to stay longer than the allotted meeting time. Usually we see a compromise of adjusted time requests and meeting length. If by chance there is extra time, participants may at any time during the meeting request to use it. Although this process of agenda forming may seem to take an unnecessarily large amount of time, it serves some important functions. It allows participants to develop a sense of ownership and commitment to the success of the meeting and it provides a relatively safe situation in which to practice decision-making and compromise.

Group Work

The facilitator has several jobs during the meeting. These include timekeeper, referee, and process observer.

As *timekeeper*, your task is to make sure the participants adhere to the agenda and that people do not use more than their share of time. Before participants begin to speak, tell them how much time they requested, checking their name off the list. When their time is nearly up, give them a warning such as, "Mary, you have three more minutes." Occasionally time may run out before the person is finished. As facilitator you ask if anyone would care to share some time with the speaker. If no one is willing to share time, then you tell the speaker that there may be some time left over at the end. Or you could share part of the ten minutes you kept for yourself for emergencies. Participants may use their time in whatever way they want, as long as they do not infringe on the rights of other participants and the ground rules.

As *referee*, you make sure the ground rules are followed. Two of these ground rules have already been discussed: 1) concentrating on the issue, not the people, and 2) staying within the time limits requested. Another important rule to watch for is listening to others and not interrupting during someone else's time. The facilitator must be consistent in not allowing interruptions. Here is an example of how one facilitator discouraged interruption while encouraging the appropriate behaviors:

> Mary was the first speaker. About one minute into her time some group members interrupted. I immediately put my hand up, palm facing the interruptors, and said, "It's Mary's time to talk," as I turned to face Mary. As soon as the group quieted down, I took my hand down. I then turned to Mary and asked, "Would you care to share your time so others can talk now?" Mary decided to share two of her minutes.
>
> Each time someone interrupted a speaker during the first hour of the meeting, I followed the same pattern. Sometimes the speaker would share time, other times not. After the first hour, the group started monitoring itself. As someone interrupted, another group member might say, "John, this is Sharon's time."

Expressions of feelings, concerns, and opinions are important to this process of decision-making. However, participants must be encouraged to express these in a non-judgmental way. As facilitator, you can model the use of "I" statements from the very beginning of the meeting by expressing your feelings about being with the group or about your role as facilitator. The first time someone expresses feelings in an inappropriate way—as a judgment—you must break in and explain the ground rule, or simply restate what the participant is saying using an "I" statement. Keep in mind that if you are feeling uncomfortable with something a participant says, chances are other people are also feeling uncomfortable. It is your job as facilitator to share your feelings of discomfort and to ask participants to stay within rules.

In order to do your job as timekeeper and referee, you must be a skilled *process observer*. This includes making a mental note of the emotional tone of the meeting. Nonverbal clues should match verbal expressions. As facilitator, use your time to report on process observations and to help others communicate by paraphrasing or restating points or by summarizing and looking for understanding.

Making The Decision

After everyone has had a chance to share feelings, concerns, or opinions about the issue, it is time to turn the attention of the group to the task of making a decision. There may be a tendency here for members of the group to want to continue discussion. You must remain firm. Reiterate the purpose of the meeting and that the group had agreed to a specific time limit and that a decision will be made. Survey the group to see if members want to make the final decision by voting or by consensus. You might need to take a couple of minutes to describe the two methods. By this time, many groups will have already reached a consensus, but some may feel it is important to vote to make it "official." As facilitator, after receiving input from the group, you indicate the way the decision will be made, and then proceed.

There may be times when the decision cannot be made within the allotted time. Don't feel as if you have failed in your mission. Some issues are simply too complex for a resolution in one session. Or there may be too many people involved in the process. If this occurs, use the allotted time to determine goals, time frame, and location for a follow-up meeting.

Wrapping Up

The final step in the process is the ten minute closing at the end of the session. This is when you can share how you are feeling about the session and acknowledge the work everyone put into it. Ask participants to talk about their feelings.

This wrap-up is to provide closure, to summarize, and to express appreciation and criticism about the meeting.

Facilitators using this model for decision-making sessions involving conflict indicate that this approach encourages open discussion of feelings, concerns, and opinions, and results in successful interpersonal and organizational conflict resolution. Participants generally leave these sessions feeling that they collaborated to reach the decision in a fair and efficient manner. We find this procedure to be an effective, fair way for groups to resolve conflict when members are emotionally involved. It has been used with a variety of volunteer groups and was instrumental in successfully diverting a potential lawsuit against Cooperative Extension in 1986.

Note: Some of the guidelines and ground rules for this model are adapted from the Support Group Training Project, Inc. (San Francisco) developed by Deborah Lee and Deva Lowenthal in 1977. These have been combined with basic group facilitation and meeting management techniques suggested by Washington Family Community Leadership, an education program funded by the W.K. Kellogg Foundation, Cooperative Extension, and Extension Homemakers.

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GROUND RULES
FOR
PARTICIPANTS

1. *Cooperation*
   Cooperation is essential. Take care of yourself and others. Remember, these are learned skills. Be patient. Help each other.
2. *Group Safety*
   Everyone's feelings of safety and comfort are top priorities in the group. "Negative" feelings such as boredom or anger can serve a positive group function if expressed with concern.
3. *Expressions of Feeling*
   Express feelings in a nonjudgmental way. To share feelings safely, make "I" statements: "I feel . . ." or "I want . . ." Expressing feelings of appreciation is especially important.
4. *Feedback*
   Feedback is advice, not an expression of feelings. Feedback may be given only with the permission of the other person.
5. *Use of Time*
   When working on an issue, be brief and specific. Use the time as efficiently as possible. Stay within the time limits and negotiate for more time if necessary.
6. *Listening*
   Be an active listener. Do not interrupt others unless given permission to do so.
7. *Seek Solutions*
   Concentrate on the problem or issue being discussed, not on the people. Don't blame others. Don't deduce other's intentions from your fears. Be open to alternatives and keep focused on the goal of the session.
8. *Celebration/Evaluation*
   Give priority group time to celebrating successes and growth. Take time to compliment each other, to admire your decision-making abilities. Evaluate the session, asking, "What did we like?" and "What could have been better?

Adapted by Kitty Gray Carlsen, Program Associate, Family Community Leadership Program, WSU, (1987).

AGENDA ITEMS

1. *Announcements*

Any information about community activities is shared with group.

2. *Left-over Feelings*

Any feelings (appreciations, resentments, fears, etc.) or realizations from any previous group meetings are expressed in order to clear away old feelings and enable everyone to be fully present. With the help of the facilitator, participants express their feelings specifically, succinctly, and without judgment.

3. *Checking-In*

Members indicate how much time they wish to use at this meeting. It is essential that each member check-in whether or not (s)he wishes to sign up for individual time. A member may also wish to propose a group procedure at this time (such as "Could we have the secretary read the minutes of our last meeting so we all understand why we are here?").

4. *Forming Agenda*

The amount of time requested is tallied in order to create an agenda. If there is insufficient time, members negotiate. If there is extra time, members may at a time during the meeting request to use it. The facilitator will keep track of time, or a volunteer time-keeper is appointed.

5. *Group Work*

Participants may use their time in any way they chose as long as they do not infringe upon the rights of other participants or break any of the ground rules. The time-keeper gives a two- to five-minute warning when the time is almost up.

6. *Making the Decision*

When everyone has had a chance to share feelings, concerns and opinions regarding the issue, the facilitator turns the attention of the group to the task of making a decision. The group may use either consensus or voting to reach a decision.

7. *Wrapping-Up*

Ten minutes are reserved for the end of the session for a conscious closing that includes expression of appreciation and criticism about the meeting.

CALL FOR MANUSCRIPTS

The Fall 1989 issue of *The Journal of Volunteer Administration* (Vol. VIII No. 1) will feature articles related to program planning and evaluation pertaining especially to volunteers, volunteer programs and volunteer program administration. We invite your participation in contributing to this issue. Consultant and trainer Nancy Macduff will guest edit this issue.

Manuscripts are welcome on the full range of issues, ideas and research. Individual research, philosophical pieces, descriptions of successful processes to develop new programs, innovative approaches to research and development are acceptable. Evaluation articles can describe systems used, the results of evaluation, processes adaptable to other programs.

All submissions are reviewed by qualified professionals in the field. Manuscripts must be submitted by July 1, 1989, according to manuscript guidelines which are available in *The Journal of Volunteer Administration* or from the Association for Volunteer Administration office (P. O. Box 4584, Boulder, CO 80306). All submissions are juried by contributing editors and submission does not automatically imply publication.

FOR FURTHER INFORMATION

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A Sampling from the 1988 National Conference on Volunteer Administration

Denver, Colorado

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

In the following pages you will find nine articles and one speech that offer practical management suggestions, interesting new approaches to volunteer utilization, and thoughtful comments to widen your horizons.

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

Some of these articles 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 Denver. As always, we invite your reactions to these authors . . . and we invite you to attend the 1989 International Conference on Volunteer Administration coming up in Washington, DC. 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 International Conference and other important events is to become a member of the Association for Volunteer Administration. See the inside front cover of this JOURNAL and the last page for more about AVA and how to get involved.

Association for Volunteer Administration Distinguished Member Service Award Acceptance Speech

Winifred L. Brown, CVA

At the 1988 National Conference on Volunteer Administration, Winifred L. Brown, CVA, was presented with AVA's Distinguished Member Service Award. Ms. Brown is Executive Director of the Mayor's Voluntary Action Center of New York City. She is the former National Director of Personnel and Training for Camp Fire Girls, Inc., and Field Representative for the American Red Cross in the five chapters of Greater New York. She is currently: First Vice-President of the National Board of AVA; member of the National Board of VOLUNTEER: The National Center; local board member of Literacy Volunteers of NYC and Rehabilitation Through Photography; and member of the Advisory Council for the Cornell University Cooperative Extension Service in NYC. She has received the Community Action Award from the Corporate Volunteers of NY; the Winifred Fisher Award in Adult Education from the NY Adult Education Council; and the Civic Award from RSVP in NYC. In 1988, she received an Honorary Doctorate in Public Service from Vermont College of Norwich University (VT).

I wonder if you can imagine how I feel today. First, to receive an award named after a long-time colleague and friend. Second, to be recognized by one's peers for a job well done.

Most of us work in a setting where the top administrator may not know a great deal about our field—and we are usually the only person holding the position of volunteer administrator. When that top administrator credits us for doing a superb job, how does s/he know? What standard is being used? Similarly, we may sometimes be criticized for not fulfilling an expectation. Again, by what standard are we being judged? Therefore, recognition by one's peers represents a special measure of informed recognition of a job well done.

Harriet Naylor and I met for the first time at a meeting of a planning group for a volunteer conference under the aegis of the National Social Welfare Assembly thirty-five years ago. She was representing the National Board of the YWCA and making the transition from long-term volunteer to professional staff. I had just accepted a position with Camp Fire Girls, Inc. How amazed we would have been if we could have known then that she would become the first nationally recognized leader in our field, a mentor to thousands, and author of several classic texts in the field! And we would have found it unbelievable that I would be receiving this Distinguished Member Award from a national organization that was not even in existence. I'm afraid we would have laughed at the sheer incredibility of it all.

I want the planners of this outstanding conference to know that in my years of conference attendance I have never been as stimulated and challenged by three major speakers. Although I had heard two of them before, it was the unique juxtaposition of the three topic areas—all approaching the issue of change—that made an almost overwhelming impact.

What we have learned here about the future presents an overwhelming challenge to every one of us. If we ever had any doubt about the value of our international association, it should have been dispelled here. What we have been exposed to would be impossible to get through a local group. We have been made aware of aspects of the future with significant implications for volunteer administration. Our roles will never be quite the same again, and we must begin to face that fact and prepare *now* for what lies ahead. We are in the process of major revolutions—sociologically, economically, technologically, and politically. Mayor Cisneros has targeted our field as a key factor in helping society move through this period.

Unfortunately, here in Denver, we represent only a small fraction of the people in our field in the United States and Canada, many of whom will never be able to afford attendance at a national conference. Each of us has an obligation to impart a measure of what we have learned here to those from our home communities. Whatever we can do to communicate locally—and to increase AVA's visibility and membership—we must do. The importance of the Regions in reaching our constituency directly has never been clearer.

It is exciting to experience the international flavor of volunteerism. Each year, my office hosts a group of international visitors, mostly from Third World countries. At first, they came solely to learn from us. Now they also come to share.

I am proud that I became a CVA this year. It made me focus anew on what I believe about volunteerism and analyze my managerial skills. Certification is not an end in itself but a tool AVA developed to help us define a philosophy for the field and the standards of performance required for competence. Ours is an emerging profession, and membership in AVA gives us an opportunity to participate in its evolution, unlike so many others that were defined and delineated many years ago.

After forty years in the field, it was not easy to compress what I believe into 1000 words or less. Give me three hours and I could have told you. But that isn't good enough. Any new professional should be able to ask and expect a sharp, concise answer. Let me share just a few points from my own statement of philosophy.

1. I believe that volunteerism is the hallmark of a free society, not merely a response to fiscal shortages. It gives every citizen the right to make a personal investment in building the community and a role in shaping the quality of life. Mayor Cisneros said that an involved citizenry indicates a healthy community. When we lose opportunities to volunteer, we erode a part of our democratic ideal. There are those who would point out that many countries with limited freedom provide opportunities for service. This may be true, but opportunity for a most important aspect of vounteerism in a free society—advocacy for and action toward change—would not be tolerated. Participation in the process of change is not limited to rallies, and sign waving, and letters to public officials. A volunteer tutor who teaches someone to read changes the life of that person and affects the life of future generations. It is important for the tutor to understand that an inadequate system of education and/or conditions in the social order may create the need for that volunteer assignment. Personal, hands-on experience may well turn that tutor into a change agent at the ballot box and in community efforts to bring about reform.
2. I believe in the universality of critical issues today, *i.e.*, homelessness, hunger, AIDS, literacy, housing, unemployment. Agencies and organizations can no longer remain in isolated areas of service. Therefore, as a volunteer administrator I must be alert to linkages between my agency's purpose and the possibility of impact on any of these problems through volunteer intervention. I must be prepared to join in opportunities for networking, collaborating, cooperation and barter with all sectors to find solutions.
3. I believe that volunteers should be reflective of the community as well as diverse in age, personality, and points of view—not clones of one staff type. As a volunteer administrator, I should welcome the strength of diversity and not fear the risk of conflict or those who are different or smarter than I am. I must remain nonjudgmental about those who may come from other backgrounds or have other lifestyles or value systems. I must learn as much as possible about them.

4. I believe that professionalism in this field requires me to grow and expand my own knowledge and skills, to seek out new ideas and approaches, to not only accept—but welcome—change. This means that as a volunteer administrator, I should participate in the professional association, take time to encourage others with potential to join the field, to share my expertise with others, attend training, and take part in community planning efforts.

Collectively, we are enablers and deployers of the nation's most powerful resource, the embodiment of the democratic ideal, and a vital component in helping individuals, communities, and nations to reach their highest goals.

Appendix A is included at the author's suggestion. It was developed as part of the requirement for obtaining professional certification in volunteer administration.

APPENDIX A
Philosophy Statement

I believe that volunteerism is a hallmark of a free society offering citizens the right to make a personal investment in building the community and shaping the quality of its life—not only through service but through advocacy for change. As a volunteer administrator, I must be an articulator and guardian of this principle, careful to describe my role in terms of mission, not merely a succession of tasks. I must be prepared to advocate on behalf of volunteerism within the agency and emphasize that volunteerism is more than a response to a need arising out of fiscal shortages, but rather a citizen's right and challenge to effect change.

I believe that people need opportunities to reach out beyond themselves, to share in the actions and decisions that affect them. Volunteerism offers these opportunities on the broadest level for those who are interested in societal impact, as well as in the narrower sense of special concern. I must remain sensitive and alert to trends and help volunteers to recognize how their volunteer activity fits into agency goals and objectives. I must see that this principle is translated into agency structure and practice.

I believe that money is not the criterion of personal worth, nor is salary part of the definition of work. Competence, creativity, concern, and skill define the parameters. I have an obligation to determine the skills needed, to target the potential volunteer population, to recruit the best persons available, and to record their service. I must provide volunteers with the tools for transferring their volunteer skills and experience into education and/or employment credit.

I believe in the worth of each individual and his/her power to make a difference. This principle is threatened today by computerism, bureaucracy, urban complexity, and an unprofessional view of professionalism that limits the vision of skill and competence to those with degrees and who are salaried. I must work constantly on volunteer job development, be prepared to do battle for volunteer input, and be vigilant in recognition of volunteer achievement.

I believe in the value of human development and in the ability of people to grow and that ignorance is one of the greatest threats to a free society. I subscribe to Mary Scott Welch's statement in her article in the *Ladies Home Journal* on "The New Volunteer" that "In volunteering, it isn't what you give or even what you receive. It is what you become." Therefore, I must see that ongoing training is provided throughout the volunteer's career with the agency, that promotional opportunities are made available, even if it means losing that person's service to another agency. And, I must see that each person is made aware of his/her own growth on the job.

I believe that there is a volunteer opportunity for almost every person, even though not every assignment is for every volunteer. I accept the challenge laid down by Harriet Naylor, "to counsel people in rather than screen them out." This obligates me to find referrals outside of our own agency for the volunteer who may not fit into our needs, so that the person is not rejected.

I believe that volunteers in an agency should be reflective of the community, not of the staff or volunteer administrator. I must, therefore, remain objective in making judgments about others who may come from different backgrounds, lifestyles, or value systems and make a concerted effort to learn more about those whom I will recruit and/or serve in the community.

I believe in the universality of certain critical issues today, *i.e.*, homelessness, hunger, AIDS, literacy, unemployment. I must be constantly alert to linkages between my agency's purpose and the possibility of impact on any of these problems through volunteer program intervention. To do this, I must also believe in the value of networking, barter, collaboration with all sectors of society to find ways of resolving these problems.

I believe that efficiency, economy, and productivity, without the sacrifice of human considerations and quality, are important goals. I must search "to live with bigness" and to find ways of achieving "quantity with quality." I must not settle for limiting service to a select few as the only way of offering a quality program. I must also demonstrate my own belief in volunteerism by extending my own department's services through volunteers.

I believe that professionalism requires me to grow and expand in my skills and knowledge and to volunteer myself on behalf of the field. This means that I must participate in the professional association, provide information and research data when called upon, take time to encourage others with potential to join the field, and share any expertise I have with others.

Collectively, we are enablers and deployers of the nation's most powerful resource, the embodiment of the democratic ideal, and a vital component in helping individuals, communities, and nations to reach their highest goals.

Let the Corporate Volunteer Run Your Program

Timothy N. Tippitt

Today's volunteer environment is experiencing revolutionary changes. With current public cutbacks, corporate downsizing, emerging social issues, and shifting demographic patterns, volunteer resources are becoming more scarce.

As the volunteer landscape is transformed, a new figure appears on the horizon. That figure is the corporate volunteer. The corporate volunteer is a valuable resource who can become a more significant player in the volunteer world.

At Southwestern Bell Telephone Company (SWBT), volunteerism is encouraged by the company and actively supported by thousands of employees. Company volunteers believe they have a responsibility to put something back into the community—a sincere desire to make their communities a better place to live. Our volunteer programs attempt to position the company as a concerned corporate citizen.

Our employee volunteer program is organized at the local level—where the employee lives or works. This factor is very important. Local employees are more likely to have a sincere interest in improving the quality of life in their community. This translates into a more committed and involved volunteer.

SWBT has more than 130 volunteer teams in the five-state area it serves. We call these teams Community Relations Teams or CR Teams. These teams come in all sizes. Some of the teams have 60-75 members; some are small teams—so small you can count their entire membership on one hand. And lots of sizes in between.

What is the mission of Southwestern Bell's CR Teams? To identify local needs and assist in the development of solutions.

To say the company's volunteers are actively involved is an understatement. If you are from our five-state area you most likely have participated in an event with some of our volunteers. CR Team members and Pioneers (Bell Telephone's retired employee volunteers group) annually touch thousands of lives—caring for others, giving of themselves, spending weekends, holidays and yes, even their vacations away from their families. Benevolent actions by unselfish people.

CHARACTERISTICS OF CORPORATE VOLUNTEERS

Inherently, corporate volunteers have different characteristics. They have several unique traits which can differentiate them from other volunteers.

Skills

The corporate volunteer brings certain skills to the volunteer arena, such as organizational and administrative skills, fundraising experience, and access to a pool of other volunteers.

The corporate volunteer has received professional training in time management, handling stress, how to meet a deadline, budgetary administration, how to effectively communicate ideas, and how to manage people. These are market-

Tim Tippitt is the Area Manager, Community Relations, for Southwestern Bell Telephone, the St. Louis, Missouri, based telecommunications company. Tippitt graduated from the University of Oklahoma with B.A. in Public Administration in 1979. Since starting with the company in 1979 he has held several positions for Southwestern Bell in Operations and Community Relations. He is on the Board of Advisors at the Center for Corporate Community Relations at Boston College.

able and useful resources that can make a difference in your organizations.

So if a corporate volunteer can help you balance your budget, help you with your legal matters, train your employees, organize your filing system, help you build your building, or clean your office, why shouldn't you take advantage of this situation? If a volunteer can help you get 25 or 30 volunteers for a special event, why shouldn't you draw on these volunteers? The advantages are obvious and if you don't take advantage of them, someone else will.

Commitment

The second difference is the corporate volunteer's time commitment. In most instances, the corporate volunteer's time will be given after normal work hours. While we all make sacrifices to participate in volunteer activities, the corporate volunteer chooses to forego something else in order to help a volunteer group.

A typical corporate volunteer is the guy who works all day and changes clothes on the way to coach his son's or daughter's soccer team. He leaves soccer practice to attend your board meeting that same night.

The corporate volunteer is the woman who is doing something almost every night of the week. She leaves one membership committee meeting to come to your annual appreciation dinner.

With the increasing number of working couples or single parent families, finding the time to volunteer is becoming more difficult. But, the corporate volunteer has a genuine desire to be actively involved.

Talent

Third, volunteering may provide the corporate volunteer the opportunity to use a talent or hobby that s/he doesn't get to use on the job. Many people are working in job fields not related to their college degree. I know a corporate volunteer who received a degree in music and now is in community relations. However, the music degree has enabled him to become active in his church music activities. Currently, he is serving as music director for his church.

Do you know any volunteers who were classical dance majors in college? One now manages a computer center—hardly a place for pirouettes and tutus. Why couldn't those volunteers become involved at a local center for underprivileged children teaching them ballet and dance?

Skill Development

The skills that a corporate volunteer uses or develops can benefit the employee's career. The volunteer can demonstrate skills such as leadership, program supervision, organizational skills through volunteering. The volunteer's job may not allow him/her to demonstrate some of these skills on a daily basis. The employee's supervisor can use these volunteer-related skills as examples in the performance appraisal of the employee's demonstrated abilities. These demonstrated abilities can provide an opportunity for more recognition from his/her boss and, in turn, positively impact his/her career.

RECOGNITION

Southwestern Bell Telephone Company recognizes the sacrifices company volunteers make. To encourage volunteerism and give a pat on the back, Southwestern Bell Telephone has developed a recognition program for CR Teams—Certification. It is crucial for volunteers to receive recognition—a confirmation their work is appreciated.

Certification was developed to increase the oppportunity for recognition. Teams attempt to meet certain criteria which each state establishes for its teams. If a team meets these criteria, it can be recognized. Two levels of criteria are established. These different levels recognize advanced achievement.

By increasing the opportunity for recognition, we hope to encourage more volunteers to get involved. While our volunteers aren't looking for recognition, recognition can boost morale.

DETERMINING COMMUNITY NEEDS

How do Southwestern Bell Telephone's CR Teams plan for the year's activities? They survey and determine local needs through a needs assessment. The planning process of our volunteers is facilitated by the needs assessment. Our volunteers must be in touch and know the pulse of their communities.

A needs assessment allows volunteers to identify community needs, plan for the year, and set priorities for the future. We feel it is important that our volunteers know what their community defines as its health, welfare, human service, educational, recreational, and cultural needs. Volunteers should know about the business climate, who the key leaders are, and what the problems are.

A few significant areas our teams review include:

Government—What type of government does your community have? Who are the major players—the mayor, the city clerk, other local standard-bearers?

Is the mayor a voting member of the city council?

Does your community need a sales tax increase?

Who's on the Economic Development Commission?

Should I be involved in one of these organizations?

Education—What is the quality of your local school system? Child care?

Is a college or university accessible and what is the quality?

What is the quality of vocational-technical education in your area?

What is the educational achievement level of your population?

Who is on the local School Board? When did we last have a millage or property tax increase?

Community Business—What is the overall business environment in your community? What is the economic outlook for your state and locality?

What are the largest businesses in the community? What financial shape are they in? What is the economic condition of these businesses? Who are the key industry leaders?

How active is business in the civic and community affairs of your town?

What are projects that business has supported in the past?

Community Conditions—What are the crime and law enforcement conditions in your community?

How are the health services in your community? Are you in a rural area that has trouble recruiting doctors?

What is the condition of the roads?

Does your community have organized cultural events (symphony, ballet)?

What are the parks like in your town?

Is affordable housing available? Does you community have the financial institutions to finance the mortgages?

In other words look at the safety, health services, traffic conditions, culture, recreation, housing, growth, special events, *etc.* in your community.

Minority Issues—What is the minority composition of your community?

Who are the key minority leaders and what are the key minority issues in your community?

Any major changes in the past year? Five years?

Remember, these minorites could be possible volunteers or clients needing your services. It is vital that you have an awareness of their part in community affairs.

Other—Economic development, labor supply, environmental issues, changing demographic patterns, specific economic conditions and consequences, major civic and service organizations, media.

The community needs assessment is a good tool for the planning process of volunteer activities. By making themselves subject matter experts on their communities, volunteers strategically begin the process of improving their communities.

Where can you get the information for the needs assessment? There are several sources including surveys, media (newspapers, magazines, etc.), the Chamber of Commerce, your staff, utility company surveys, face to face interviews with specific key community leaders to identify their opinions and ideas.

While the needs assessment takes time to prepare, a needs survey is important enough that you can't afford NOT to do one.

PLANNING

What do you do with all of this information? First, mentally review your major projects. Review for such things as:

—Do any of your projects address any of the needs you uncovered in your needs assessment?

—Do any of your projects consider any civic or corporate volunteer organizations that could become involved?

—Do any of your projects incorporate feedback from previous projects?

After completing this mental process, begin your planning process. Attempt to strategically use the information the needs assessment has revealed in the formulation of your plan. Involve your staff, your board of directors, your advisory panel, or any group that can make a positive contribution to the process.

After the formal program is completed, distribute copies for interested parties, employees, board members, volunteers, and any other organizational stakeholders, to complete.

Once the completed needs assessments are returned, compile the information. Use this source document as a planning tool for the year. Gather key stakeholders, volunteers, board members, and employees and plan out the year's activities. While impromptu activities will eventually arise, your planning can serve as a good framework for the year.

IMPLEMENTATION

After the needs assessment and planning, it's time to get to work on the projects. The recruitment of volunteers begins. Occasionally, however, potential volunteers may have some objections which can become barriers to success. Such barriers include:

—Lack of time; too busy
—Lack of commitment to your organization
—Lack of recognition
—Jealousy

These are common barriers that must be overcome to run a volunteer program. Here are a few suggested ways to overcome them.

OVERCOMING BARRIERS

First, effective communication of the facts about your group to the right people is essential. By finding the key player(s), your chances for success increase. How do I identify who the right person is? Who is the power broker? Who is in charge of foundation money? Who is the leader of volunteer activities?

One way to identify these strategic players is through the *needs assessment* identification and subsequent interview to get that person's opinion on subjects in the needs assessment.

Once you have identified this key player, maintain contact with him/her. If he/she is an executive of a company in town, see if it has a volunteer program. If it does have a volunteer program, get the volunteer leader's name for your next project. If it doesn't have an organized volunteer program, arrange to speak to the work groups at that company to enlist volunteers. Suggest involvement in a local volunteer fair. Suggest that he/she have someone attend a Corporate Volunteer Council meeting in your town. Whether or not that company responds to your call for volunteers, maintain contact with the key player.

One other suggestion: ask for money later, *after* the volunteers are involved or he/she is has responded to your call for volunteer involvement in the community.

A second tool to overcome objections is to make volunteering interesting. That may sound simplistic but it works. Volunteering is interesting when the activities are distributed among the volunteers. In other words, don't use the same volunteers over and over. I call it "volunteer burnout." Encourage dividing the volunteer activities among the volunteers and emphasize "participative leadership·" For example, if the plant manager of XYZ has been your membership chairman for three years, burnout could be setting in. So, if the shop foreman from the same company wants to become involved, ask him to serve as membership chairman.

Then ask the plant manager if he would like to join the finance committee. You have increased the involvement of XYZ corporation and probably prevented a valuable volunteer from quitting. This concept puts different people in charge of different projects. This also helps develop people for leadership positions.

A third tool is related to making volunteering interesting. Some volunteers don't have enough time to participate in all volunteer activities. However, they do have enough time to participate in two or three projects a year. Use these volunteer members as "*ad hoc*" members. Introduce the concept of "*ad hoc*" team members or part-time volunteers. *Ad hoc* members are team members who receive meeting minutes and are counted on to play a major part in two or three projects each year. Place these people on the list of volunteers for those specific projects each year and then use their volunteer skills to the fullest.

One of our volunteer teams in conjunction with the local Pioneer chapter holds an annual 5-K road race to benefit Special Olympics. The race takes six months to plan. The number of people required is enormous—registration, refreshments, crowd control, being at the start and finish lines, awards, and promotion and publicity. The team has a list of nearly 175 company volunteers who work on this project. For more than 100 of these volunteers, this will be the only project they work on. But they provide a great service to the community on that event.

Using the *ad hoc* concept can increase the number of volunteers and alleviate some of the burnout of the full-time volunteers. This type of membership may increase the interest of the "*ad hoc* volunteer" to the point that he or she becomes a full-time volunteer.

Fourth, by keeping volunteering interesting and giving volunteers the responsibility for projects, the popularity of volunteer programs should grow by word of mouth. One volunteer team of which I was a member quadrupled its membership from 13 to 52 members in just two and one-half years. One of the key ingredients to this success was the word of mouth about the fun and success the team was enjoying.

Through *ad hoc* members or word-of-mouth publicity, recruitment is an ongoing process. With corporate restructuring, downsizing, and the aging of our workforce, we realize that we must continually work at planting the recruiting seeds. Otherwise, we may face a crisis in volunteer recruitment and membership within the next couple of years.

A fifth tool used to overcome objections is to encourage the fostering of the positive contribution the volunteer is making to the community. Volunteers need to see results, and demonstrating the positive impact their activities have on the community or a group can serve as a motivational tool to the volunteers.

While external publicity, thank-you notes and commendations to the volunteer's boss are mandatory, the real reward for the volunteer is the smiling face of the Special Olympian, the gentle "thank you" of a senior citizen, or the boundless enthusiasm of a child who has just received the wagon from Santa.

Sixth, return the favor to your board members and volunteers. When a board member calls on you to make a speech at his or her civic club, accept the invitation and have a good presentation ready. When a board member asks you to the company picnic, grab your spouse and go. In other words, remember to nurture your volunteers and board members.

The next time your organization needs a volunteer or group of volunteers to manage a project, remember the corporate volunteer. Begin now to develop an ongoing relationship with companies in your town. There is an untapped resource that can significantly enhance the impact of your organization's activites. Don't be afraid to ask corporations for volunteer help. Corporate volunteers are willing and able. I believe there is an old saying which demonstrates the attitude of most corporate volunteers: "By sharing the joy of another, we increase it. By sharing the woe of another, we diminish it." Let them share with your organization.

Parliamentary Procedure for Everyone

Jane B. Pratt

"You'll be glad you came to the meeting. I know you will." My friend spoke with such sincerity that I felt reassured that, yes, I would be glad to come to a meeting of this well-known organization. Part of my reluctance, in addition to being out late on a workday night, was a rush of memories of wasted time and annoying delays. "Oh no," I thought, "don't let this evening be a total loss!"

Have you had a conversation and thoughts very similar to the situation just mentioned? It wouldn't be unusual because good, productive meetings happen all too seldom. This is really a shame. You want to contribute time, skill, and perhaps money, and you are eager to broaden your experience in meaningful activities. And you hesitate to participate in meetings! What a waste!

With democratic principles and procedures governing our organizations we need all the people like YOU we can muster. We need YOU to know how to make meetings efficient, pleasant, and worthwhile; in order for you to run a good meeting, you need to know about a number of much-used principles:

1. Basic rules of order for meetings
2. Order of business
3. How a motion is made
4. Voting information
5. Motions for use in meetings

BASIC RULES OF ORDER FOR MEETINGS

1. Chairman gives a member permision to speak.
2. Only one member speaks at a time.
3. Each member is limited to _____ minutes per speech.
4. All members get a chance to speak once before any member speaks a second time.
5. Members may limit or extend debate, without debate, by ⅔ vote of members present and voting.
6. Unacceptable language and improper gestures are not permitted.
7. Any member may ask a question concerning facts or procedure at any time.
8. Rules (except bylaws) may be suspended (lifted) temporarily, without debate, by ⅔ vote of members present and voting.
9. Any question concerning a decision of the chairman or any procedure not covered in the rules shall be decided by majority vote of members present and voting.
10. A member who breaks any of these rules of order shall be disciplined immediately by any of the following:
    (a) warning, "member called to order,"—majority vote of members present and voting,
    (b) expulsion from meeting—⅔ vote of members present and voting,
    (c) expulsion from organization—notice of intention to all members, a hearing, ⅔ vote of members present and voting.

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ORDER OF BUSINESS
- CALL TO ORDER
- OPENING CEREMONIES (optional)—Invocation, singing of National Anthem, the Pledge of Allegiance to the Flag, any customary rituals
- ROLL CALL (optional)
- READING AND APPROVAL OF MINUTES
- REPORTS OF OFFICERS, BOARDS, AND STANDING COMMITTEES
- REPORTS OF SPECIAL COMMITTEES
- SPECIAL ORDERS
- UNFINISHED BUSINESS AND GENERAL ORDERS
- NEW BUSINESS
- GOOD OF THE ORDER (optional)—Program, informal observations on general welfare of organization, *etc.*
- ANNOUNCEMENTS (optional)
- ADJOURNMENT

HOW A MOTION IS MADE
1. Member raises hand.
2. Member gets permission to speak from chairman.
3. Member stands up and says, "I move that we ... (state what you want to do) ..."
4. Another member who wants to consider the motion calls out "second."
5. Chairman repeats the motion and now discussion (debate) is in order.
6. Member who made motion gets permission to speak first, then may stand up and give reasons for the motion.
7. After each member gets a chance to speak once on the motion, each member gets a chance to speak again.
8. When discussion (debate) is over, chairman repeats motion and calls for the vote.
9. Chairman announces the vote, repeats the motion and announces its adoption or rejection, then chairman handles any necessary decisions to implement vote.

VOTING INFORMATION

MAJORITY VOTE—One vote more than half of the votes of members present and voting. *Tie vote loses.* Ignore non-voters. Usual method.

Example: If 50 members are present but only 48 members vote, then majority of votes is 24 plus 1 = 25.

⅔ VOTE—At least ⅔ of votes cast by members present and voting. Ignore non-voters. Used when rights of individuals are balanced against rights of the assembly.

Example: If 50 members are present but only 48 members vote, then ⅔ vote is ⅓ (16) times 2 = 32.

GENERAL CONSENT—When the chairman expects general agreement on an unimportant matter or routine business, the chairman may say, "If there is no objection, we will ... (state what) ..." If any member calls out "I object," then the chairman must put the matter to a vote.

Chairman calls for a vote by:

Voice—"Yes" or "Aye" then "No" or "Nay"

Hand—Hand raised for "Yes" or "Aye" then "No" or "Nay"

Standing (*Rising*)—Verifying voice vote, ⅔ vote

Ballot—Secret vote on paper, folded, collected and counted.

Chairman only votes to break a tie, *except* in a ballot vote at which time the chairman votes at the same time as the other members.

Only if bylaws permit do absentee votes count.

MOTIONS FOR USE IN MEETINGS

PRIVILEGED
- Fix the Time to Which to Adjourn—decide when to meet to finish this meeting
- Adjourn—close the meeting
- Recess—take a short break
- Raise a Question of Privilege—request for personal or assembly privilege
- Call for Orders of the Day—get back to the order of business/program

SUBSIDIARY
- Lay on the Table—set motion aside and go on to another subject
- Close Debate (Previous Question)—vote immediately
- Limit or Extend Limits of Debate—end debate at certain time, lengthen debate or allow mem-

bers certain time to speak

Postpone to a Certain Time—postpone motion until (state when)

Commit or Refer—send motion to committee for study

Amend—change the wording of the motion

Postpone Indefinitely—dispose of motion without voting on it

INCIDENTAL

Point of Order—rules not being followed

Appeal—disagree with chairman's ruling

Suspend the Rules—drop a rule temporarily

Object to Consideration of a Question—object to subject being brought up

Division of Question—divide motion into two or more motions

Consideration by Paragraph or Seriatim—one item at a time before final decision

Division of Assembly—take standing vote

Motions about Voting or Polls—ballot vote, etc.

Motions Relating to Nominations

Requests and Inquiries

MOTIONS THAT BRING QUESTION BEFORE THE ASSEMBLY AGAIN

Take from the Table

Rescind (Cancel) or Amend Something Already Adopted

Discharge a Committee

Reconsider—bring motion already decided back for decision again

HELP! I Have to Plan a Training Program

Mary Lubertozzi

The purpose of this article and of the workshop on this subject at the 1988 Conference on Volunteer Administration is to help volunteer administrators learn the basic elements involved in designing and implementing training programs. It is an introductory article, designed for volunteer administrators who have responsibility for, but little knowledge or experience in, developing training programs.

PREFACE

The depth of knowledge and skill needed for designing effective training programs depends on two factors:

1. The complexity of the training objective and task to be performed
2. The critical nature of the task to be performed

Example:

Low complexity/criticality: Volunteer delivering flowers
High complexity/criticality: Pilots flying planes

The task of delivering flowers is relatively simple, and the consequences—critical nature—to the recipient are little or none if the task is done incorrectly.

On the opposite end of the scale, the task of flying a plane is highly complex, and the consequences to the passengers and crew are quite serious and even life-threatening if the task is done incorrectly.

The depth of knowledge and skill needed to design effective training programs INCREASES as complexity and criticality increase. For this workshop, it was assumed that most volunteer administrators were dealing with training needs in the low- to medium-level of complexity and criticality. Administrators managing training programs addressing subjects of medium- to high-levels of complexity and criticality (e.g., suicide hotline) need a high level of skill to develop effective training programs and should seek in-depth training for themselves in training design methods or consider the use of a professional training consultant to develop their training programs.

OVERVIEW—ELEMENTS OF DESIGNING AND IMPLEMENTING TRAINING PROGRAMS

Elements of Design

1. Assessing Learning Needs
2. Specifying Learning Objectives
3. Selecting Resources
4. Designing Learning Activities
5. Budgeting

Elements of Implementation

6. Making Arrangements
7. Implementation
8. Evaluation

1. ASSESSING LEARNING NEEDS

Good training design begins with assessing the learning needs of the anticipated trainees. The assessment should answer, in at least a basic way, these two questions:

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1. What do the trainees *need* to know?
2. What do they *already* know?

The GAP between the two will identify the *learning needs.*

Example:

Your hospice program uses volunteers to make home visits to clients. To find out what they *need* to know (or be able to *do* or *feel*—see below), you could do one or more of the following:

- analyze the job description
- interview or survey supervisors
- review reports/documents that describe any performance problems volunteers may have had doing this job
- interview or survey volunteers experienced and competent in making home visits

To find out what the trainees *already* know, you could:

- interview them
- have them complete a questionnaire
- give them a test

When the data are complete, compare what they need to know with what they already know to determine what knowledge, skills, or attitudes they need to have but don't appear to have. The differences will show what learning needs your trainees have. In gathering data from the trainee group, it's also useful to find out what they want or expect to learn related to the job so that you can build some of these needs into the design to motivate participation in the training.

In some cases, you may identify a need that might be difficult or time-consuming to teach, such as the need for a hospice volunteer to have a helpful, caring attitude. In these cases, you may want to set prerequisite knowledge, skills and attitudes that trainees must have in order to be accepted for the program and use them in your recruitment and screening process.

2. SPECIFYING LEARNING OBJECTIVES

Training programs are normally designed to affect one or more of the following types of learning:

1. *Knowledge*: an understanding of information, principles or rules (e.g., understanding how a computer word processing program works)
2. *Skill*: an ability to perform a task or function (e.g., operating a word processing program)
3. *Attitude*: a feeling, value or emotion (e.g., feeling enthusiastic about learning how to operate a word processing program)

By analyzing the learning needs identified in step 1, you can determine what knowledge, skills, and/or attitudes need to be addressed in the training program. *Learning objectives* basically describe what a trainee should be able to *know* or *do* or *feel* at the conclusion of training.

Specific learning objectives that clearly spell out the expected outcomes of training serve several purposes:

1. They describe the minimum competency desired or required and the evidence of whether in fact it was accomplished.
2. They become roadmaps for selecting appropriate content, methods, and materials for the training program.
3. They tend to dispel unrealistic expectations the trainees may have about what the training program will accomplish.

Good objectives specify:

1. Type of learning (knowledge, skill, or attitude)
2. Observable behavior (what can be seen or heard related to the type of learning)
3. Minimum level of performance (what standards or judgements are used to measure the behavior)
4. Under what conditions (what permissions or restrictions are set for the behavior)

Example:

At the end of this article, you will be able to demonstrate *knowledge* (1) of the elements of designing and implementing training programs *by naming aloud* (2) those elements to the first person who will listen to you. Do this *to your own* *satisfaction* (3), *referring back to the article* (4) if necessary.

Writing such precise objectives may seem difficult and perhaps unnecessary for the development of a good training program. It *is* difficult, although with practice it becomes easier. In addition, using clear learning objectives to guide the development of training content and methods will assure effective learning experiences.

3. SELECTING RESOURCES

With the learning objectives as guidance, select the resources needed to implement the program. Consider:

- Personnel
- Facilities and equipment
- Training aids (e.g., videotapes, slides, transparencies, handouts, leadership style inventory, etc.)

Resources selected depend on the time and money available and the number of times the same training program will be repeated.

4. DESIGNING LEARNING ACTIVITIES

This is the step that most novice training designers start with—the actual outline of the content of the training program. In fact, content and methods should be based on the learning needs identified, the specific objectives set for the program, and the resources that are realistically available for the program. Learning methods should match the type of objective set for each part of the program (see Table I) as well as the size of the training group and the facilities and other resources available.

When training adults, keep in mind these principles of adult education:

- Adults only learn what they perceive they need to know
- Adults have a good deal of first hand experience, which can be tapped as a major resource for learning
- Adults respond best to participatory, problem-centered learning activities
- Adults expect to be respected as autonomous, experienced, mature persons; reciprocity is needed in the teaching/learning transaction

The training plan for each session should describe for each segment the TIME allocated, the CONTENT, the METHOD, and the MATERIALS required.

A typical sequence for a training session would include:

1. Beginning
   - Purpose of session—including review of learning objectives
   - Climate setting
2. Middle
   - Develop content in logical fashion; build from theory to application, knowledge to skills
   - Alternate passive and participatory phases
   - Occasional breaks and energizers if session is longer than 90 minutes
3. End
   - Review and summarize content
   - Process experience by discussing with group members their reactions to the session, how what they learned reinforces or expands what they already know, and how it applies to real situations

As you develop each segment of the training session, the learning objectives should be used to help decide what content should be included and what methods should be used. For example, if a *skill* objective is set, you will need to include some method for the trainees to practice *doing* the task involved and some method to measure whether they have mastered the skill. In some cases, you may want to include on-the-job training under the supervision of an experienced worker as part of a skill-oriented training program.

After the design has been developed, review it again to check it against the learning objectives. Ask yourself: would I be able to demonstrate by some observable behavior that I know (or can do or feel) what is stated in the objective? Sometimes you'll find that the objective is not well written and needs to be revised to define what can *realistically* be accomplished in a training program.

TABLE I
MATCHING LEARNING METHODS TO LEARNING OBJECTIVES

Type of Objective	Appropriate Learning Methods
KNOWLEDGE: INFORMATION	Reading Field trips Lecture or lecturette Interview Symposium Panel discussion Films and slide presentations
KNOWLEDGE: APPLYING INFORMATION	Problem-solving discussion groups —buzz groups —brainstorming Case discussion Reading with small group discussion Field trips
SKILLS	Role playing Skill practice exercises Demonstrations Case study and discussion Video taping and playback Individual or group projects
ATTITUDES	Warm-up exercises —introductions —setting expectations —games —physical exercise (breathing) —matching pairs of cards Discussion of their own experience Role playing Case study Dramatizations (skits, etc.)

5. BUDGETING

Develop budget for the training program:

- Check design for special equipment, aids, materials
- Consider facilities, refreshments or meals

6. MAKING ARRANGEMENTS

Select facility and room set-up that enhances successful implementation. Generally, seating in rows in chairs inhibits participation while seating at round or rectangular tables promotes participation.

7. IMPLEMENTATION

For successful implementation, be prepared:

Presenter: rehearsed in content and methods; competent communication and facilitation skills; well-organized

Equipment: in place and working; contingency plan if needed
Supplies: sorted and ready; pads on easels
Graphics: well-done; ready for display
Handouts: clearly printed; pre-sorted and ready for distribution
Room set-up: chairs/tables in place as planned; refreshments as planned

8. EVALUATION

There are three types of evaluation methods that can be used to determine if training has been successful:

1. Participant reaction
2. Learning objective measurements
3. Behavior on the job

The first is the most commonly used. Participants are asked to respond to an evaluation questionnaire, rating such aspects as clarity of content, quality of presentation, etc. The second type uses the measurements described in the learning objectives to determine if the objectives were in fact accomplished. In the example of an objective described above, the objective would be accomplished if in fact you were able to name the eight elements of training design after reading this article. For training programs addressing medium to high complexity and criticality tasks, the third type of evaluation is the most valuable as it measures actual performance on the job.

SUMMARY

Volunteer administrators frequently are responsible for developing training programs for the volunteers they recruit or supervise. Having a basic knowledge of the eight elements of training design and using them when developing training programs can enhance the volunteer administrator's ability to provide effective training as well as his/her confidence in managing this responsibility. As with all other aspects of successful volunteer administration, training programs need to be carefully planned, implemented, evaluated and revised in order to be effective. Volunteers often perceive training as "payment" for the time they give to the agency. The most rewarding training, both to the volunteer and to the agency, will be that which enables the volunteer to function effectively in his/her volunteer position.

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1988 National Conference on
Volunteer Administration

Building a Strong Advisory Group

Nancy Macduff

Sam is asked to serve on an Advisory Board for a local hospital volunteer program. The call came from a member of the Advisory Board and two months later he receives an agenda in the mail for his first meeting. The staff person assigned to the board is not at the meeting and the chairperson leads the group through a meeting with little content and no action. Sam leaves the meeting wondering why he agreed to do this and what his role should be.

While Sam's experience may be dramatic, it is representative of the messages sent to volunteers on the importance of their contributions to the work of advisory groups. Many advisory groups are mandated by elected officials or federal, state, provincial, or local regulation. Professional staff working with volunteer advisory groups have the opportunity to maximize the work of the volunteers.

Advisory Board or Committee recruitment and retention is influenced by two factors: information about the role and responsibility of the group and the staff's relationship with the volunteers. Staff who are attentive to these two factors can see a marked improvement in their ability to attract qualified candidates and retain qualified members.

Recruitment begins by insuring that volunteers know what is expected of them, explanations of roles and responsibilities. It includes such things as duties, time commitment, term of service, responsibility, authority, and staff support available. Retention is influenced by the partnership relationship that exists with staff. This includes a commitment to teamwork, clear lines of responsibility, and good communication between staff, volunteers, and the leadership in the larger organization.

The most important first step is to identify for the volunteer ways an Advisory Board carries out its mission. The following are the types of information that should be provided to a prospective volunteer.

1. Identify the purpose of the organization. Define the mission that the organization is trying to accomplish.
2. How is the purpose carried out? What does the organization do to meet its obligation to clients? Do not assume volunteers know!
3. Describe the work of the organization and all its facets. This is a good place for tours or slides to illustrate the work.
4. What are the accomplishments of the past? New advisory group members need to know how many people are served, what is the success rate, how many volunteers are recruited and retained annually, and awards won by programs.
5. How is money raised, budgeted, and spent by the organization? How might the volunteers be involved in any of these activities? Will the advisory group be advising the leadership on budget priorities?
6. Provide a brief history of the organization to new members. This can be short and provided in written format or attractive audiovisuals.
7. What is the organizational structure and leadership? This is a good place

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for charts and diagrams with names and relationships.

It is often assumed that volunteers recruited to an advisory group understand the meaning of the word "advisory" and that their role is different from a Board of Directors. These are dangerous assumptions. Volunteers serving on advisory groups need to have their rules and responsibilities clearly spelled out and these should be reviewed periodically.

Most advisory groups focus their attention on known problems and existing concerns. It is easy to move from assigned tasks to other problems in the organization. In preparing volunteers to serve on an advisory group it is essential that they understand the limits of their areas of exploration.

Members of advisory groups need to use their background and experience to look for important facts, conditions, or changes that can influence the programs or services of the organization. Trends in the future should be brought to the attention of the staff by members of the committee. Members are encouraged to bring all relevant information to the attention of the group.

Advisory groups are skilled at determining factors which influence the conditions or changes affecting an agency or organization. It is important to give volunteers the opportunity to reflect on a variety of issues within an organization that can affect success or failure. Their observations can often save both time and money.

Findings of advisory groups should be compiled into written statements followed by information which points up new opportunities or major problems that need attention. These reports should be given to appropriate staff or governing bodies. Sometimes it is important to ask members of the volunteer advisory group to present oral reports to accompany written ones.

All these activities of volunteer advisory group members should be spelled out clearly. A job description for members and simple guidelines describing the overall duties and responsibilities of the group should be shared with new volunteers during the recruiting process. These job descriptions and guidelines also need to be reviewed by the entire advisory group on a regular basis.

The staff support rule falls into two areas. First is the support of "housekeeping" functions that are essential for record keeping and continuity. The other area is the less tangible role of providing support for people who are donating their time and deserve timely reporting and recognition for their work.

The supporting role includes the development and maintenance of the general structure of the group. The staff should provide assistance to the leadership in identifying, selecting, and appointing members. Orientation of new members and in-service training for current members is best accomplished with staff and current volunteers sharing the duties.

Staff members find meeting space, do mailings, compile and distribute meeting minutes, gather appropriate information for the group to consider, maintain open lines of communication, and publicize the accomplishments of the volunteers.

Staffing of a volunteer advisory committee is not merely providing clerical support. Staff members provide assistance and leadership in the development of operational policies and procedures. They do not usurp the role of volunteers, but work cooperatively. They encourage and motivate members by including them in all facets of the work of the advisory group.

The key word to their role is "facilitator." During meetings, for example, they assume an enabling role and leave the leadership to the volunteers. They work to keep lines of communication open between members, staff, and governing bodies.

The volunteers need to rely on certain types of behavior from staff. The following are the types of expectations volunteers have for the staff that work with them.

STAFF SHOULD:

1. be objective and open to suggestions from the volunteers.
2. use the time and talents of volunteers wisely.

3. exhibit openness in their individual and organizational relationships.
4. adequately prepare for all meetings with volunteers.
5. share leadership with volunteers.
6. advise the volunteers as to the appropriate role/responsibility they have to the organization.

Attention to details in managing a volunteer advisory group is important. Ignore the details of training or communication and the retention rate goes down and it is more difficult to recruit new members. The most effective volunteer advisory groups receive support from their staff that is prompt, accurate, and sustained. That support communicates the value of the volunteers to the organization and assures that the job they do is "real" and not just window dressing.

1988 National Conference on
Volunteer Administration

1988-89 Update of Programs in Volunteer Management in Colleges and Universities

Joanne Holbrook Patton

Background

In September of 1988, with major assistance from the Professional Development Chair, Winifred Brown, CVA, and from Sarah Jane Rehnborg, Ph.D., designer of the AVA Performance-Based Certification Program (and Chair-Designate of Task Force II), the Association for Volunteer Administration's Task Force on Higher Education prepared a somewhat revised version of the 1987-88 survey on Higher Education for Managers of Volunteers. The initial survey had been prepared and administered by Mary Kay Shernock of Norwich Studies and Analysis Institute, Norwich University (VT). Her full report will be found in the Winter 1987-88 issue of *The Journal of Volunteer Administration*. Our revisions were designed to elicit more specific and separated information on the degree-related and noncredit courses and programs currently offered.

Survey Procedures

The update survey (see Appendix A for a copy of the survey) first was mailed to the 62 colleges and universities which had been identified in the initial research as having active programs relating to volunteer management. It also was sent to other institutions which had contacted AVA independently during the past year, asking to be included in future mailings. A report of interim returns was briefed to a seminar of the Task Force and other interested AVA members at the 1988 AVA National Conference on Volunteer Administration in October.

Following the conference, a second mailing was sent to all academic institutions which had returned the 1987-88 survey, but had reported "No programs." At the same time, members of the Task Force on Higher Education began making personal contact soliciting nonrespondents.

Survey Responses

As a result of the "teamwork" approach, the return rate quickly improved. As Shernock had discovered a year earlier, personal contacts did make a difference. Fifty-one responses were received for tabulation, including seven institutions which had not been previously listed. The 51 represented 53 separate institutions including three from Arkansas, administered and reporting as a single consortium.

Of the 51 respondents, 32 declared they did have programs dedicated to volunteer administration or focused on volunteer administrators. These included 21 publicly-funded institutions, nine community colleges, (two of which were also publicly funded) and four independent colleges. Nineteen respondents said they had "no program offerings," although three added modifiers:

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Valencia Community College of Orlando, Florida, wrote, "We assist the Volunteer Center of Central Florida in presenting some training seminars."

University of Akron's (Ohio) Continuing Education Public Service and Outreach Department has "only one program related to volunteers and that is a course on fundraising for nonprofit organizations which is related to the fundraising process with volunteer involvement as a smaller component."

Oakland University of Rochester, MI, reported through a Task Force member that "we use volunteer group leaders in some of our programs, and offer one noncredit course in group leadership. In no sense of the word do we train volunteer administrators."

We determined that these institutions should not be listed as having programs, but would be helpful as an "extension network" for future Task Force projects.

Deleted Programs

Five institutions informed us that programs formerly in effect had been dropped. Two took time to explain the reasons:

Central Michigan University reported through a Task Force member that "the University is deleting the program from their curriculum because of low enrollment (less than 30 students enrolled in 6 years) and lack of employer tuition reimbursement for students."

University of Delaware also reported the cancellation of a program which had been in effect for "about six years." The respondent wrote, "It was a good series and well received; unfortunately, when we were forced to raise the price on each seminar, participation was significantly reduced and we were forced to phase it out."

Although the current survey basically reinforced the findings made by Ms. Shernock in the previous year, this year's review has produced a number of interesting changes, indicating both positive and negative trends.

Departmental Responsibility

While most of the programs represented are located within their institutions under Continuing Education departments, there were proliferations of other odd "hiding places" this year, from "Conference Services" to "Recreation and Leisure" to "Public Affairs."

The lack of uniformity of sponsorship may be discouraging to potential students who must engage in real detective work to find these special programs. Even university admissions and registration offices sometimes are not immediately aware of them. It is almost impossible to search for the programs with any confidence that institutions will clearly advertise them. We hope that separate marketing brochures or attention-getting placement in registration materials may be employed for the sake of the would-be students of volunteer administration.

Credit and Noncredit Courses

This year we found that more institutions are offering *both* credit and noncredit courses than are offering either type alone. Perhaps, as Shernock noted, this indicates flexibility of options, especially in community colleges which have more latitude for innovation and change. I would like to consider that it also indicates a recognition that there are various entry points at which a member of the volunteer administration field may seek to enter a formal learning process. In line with today's career ladder emphasis, the pursuit of certificates or degrees may be seen by the student/practitioner as bringing both personal growth and professional stature. Alert academic institutions, aware of growing interest in the field but not yet certain of the focus of the trend, may be willing to keep several options open while they test the waters of enrollment numbers. However, as we have seen, if numbers are not favorable, colleges do not delay in cancelling those options.

Course Offerings

Both the credit and noncredit curricula reported in our survey listed management skills, grantsmanship and fundraising, and communications among the most common current program offerings. A heartening change this year is the appearance of "Volunteer Management" (or "Volunteerism") among the most frequently presented course and program titles. Last year, Shernock noted that most colleges were not teaching these core subjects in programs for volunteer administrators. This year they are!

Poorly represented among curricular offerings is the general topic of "Cross-Cultural Studies." Its absence is a significant detriment to a field which may clearly benefit by giving active attention to minority issues and specialized recruitment.

Shernock pointed out the preponderance of middle-aged (35-50) women as the student group for her surveyed courses and programs. Current findings indicate that degree-related courses are now being taken by a younger (25-35) age group, most of them *potential*, not current, volunteer administrators. This may signify the growing recognition of volunteer administration as a career field.

Cost Factors

Course brochures are more readily available for the degree-related courses, and more apt to be free for the asking, than those for the noncredit programs. Financial aid generally is not available for the non-credit student, but is for the student enrolling in credit courses.

Instructors and Trainers

Based on available information, most instructors are regular university staff, operating on the main campus. There is minimal indication that outside experts (consultants or speakers in the field) are brought in to teach subjects not familiar to core faculty. There is also indication that motivated students are requesting (and getting) courses in boardsmanship, leadership and legislative advocacy, topics not cited a year ago. Again, the sponsoring institutions seem to be doing a creditable job of trying to define the field of volunteer administration and its needs, but do not show evidence that the AVA Performance-Based Certification criteria have been employed or explored in designing courses and programs. Task Force II will be addressing this important issue.

Enrollment Flux

Comments from responding institutions speculating on poor enrollment cite possible marketing failures as well as lack of employer tuition support. The latter seems to call for new initiatives educating employers to the idea of "growing excellence" in their volunteer administrators. The organizations, their volunteers, and the causes they support stand to become the strongest beneficiaries of improved training and education for their key volunteer managers.

Steps Toward Collaboration

Nearly one-half of the actively sponsoring universities requested information on AVA's Performance-Based Certification Program in their survey responses. One third are seeking information on AVA membership, and 13 respondent institutions indicate interest in being part of the active work of the Task Force on Higher Education. With 23 academic institutions continuing programs over multiple years, we now have a solid partnership base to work with. Representing locations in 15 states (Arkansas, California, Colorado, Illinois, Massachusetts, Minnesota, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Texas, Vermont, Virginia), the District of Columbia, and two Canadian Provinces, this corps of potential collaborators can bring a tremendous influence to bear on volunteer administration and the effectiveness of volunteer service, if our networks can be linked in cooperative standard-setting.

Further information on this study, including a list of participating institutions, may be obtained by contacting the Association for Volunteer Administration.

APPENDIX A

1988-9 UPDATE

AVA SURVEY ON HIGHER EDUCATION

FOR MANAGERS OF VOLUNTEERS

INSTRUCTIONS: Please **TYPE** or **PRINT** your response to each item as directed. Do **not** use abbreviations as this information will be used in a directory of programs, workshops and courses.

INSTITUTION:____
Name of college or university

____
Address (incl. P.O. Number)

This institution is: [ ] independent [ ] publicly funded [ ] community college

NAME OF DIVISION/DEPARTMENT____

Administrator/Director:____
Name Title

Contact person, if different from above:____
Name Title

Telephone ( ) _____ _______

I. Non-Credit Programs for Volunteer Management/Administration:

1. Check **ALL** that apply to current educational opportunities for volunteer management/administration:

   1a. [ ] Conferences
   1b. [ ] Workshops
   1c. [ ] Courses
   1d. [ ] Certificate program
   1e. [ ] Other: Specify________________
   1f. [ ] No offerings available
   (If "no," please skip to **II.**)

2. Check **ALL** that apply to the current scheduling of instruction:

   2a. [ ] Daytime 2b. [ ] Evening 2c. [ ] Weekend
   2d. [ ] Other:____

3. Check **ALL** that apply to the location of instruction:

   3a. [ ] Main campus
   3b. [ ] Adjunct campus
   3c. [ ] Off-campus sites
   3d. [ ] Radio, TV, Telephone network
   3e. [ ] Off-campus independent study

4. Do you award (check **ALL** that apply):

   4a. [ ] CEU's
   4b. [ ] AVA Educational Endorsement
   4c. [ ] Other: Specify____

5. Is Financial Aid available? 5a. [ ] Yes 5b. [ ] No

6. Is catalog, brochure, and/or pamphlet available upon request? (Please send available samples.):

   6a. [ ] No pre-printed materials available.
   6b. [ ] Yes (If "yes," is there a fee?) 6c.[ ] Yes 6d. [ ] No

7. Check **ALL** that apply to the number of offerings currently available:

   7a. [ ] 1-2 courses 7b. [ ] 3-5 courses 7c. [ ] 6 or more courses 7d. [ ] workshops

8. Date of first offering(s):______________________
   Month Year

9. Estimated number of students served to date:_________

10. Are **MOST** students **currently** volunteer administrators?

    10a. [ ] Yes 10b. [ ] No
    (If "no," are MOST students **prospective** volunteer administrators?) 10c.[ ] Yes 10d.[ ] No

11. Are **MOST** students: 11a. [ ] Female? 11b. [ ] Male?

12. The age of **most** students is (Check **ONE** only):

12a. [ ] 18-25 years
12b. [ ] 26-35 years
12c. [ ] 36-50 years
12d. [ ] over 50 years

13. Check **ALL** the types of **course content** currently available:

13a. [ ] Communications Skills
13b. [ ] Social Organization/Behavior
13c. [ ] Personnel Management
13d. [ ] Social Psychology/Human Relations
13e. [ ] Volunteerism
13f. [ ] Community Organizing
13g. [ ] Management/Administration
13h. [ ] Accounting/Financial Management
13i. [ ] Grantsmanship
13j. [ ] Cross-Cultural Studies
13k. [ ] Planning
13l. [ ] Marketing
13m. [ ] Other________________

14. Check **ALL** that apply to the **faculty** involved in your volunteer management program:

14a. [ ] Full-time Faculty
14b. [ ] Part-time Faculty
14c. [ ] Adjunct Faculty
14d. [ ] Community-based Faculty
14e. [ ] State University Extension Faculty
14f. [ ] Other________________

II. Credit Programs for Volunteer Management/Administration:

1. Check **ALL** that apply to current educational opportunities for volunteer management/administration:

1a. [ ] Individual courses in volunteer administration
1b. [ ] Certificate program
[ ] Associate level - major/school________________
[ ] Bachelor level - major/school ________________
[ ] Graduate level - major/school________________
1c. [ ] Degree program in volunteer management/administration
[ ] Associate: degree awarded________________
[ ] Bachelor: degree awarded________________
[ ] Graduate: school & degree awarded________________
1d. [ ] No offerings available (Please skip to Part III.)

2. Check **ALL** that apply to the current scheduling of instruction:

2a. [ ] Full-time enrollment
2b. [ ] Part-time enrollment
2c. [ ] Daytime
2d. [ ] Evening
2e. [ ] Weekend
2f. [ ] Self-directed study
2g. [ ] Self-designed major
2h. [ ] Other________________

3. Check **ALL** that apply to the location of instruction:

3a. [ ] Main campus
3b. [ ] Adjunct campus
3c. [ ] Off-campus sites
3d. [ ] Radio, TV, Telephone network
3e. [ ] Off-campus independent study

4. Do you award credit for prior learning? 4a. [ ] Yes 4b. [ ] No

Has that been applied to this program to date? 4c. [ ] Yes 4d. [ ] No
4e. [ ] Other________________

5. Is Financial Aid available? 5a. [ ] Yes 5b. [ ] No

6. Is catalog, brochure, and/or pamphlet available upon request? (Please send any available samples.):

6a. [ ] No pre-printed materials available.
6b. [ ] Yes (If "yes," is there a fee?) 6c. [ ] Yes 6e. [ ] No

7. Check **ALL** that apply to the number of offerings currently available:

7a. [ ] 1-2 courses 7b. [ ] 3-5 courses 7c. [ ] 6 or more courses

8. Date of first offering(s):________________
Month Year

9. Estimated number of students served to date:________

10. Are **MOST** students **currently** volunteer administrators?

10a. [ ] Yes 10b. [ ] No
(If "no," are MOST students **prospective** volunteer administrators?) 10c. [ ] Yes
10d. [ ] No.

11. Are **MOST** students: 11a. [ ] Female? 11b. [ ] Male?

12. The age of **most** students is (Check **ONE** only):

12a. [ ] 18-25 years
12b. [ ] 26-35 years
12c. [ ] 36-50 years
12d. [ ] over 50 years

13. Check **ALL** the types of **course content** currently available:

13a. [ ] Communications Skills
13b. [ ] Social Organization/Behavior
13c. [ ] Personnel Management
13d. [ ] Social Psychology/Human Relations
13e. [ ] Volunteerism
13f. [ ] Community Organizing
13g. [ ] Management/Administration
13h. [ ] Accounting/Financial Management
13i. [ ] Grantsmanship
13j. [ ] Cross-Cultural Studies
13k. [ ] Planning
13l. [ ] Marketing
13m. [ ] Other________________

14. Check **ALL** that apply to the **faculty** involved in your volunteer management program:

14a. [ ] Full-time Faculty
14b. [ ] Part-time Faculty
14c. [ ] Adjunct Faculty
14d. [ ] Community-based Faculty
14e. [ ] State University Extension Faculty
14f. [ ] Other________________

15. Please estimate the level of prior formal educational attainment of your students:

Percentage:

15a. [ ] ___% College-level courses - no degree
15b. [ ] ___% Associate Degree
15c. [ ] ___% Bachelor Degree
15d. [ ] ___% Graduate work - no degree
15e. [ ] ___% Graduate Degree
15f. [ ] Other:________________

16. Please share any additional information you feel that AVA should have about this program:

III. Information on the topics listed below can be sent to you. Check ALL that are of interest:

[ ] AVA Performance-Based Certification

[ ] AVA Membership

[ ] Participation in Task Force on Higher Education for Volunteer Managers

Thank you for your assistance.

Survey responses should be forwarded in the enclosed, stamped, self-addressed envelope.

Brochures, catalogs, and pamphlets should be sent under separate cover to the same address:

Joanne H. Patton, Chair
AVA Task Force on Higher Education
c/o 650 Asbury Street
South Hamilton, MA 01982

The Administrative Connection

Gretchen E. Stringer, CVA

INTRODUCTION OF WORKSHOP OBJECTIVES AND TERMINOLOGY

This workshop was designed to accomplish two objectives: to explore the relationship between the chief policy officer and the chief operating officer, and to generate suggestions and recommendations to assist in the creation of a productive leadership team. The term "administrative connection" itself is used to delineate this unique and important relationship.

"Chief policy officer" and "chief administrative volunteer" are terms used to designate the Chair of the Board of Directors or the President of the Board of Directors—the top administrator of the group in charge of policy decisions. "Chief operating officer" and "chief administrative staff" designate the Executive Director or the President—the top administrator of the group in charge of the day-to-day operations of the organization.

THE RELATIONSHIP MERITS SPECIFIC ATTENTION

The relationship between the chief policy officer and the chief operating officer in the human service organization is key to the success of the organization. Since the success of human service organizations is central to the health of the community, this relationship merits specific attention.

The reasons a chief administrative volunteer does or does not act as a positive contributor of time and expertise to the community need to be examined more closely. The reasons a chief administrative staff does or does not act as an effective operating executive also need the same scrutiny.

THE RELATIONSHIP MAY BE NONPRODUCTIVE

There has been research and much has been written on the board-staff relationship or the board-superintendent or board-executive director relationship relating the various models and forms of management of administrative volunteers as a GROUP. In most of these studies or monographs, the direct connection between these two chief administrators, the salaried and the nonsalaried, is touched upon briefly, often authoritatively, as a given common-sense productive relationship.

The observation that I have formed through many years' experience, including being in both positions, is that when this one-on-one relationship is nonproductive, this nonproductivity can cause several negative situations.

One situation is the loss of the administrative volunteer, one who has often progressed up the volunteer career ladder from direct service volunteer to management volunteer to officer/policy volunteer, and one who may leave the organization with negative feelings. The organization also loses because of the valuable training time and effort it has expended on this same person.

Gretchen Stringer, CVA, is President and primary trainer of Volunteer Consultants, Clarence, N.Y., and Coordinator of Volunteer Development of the Central Referral Service agency of Buffalo and Erie County. She is past Director of the Voluntary Action Center of the United Way of Buffalo and Erie County and founding President of Volunteer Administrators of Western New York. She has served as an elected School Board Member, President of the Girl Scout Council Board, Founding Board Member of the N.Y. State Association of Volunteer Centers, and was Chair of the AVA National Conference in 1986. She is author of *The Board Manual Workbook* and its companion *Instructor's Guide*.

Another negative situation is the development of a competitive or adversarial relationship between the two top administrators, creating a model for expanding circles of negative connections between staff and volunteers throughout the organization. This negative influence can eventually reach the direct service volunteer who is touching the recipients of community service. This situation can in turn lead to the loss of the volunteer and a diminution and possible loss of the service to the community.

THE RELATIONSHIP CAN BE PRODUCTIVE, POSITIVE, AND EFFECTIVE

The opposite of these negative reactions is happening in organizations where positive, effective, and productive administrative connections are being formed.

The development of this productive partnership lies first in the identification of measures of effectiveness and then the requirements needed to accomplish the most pertinent measures.

To involve workship participants in identifying these, participants were requested to complete a survey as they arrived. The survey listed twenty-seven measures of effectiveness and asked the participants to assign a rating of 0 through 6 on the importance of each measure to the administrative connection.

Participants were then asked to report on their answers to the final statement that asked them to identify "the five measures of effectiveness most important."

This exercise generated the following results.

MEASURES OF EFFECTIVENESS PRIORITIZED

The group chose the five statements listed below as the most important measures of effectiveness:

TOP PRIORITY

FIRST: "your ability to manage conflict"

SECOND: "your own self-esteem"

THIRD: "your tolerance for ambiguity"

FOURTH: "clear definition of final authority"

FIFTH: "the support that your organization gives the volunteer: direct service, middle management, and senior management"

HIGH PRIORITY
(not further prioritized)

—"your associate's ability to manage conflict"

—"the self-esteem of your associate"

—"your associate's tolerance for ambiguity"

—"your agreement with the goals of the organization"

—"your associate's agreement with the goals of the organization"

—the influence that the administrative connection has on the other relationships between paid and volunteer staff"

—"your associate's respect for you"

—"the clarification to you of your associate's philosophy regarding the organization"

—"your ability to run a meeting"

—"your associate's skill at drawing up a budget"

It is interesting to note that the first three measures of effectiveness listed under TOP PRIORITY have corresponding measures listed under HIGH PRIORITY. The former are modified by "your" and the latter are modified by "your associate's." This illustrates that our participants, including both paid and unpaid executives, concluded that to strengthen the effectiveness of their partnership, they needed first to expand and build their own strengths and then to support their associates in expanding and building theirs.

We suggested achievements that can be utilized by both associates, chief policy officers and chief operating officers. This idea is also in accordance with the Association of Volunteer Administration's (AVA) mission statement that encourages us "to strengthen the profession of volunteer services management."

RECOMMENDATIONS FOR THE CREATION OF A PRODUCTIVE, POSITIVE, EFFECTIVE ADMINISTRATIVE CONNECTION

As listed above, the five TOP PRIORITY and the first three HIGH PRIORITY measures of effectiveness will be discussed here. The other measures identified as important to the development of an effective administrative connection will not be discussed in this section but stand as further recommendations.

FIRST: DEVELOP THE ABILITY TO MANAGE CONFLICT. Make an assessment of the problem, identifying whether the problem is the person or the perception that the person has; most times it is the perception. Decide whether "I" want to deal with it . . . do I need outside help? . . . someone inside the organization, or someone outside? Then act on your decision. If possible, provide training in conflict management for both associates. Buy a book at the AVA Conference such as *The Gentle Art of Self-Defense* (Suzette Haden Elgin. Prentice Hall, Inc. Englewood Cliffs, N.J. 1981).

SECOND: DEVELOP AND NURTURE HIGH SELF-ESTEEM. Count successes. Concentrate on successes. Emphasize the positive. Minimize the negative. Find balance in other parts of your life. Set realistic goals. Accept your associate as is—who your associate is does not affect who your are.

THIRD: DEVELOP TOLERANCE FOR AMBIGUITY, for uncertainty, for confusion, for lack of a firm place to stand. Sort it out, identify the ambiguity. Fix it: delineate procedures, goals, and objectives. Stick with it. Limit it: be clear about your own perceptions, ask questions to find the boundaries. Examine how your associate operationalizes the philosophy from which he/she works. Go to church. Realize that there will be some ambiguity you will have to live with.

FOURTH: CLARIFY FINAL AUTHORITY. Create good job descriptions, acknowledging that these are limited. Recognize that the responsibilities and authority of each associate need to be redefined with each change in office as the abilities and characteristics of the people change. Have the chief policy officer's responsibilities as part of the by-laws. Actually list the operational and policy responsibilities in columns and agree upon them between you.

FIFTH: DEVELOP SUPPORT FOR VOLUNTEERS at all levels of paid and volunteer staff. Join AVA and promote the organizational connection. Generate education on the dollar value of volunteering. Emphasize the fact that the involvement of volunteers stretches the staff dollar and enhances the service given.

BARRIERS TO A PRODUCTIVE ADMINISTRATIVE CONNECTION, WITH FURTHER RECOMMENDATIONS

To round out this discussion, a review of the conclusions pertaining to "the administrative connection" from a workshop held previously is called for. Barriers to a productive connection were identified. Solutions to breaking down these barriers were determined. Adding these recommendations to the conclusions drawn from this year creates a powerful plan for achievement.

BARRIERS TO A PRODUCTIVE CONNECTION

FIRST: Ineffective communication
SECOND: No management training
THIRD: Unclear mission identification/implementation
FOURTH: External influences
FIFTH: Internal conflict

Solutions to breaking down the barriers which were suggested include:

FIRST: IMPROVE COMMUNICATION. Model openness. Have a two-way flow of information. Be willing to take risks. Institutionalize procedures. Develop good job descriptions. Encourage timely sharing of business information.

SECOND: DEVELOP EFFECTIVE MANAGEMENT TRAINING. Determine training needs for both board and staff. Establish personnel assessment. Define goals and objectives. Include personnel development, both personal and professional, in continuing education.

THIRD: CLARIFY THE ORGANIZATION'S MISSION. Plan for implementation of the mission. Operationalize the mission—move from a plan on paper to reality. Establish evaluation criteria. Define and document the mission. Establish time lines for action. Have periodic review of mission. Require commitment to mission.

FOURTH: LEARN TO DEAL WITH EXTERNAL INFLUENCES. Recognize them. Develop a power base: image/credibility/influence. Do environmental assessment. Work to adjust legislation. Build community support.

FIFTH: MINIMIZE INTERNAL CONFLICT. Sharpen listening skills. Clarify roles. Keep focus. Build the ability to cope with conflict. Identify leadership traits. Further understand one's own personal style. Foster appropriate information sharing.

REWARDING AND CONTINUING DIVIDENDS

After exploring the relationship between the chief policy officer and the chief operating officer, the suggestions and recommendations that have been determined to assist in the development of a productive leadership team can be summarized in these concepts: Develop the ability to manage conflict. Develop and nurture high self-esteem. Develop a tolerance for ambiguity. Clarify final authority in your organization. Develop support for all volunteers.

Integrate into the suggestions above the following recommendations for breaking down the barriers that may stand in the way of a productive relationship and find that success is achievable: Improve communication. Develop effective management training. Clarify your mission. Learn to deal with external influences. Minimize internal conlict.

Because of the key role that the administrative connection has in the life of our human service organizations, extra effort expended to make it a success will pay rewarding and continuing dividends!

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1988 National Conference on Volunteer Administration

Soft Confrontation: Dealing With Inappropriate Behavior

Eve Gresser, DVS

INTRODUCTION

The objectives of this article are to identify inappropriate behavior by volunteer applicants and current volunteers, to present decision-making techniques to consider such behavior, and to advocate "soft confrontation" to deal with specific inappropriate behavior.

BASIC ASSUMPTIONS

As Volunteer Administrators, we are caring people who define ourselves as mentors, enablers, and helpers. It is easier for us to praise and give positive feedback than it is to give negative feedback, but we know or come to know that both can be growth-producing and life-enhancing. As supervisors, we determine the boundaries for appropriate behavior in our specific context. Therefore, we have both the right and the responsibility to deal with inappropriate behavior. Confronting unacceptable behavior, rather than avoiding or deferring, is a proactive approach which benefits the mental health of both volunteer and supervisor.

MENTAL HEALTH DEFINED

Mental health is here defined as the ability to function adequately most of the time in response to the pleasures as well as the pressures of reality. As supervisors, it is necessary for us to define and communicate our expectations for volunteers who are entering or already in our programs. Volunteers function adequately by meeting these expectations for their roles and by not exceeding stated limitations for their assignments.

THE FOUR D PROCESS

The Four D Process is a decision-making technique to consider volunteer behavior during selection interviews or in volunteer assignments. We *Define* our standards, *Determine* whether the volunteer meets these standards, *Decide* on our suitable behavior, and *Document* the reasons for our decision.

Sometimes we use the term professional to *define* suitable behavior. For example, it is professional to respect the confidentiality of our clients, patients, or users of our agency's services. Therefore, we do not allow volunteers to use client records for religious, political, or commercial pursuits. We expect volunteers to respect agency property and services. Therefore, we limit phone calls on non-agency business. We define our standards through written and verbal guidelines and instructions. We write mission statements, policy and procedure manuals, job descriptions, and program handbooks. During interviews and conferences, we state verbally what we want volunteers to do and what we do not want them to do. Thus we set both our expectations or

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tasks and our limitations or boundaries to define appropriate volunteer behavior.

Next, we *determine* if an applicant meets or can meet these standards, or if a current volunteer is acting in accord with tasks and boundaries. For this determination, we use another decision-making technique, that of interviewing. By means of questions to elicit information and by reflective or exploratory statements, we determine whether we want to accept applicants or retain volunteers.

Questions can be open-ended, forced choice (limited alternatives), or yes-no. Primary questions initiate a subject; secondary or exploratory questions follow up if an answer is insufficient. Reflective statements show our understanding and acceptance of responses. As interviewers, we discover information, clarify issues, and explore concerns.

Primary or basic questions obtain information on skills, background, experience, interests, and goals. Examples:

What have you enjoyed in a former vollunteer job?
What didn't you like?
What kind of people are you most comfortable working with?
Are there people you would be unable to work with?
What would you consider to be an ideal job?
How would you describe your energy or activity level?
What makes you really angry? How do you show anger?
Tell me about your family. Who has been most influential?
What has been your major achievement so far?
What was your biggest disappointment?
Is there anything you'd like to change about yourself?

Secondary, follow-up, or probing questions:

I see. Go on. And then? Tell me more. Please continue. Yes? What happened then? And? That's interesting ... what else? Explain ... How did you react to ...? Please define ... for me. I'm not sure I understand. What about ...?

Also, in follow-up questions, we may re-state with a different emphasis if the original answer was unclear or insufficient. Follow-up probes communicate our interest in accuracy and greater understanding. We do not attempt to invade privacy or ensnare the interviewee.

Exploratory questions are helpful to elicit concerns:

What problems do you know of that might affect your work as a volunteer?
Are you under a doctor's care?
Are you taking medication to help with your problems?
I have some concerns about your fitting in to our program.
I need to know more about ... before I decide if we have a suitable assignment for your skills and interests.

After the interview or conference, we make a *decision* based on our standards and on the information we have learned. Our options are: to accept the applicant (or retain the current volunteer); to accept or retain with a specific concern about the person's behavior; to reject an applicant (or to end a volunteer's affiliation with the program); or to transfer or refer the applicant/volunteer to another placement or agency.

If we choose to accept or retain, we can either give or withold feedback. If we choose to accept or to retain with a specific concern, we need to give feedback to explain this concern. We describe the inappropriate behavior and set limits through a contract (a set of statements to which both persons agree, containing clear expectations and a time frame for change). For example, we may say to a volunteer: "We need to talk about your excessive use of the agency's phones for personal calls. According to the *Handbook*, volunteers may make brief, necessary, local calls. When this month's phone bill arrived, I saw that you had called your relatives in Minnesota, New Mexico, and Alaska. This is an abuse of your telephone privileges. You will need to pay the long distance charges and limit future calls to local exchanges only. If you are not willing to accept this, you may not continue to volunteer here."

If a volunteer's inappropriate behavior is caused by a misunderstanding of an agency or program guideline, or by a lack of knowledge about tasks, explaining or clarifying the set limits will probably enable the agency to retain the volunteer.

Rejection of an applicant or termination of a current volunteer challenges our supervisory skills. In both instances, it is the mark of a highly functioning and mature volunteer administrator to be able to discuss pertinent issues calmly and professionally. With an applicant, we can use neutral phrases about the inability to fit the applicant's skills to the program's needs. Or we can provide specific feedback which may help the applicant in future interviews.

But when we end the affiliation of a current volunteer who has established a long relationship with other volunteers, staff, and the agency, we especially need to use good interpersonal and communication skills to present reasons for our decision.

In situations in which the applicant's interests or the current volunteer's behavior do not fit into an available assignment, we can refer or transfer. Our knowledge of placements in other community agencies enables us to help the person to discover a more suitable assignment. Effective networking among volunteer administrators adds to the strength of volunteering. We can only win by finding a good match for every potential volunteer. We lose if we try to retain unsuitable applicants or poorly-functioning volunteers.

The last step in the Four D Process is to *document* our decision. This documentation can be in the form of minimal notes or as a more structured record on the application or timecard. Documentation provides a reminder in case of future questions by noting specific verbal and nonverbal behavior observed during the interview or on an assignment. Hospital personnel know the rule, "If it's not documented, it didn't happen."

"SOFT CONFRONTATION"

This is a reasonable, appropriate, and responsible approach for supervisors. It consists of negative feedback, given to help the receiver. It is constructive if the intention is to improve communication by letting the volunteer know how her or his behavior affects others. It is gentle in intention and firm in delivery.

To prepare for soft confrontation, schedule a private interview and plan the agenda. Use I-messages and be specific about observed behavior. Be descriptive and objective but not judgmental. Give feedback about behavior that can be changed. As an example, we may tell a current volunteer: "I noticed that you were giving out campaign literature to visitors while you were covering the Information Desk today. Hospital policy does not allow this. Please do not do it again."

Provide only the amount of feedback that can be absorbed; do not overload with many and various concerns at one time. After describing the unacceptable behavior, soft confrontation concludes by stating the behavioral change required *and* the consequences of no change. In the foregoing example, we can say, "If you do this again, you may not volunteer in a public contact assignment."

Permission is an important component of soft confrontation for both giver and receiver. Ask permission to provide feedback. The receiver has the option (permission) not to listen or, having listened, the option not to change. Permission in an initial interview can be invited by saying, "I believe that your particular interests do not match our needs. Would you like to know why I think this?" If the person withholds permission, we still have to deal with the original issue, but now we have additional behavior to consider.

INAPPROPRIATE APPLICANT BEHAVIOR

Examples of applicant behavior which arouse concern during an interview are:

1. Unsuitable appearance indicating that the person will not conform to dress code or cleanliness requirements, or any specific nonverbal behavior that is clearly out-of-bounds and can be described. For an illustration, an applicant who compulsively rearranges the office files and moves office furniture around during

the interview is showing describable behavior that is not appropriate to the situation.
2. Evidence of substance abuse, such as a strong odor of alcohol and slurred speech, red eyes, shakes, or needle tracks.
3. Inability to give a reasonable, coherent, and acceptable motivation for volunteering. An applicant who mentions that she intends to find out just why her neighbor received program funds as soon as our confidential client records are available is definitely not a suitable candidate. Listen for hidden agendas.
4. Expression of intense religious or political convictions which imply an intent to proselytize for these beliefs.
5. Excessive fear of making an error or constant criticism of others.
6. Talking aloud to self (not just reminders, but two-way conversation).
7. Emotional instability or immaturity. But judge this in relation to the applicant's age and life experience. We do not expect teenagers to have fully formed goals and philosophies, but we do expect them to act and think appropriately for their ages.
8. Lack of an effective support system. Does the applicant have a source of emotional support, or does it seem as though we are the potential "mother"?

INAPPROPRIATE CURRENT VOLUNTEER BEHAVIOR

Problem volunteers are those whose behavior is outside the boundaries of acceptable limits for their roles in the agency. They show dysfunctional patterns (not just isolated incidents) by continued acts or statements which are clearly unsuitable and unacceptable. Dysfunctional behavior patterns are shown by:

1. Victims who act helpless or passive and frequently ask to be rescued.
2. Social isolates who are reclusive and depressed.
3. Persecuted ones who say: "It's not my fault. Other people are responsible for all my problems."
4. Scapegoaters who distrust and dislike persons of different racial, religious, cultural, national, or social backgrounds or lifestyles.
5. Substance-abusers.
6. Power-players who have a strong need to control or a healer complex. Their attempts to rescue clients may interfere with the professional staff's roles in the agency.
7. Perfection-seekers who are extremely anxious about errors.
8. Acters-out who break and/or test rules constantly.
9. Persons who take agency property or misuse agency services.

There are, however, some inappropriate and less serious behaviors or isolated incidents which we can ask the volunteer to change. It is as important to find out the volunteer's concerns as it is to explore the issues we have. For instance, a volunteer who frequently criticizes agency policy or professional staff may actually be in an assignment that is unsuited to her or his interests and skills. Or, the volunteer may not know the reasons for the policy. Or, the professional staff member's expectation for the volunteer may differ from ours. Through feedback and interviewing questions, we can explore issues, ask for change, and even improve volunteer-staff relations.

If certain volunteers profess to dislike each other, a strategy is to assign them to work together on an important and time-limited task. When the task is done, hold a meeting with these volunteers to talk about both the work and the process of working together. This strategy can improve understanding and encourage acceptance of differences.

CONFRONTATION: AVOID IT OR PRACTICE?

Of course we prefer that everyone likes us all the time. Unfortunately, with maturity, we conclude that this preference is irrational and unrealistic. So even though we believe that soft confrontations will help people to achieve their goals by learning how their behavior affects others, we may still avoid or delay confrontation because it is uncomfortable. We hope that the problem will go away. Although sometimes the problem person goes away, this is not a final solution because our avoidance remains.

We can learn soft confrontation, giving negative feedback in a constructive and loving way, by practicing roleplays with trusted staff and friends, by taking a course in or reading about assertiveness, by telling ourselves that we can do it and we want to do it (self-talk), or by imagining a totally successful confrontation with a win-win result (visualization).

Roleplays are the most emotionally gratifying technique to practice giving feedback since roleplays themselves are therapeutic. We can do reverse roleplays, in which we play the role of the person whose behavior is causing problems. This mini psycho-drama enables a walk in another person's attitudes. During roleplays, we can rehearse, invent, and try alternatives. We can ask creative questions, make hypothetical statements, and develop tentative or even final conclusions.

In learning soft confrontation, it is most useful above all to be aware of our true roles as administrators who carry out the mandate of our agency. By remembering that our programs exist to serve our patients and clients and that volunteers provide the means to help accomplish the agency's mandate, we can convince ourselves to make a commitment to the necessity of confrontation.

CONCLUSION

This article has identified types of inappropriate behavior by incoming and current volunteers, described decision-making techniques (the Four D Process and types of interviewing questions), and advocated for soft confrontation. In conclusion, here is advice from a wise therapist and mentor: "People don't get cured. Only leather gets cured. People can make the choice to change. Trust them."

As enablers and helpers, let us trust that volunteers *can* choose to behave appropriately and, by so doing, fulfill their chosen objectives and their volunteer assignments.

1988 National Conference on Volunteer Administration

Breakfast Discussions: Summary of Information Collected at the 1988 Conference Round Table Breakfast

Pat Loose

At the Sunday morning session of the 1988 AVA Conference (Denver, Colorado), breakfast round table discussions were held. Each table discussed specific questions generated by the keynote addresses presented earlier in the conference. The relevance of the topics resulted in many lively conversations. The following is a brief summary of the participants' responses to each question.

Daniel Burrus, a noted futurist who related innovations in science and technology to the field of volunteerism, presented 20 cards, each one of which represented a look at the technology of the future; how can we apply the 20 cards to volunteer management?

- New technology will release both volunteers and staff from paperwork, thereby allowing more time for human contacts and services.
- Volunteers will need more training and retraining.
- New technology will attract younger volunteers who already have these skills.
- New technology will increase demand for more volunteers to add the human touch.
- Volunteer administrators need to be open to change while continuing to assess their needs and resources.

Jennifer James, cultural anthorpologist, columnist, and media personality, talked about people who bring energy into situations and those who take away energy; what can we do to bring energy into volunteer management?

- Develop regular and creative types of recognition.
- Create opportunities to develop skills and experiences through special training.
- Promote referrals into other volunteer programs for those applicants who do not fit into your programs.
- Delegate more responsibility to the volunteers.
- Include volunteers as part of the team through evaluations, training, recognition, meaningful job assignments.
- Recruit volunteers to assist with program management and assist the volunteer administrator.
- Recruit volunteers for specific assignments with volunteer input and creativity in completing the assignment. (Have the volunteer do what he/she does BEST.)
- Expand "future view."

Several of the group made these suggestions for having POSITIVE ENERGY:

- Keep a positive attitude and positive approach.
- Energize the field by educating the community that volunteer administrators are professionals.
- Network with other volunteer administrators to build on other crea-

Pat Loose, Community Programs and Youth Specialist of the Mile High Chapter (Denver, CO), American Red Cross, assists the service centers in implementation of community programs such as Transportation, Shopping Service, and Youth Leadership Development Centers. Pat graduated from Colorado State University in Fort Collins, Colorado, and has held a variety of jobs including teaching, retail sales, and her own business.

tive ideas.

- Have a positive attitude towards new technology (don't be afraid of changes).
- Recognize that "there are always toads"—Marlene Wilson.
- Focus on own sources of energy renewal (attending workshops, conferences, getting professional certification, publishing own work).
- Have clear job descriptions with appropriate volunteer placement.

Jennifer James mentioned windows of opportunity; what are the windows of opportunity for us as volunteer managers?

- Promoting benefits of volunteering by recruiting within schools/children's organizations, seniors' organizations, and other groups.
- Sharing conference/training/workshop ideas.
- Advocating for "fringe benefits" for volunteers to help meet such needs as day care, meals and transportation.
- Understanding global views to demonstrate equality.
- Working to create community systems of volunteer activity.
- Educating other agencies and government to the cost of administering volunteer programs and the need for adequate funding.

National political figure and mayor of San Antonio, Texas, Henry Cisneros discussed the implications of the dimensions of social change; what are the implications of the three dimensions of permanent change mentioned below in volunteerism?

Change No. 1: *Distribution of income, change in economic mix and creation of a permanent underclass.*

- Focus volunteer efforts (recruiting of and participation by volunteers) to match the percentage of the population we are servicing. For example, if 20% of the population we serve are seniors, we should focus 20% of the recruiting efforts within the senior community and 20% of the volunteers should be seniors.
- Encourage target populations to plan innovative programs that will involve them in solving problems in their own community.
- Solicit financial contributions from the target populations because giving is more generous when recipients are closer to the contributors.

Change No. 2: *Changing demographics, as exhibited in the growth of minority populations.*

- Find ways to involve and attract minorities, males, and others in the work of AVA.
- Invite minority leaders to do "Think Tanks" on recruiting volunteers.

Change No. 3: *Implications of permanent change in volunteerism because of the decentralization of political life.*

- Consider an opportunity for volunteers and volunteer agencies to organize citizen action groups to address specific community issues.
- Consider an opportunity for volunteers and volunteer agencies to participate in hands-on service delivery of community programs—a "grassroots" approach.

Henry Cisneros referred to the impact of change on volunteerism; how can we as volunteer managers effect increased local responsibility, demographic inclusiveness, and a commitment to action in our communities?

- Change in volunteerism forces us to find new solutions to both old and new problems, such as forging alliances with other service providers: non-profit agencies, for-profit agencies, and/or government agencies.
- Develop education and training programs for and within the community to utilize volunteers from client groups to achieve demographic inclusiveness.
- Look at the services which target populations need as well as resources they can provide (*i.e.*, volunteer board members, speakers, trainers).
- Empower citizens to do for themselves as a natural extension of what we are doing now. For example, youth leaders can teach youth leadership classes in the community.
- Have programs that attract entire family units as volunteers.

- Design programs for youth volunteers so they can learn workplace skills.

In conclusion, the futuristic ideas presented by the keynote speakers complemented the conference theme "Designing Tomorrow Today." The conference participants, by discussing and analyzing the ideas with their peers, left the conference with concrete plans for implementation when they returned to their communities.

Volunteer and Volunteer Coordinator: Working Together and Liking It

Gail McNulty and Shirley Klatt

INTRODUCTION

Based on our collective hospice experience and since we have been both volunteers and volunteer coordinators, we had a number of practical ideas that could be shared with other volunteers and coordinators. We also had experience as workshop leaders and attendees and knew how valuable workshops were when participants were encouraged to share their own experiences. Our purpose, therefore, was to give workshop participants the opportunity to express their wisdom and their problems, and in so doing employ the collective genius of the audience. Each person could leave the workshop feeling empowered, by looking at the positive things they were already doing on the home front, and determined to use the wisdom of the group as it applied to him/her.

WHAT WE LIKE AND DON'T LIKE ABOUT VOLUNTEERS

Participants shared their likes and dislikes about the volunteers they were coordinating. We like volunteers because they are enthusiastic, dedicated, flexible people who want to make a difference. They make a commitment and they follow through on that commitment. They have the ability to change as well as work well with staff. We don't like volunteers when they are too judgmental and don't follow through. Sometimes they feel they are second class citizens, and Volunteer Coordinators have to work hard to give them a feeling of importance. It's hard when a volunteer thinks he/she knows how to run the program better than the Coordinator does, but that's frequently the source of good ideas. Volunteers often complain to other volunteers rather than to the Coordinator. Sometimes they are too committed and get burned out, despite the best efforts of the Coordinator. It can be difficult when a volunteer doesn't understand the importance and legal aspects of confidentiality.

WHAT WE LIKE AND DON'T LIKE ABOUT VOLUNTEER COORDINATORS

When the audience donned their volunteer hats, they had additional wisdom to share. We like Coordinators who give on-going recognition, evidence of their ability to be sensitive to both volunteer and agency needs. We liked their accessibility. And we felt that Volunteer Coordinators had the ability to think on their feet and stay calm in a crisis. We didn't appreciate a Coordinator who listened, but took no action. We didn't like being involved with a Coordinator who wasn't prepared for the situation at hand. Insincerity was a red light. When a Coordinator broke the confidentiality guidelines, that was very hard to take.

Gail McNulty was the Volunteer Coordinator for the Hospice of DuPage for eight years. In addition to her work with Hospice Volunteers, she shared her growing expertise through speaking and conducting workshops. Now working with the DuPage County Health Department, she has expanded her support of peers through work with DuPage County, Chicago, and Regional AVA. *Shirley Klatt* worked with the DuPage County Health Department as Volunteer Services Coordinator for five years prior to assuming her present position as Administrative Assistant. Since 1956 Shirley has been providing training to paid and volunteer staff. A lifelong volunteer, her work with the Hospice of DuPage, begun in 1985, continues today.

RESPONSES TO WHAT WE DON'T LIKE

Judgmental volunteers: It is ethical and natural to make judgments for that's how we decide what it is we believe in. It's possible to work in a caring, giving manner, even when we don't agree with the person we are caring for. It's when our judgments get in the way of the caregiving that we must change our assignments. That's o.k., too. No volunteer is able to care for every personality or do every job, although we sometimes expect that we "SHOULD." As Volunteer Coordinators, it's our job to see that volunteers take a realistic look at relationships and to see a change as positive rather than a failure on anyone's part. When the Coordinator sees judgmental behavior escalating, that's the time to have a conversation about expectations.

Lack of follow-through: Having policies in place helps us to handle this problem in the easiest, least accusative way. State your procedures clearly, including what happens if the procedure isn't followed. Include the steps that lead to termination, and follow them.

Volunteers' feeling they are second class: Include a staff person who works with volunteers in the training class/process. Ask staff to talk specifically about what volunteers have done and services that have been provided that weren't possible before a volunteer was in place. Ask the volunteers who present parts of the training to talk about situations and feeling treated just like staff, where that happens. Encourage supervisors to be generous with honest praise. Attend to any problem of insecurity as soon as it is brought to your attention. A one-on-one discussion may be needed to determine if the volunteer has been misassigned.

Know-it-all volunteers: In a situation like this, simply state your feelings; *e.g.*, "When you tell me you know a better way to do the filing, I feel defensive. Let's see if we can figure out a way you can offer suggestions that will make me feel like I'm being helped, instead of being criticized. Maybe if you say, 'What do you think of. . . .', or 'I've got an idea about the filing system I'd like to share with you.' "

Complaints: Share with volunteers, in person or through a newsletter format, some of the suggestions you've had from volunteers and how you've used them. Tell a story about how morale was affected when volunteers complained among themselves without involving the Coordinator. Show how sharing problems with the proper person can benefit all.

Burnout: Control this by limiting volunteer hours. After a person has been a part of the agency's program for a while, you may decide it's o.k. to increase those hours. As a general rule, ask people to give between one and four hours a week to start.

Confidentiality: Use your confidentiality agreement as part of your policy on volunteer termination. Stress the importance of confidentiality repeatedly. While a volunteer may plead ignorance, there is absolutely no excuse for a professional to violate the confidence of a volunteer or agency; if this happens, the professional must be confronted. If you're a volunteer, explain your feelings. If you aren't satisfied, see the professional's supervisor. If the agency doesn't have a confidentiality agreement, write one and have volunteers and staff sign it. On this issue, all must be professional!

Coordinator who listens, but takes no action: As Volunteer Coordinators who encourage feedback from volunteers, it's essential to explain the format for feedback; *e.g.*, "I'm open to anything volunteers have to say. I'll listen, think and decide. If you don't like my decision, you have the right to go to my supervisor. We encourage you to exercise that right." Putting this in policy form helps the volunteers to see they are not powerless to effect change. Tell the volunteers why you will or won't or can't use their suggestion. Be honest!

Not being prepared: When you've been coordinating volunteers for a long time it's easy to rely on "making it up as you go along." That doesn't seem to work these days. Volunteers are often professionals themselves, busy people who are looking for a valuable, personally rewarding experience. These busy people will want job descriptions and written policies and procedures. If you waste a volunteer's time, he or she will go elsewhere. Be prepared!

Insincerity: Being a Volunteer Coordinator can sometimes mean having what seems like a perpetual smile on your face. We must remind ourselves to give deserved praise, not empty praise. Overenthusiasm is as bad as condescension. Be real!

RESPONSES TO INTROSPECTIVE QUESTIONS

After asking the audience a series of introspective questions, we summarized the responses and discovered nuggets of immediate value to all.

What do you wish your supervisor would do that he/she doesn't?
We are looking for increased sensitivity from our supervisors, more feedback, and a feeling that they know what we are doing. More than anything, we agreed it would be a real treat to have our supervisors "waste time" with us.

What would you like to change about your style?
We would like to spend more one-on-one time with volunteers. We would like to be more laid back, at the same time we'd like to be more professional. We want to feel as though we had the luxury of handling our affairs in an unhurried manner. We would like to give volunteers more responsibility without worrying about the unknown, take a chance on them. We'd like to acquire the gift of making quick, correct decisions, when we need to, which is always.

What won't you budge on?
We insist on quality training. We will be honest, even when it hurts. We will not provide volunteers for assignments we feel are inappropriate. We want to *keep feeling like a peer to volunteers*, as we want them to feel they are peers with the people they are helping.

What do you do with or for volunteers that you don't do for paid staff:
We provide more support and praise. We hug them and take them to lunch and talk on the phone forever. We give in more often because we can afford to be more flexible.

In your experience as a volunteer, what is the thing you've most appreciated about the Volunteer Coordinator?
We like that support, those organizational skills, that accessibility and those sincere words of praise. We can take it when we are confronted in a professional way. We like the kind of supervision that helps us to grow to our greatest potential in this job at this time in our lives.

If others were describing you, as a Volunteer Coordinator, what is one word they might choose?
We think others see us as enthusiastic, friendly, compassionate, and supportive. We are warm, funny, capable, and intelligent. We are patient and easy to be around.

CONCLUSION

We touched on a lot of information in this workshop and, although we were not able to elaborate on every part of it, our purpose was met. One participant wrote in her evaluation, "Excellent small group participation—a new look at myself as Director of Volunteer Services." People left the workshop with new food for thought and we agreed that we are, indeed, Volunteers and Volunteer Coordinators: Working Together and Liking It!

Book Review

Arlene Fink and Jacqueline Kosecoff: *How to Conduct Surveys: A Step By Step Guide.*

John G. McNutt, ACSW

How to Conduct Surveys: A Step by Step Guide. Arlene Fink and Jacqueline Kosecoff. Newbury Park, CA: Sage Publications. 1985. 118 pages.

Survey research is often a difficult and complicated task for volunteer administrators. Program directors often lack the technical knowledge to effectively perform needs assessments, staff and volunteer attitude studies, and client satisfaction surveys. Fink and Kosecoff have made this kind of research more accessible by writing a clear and well-organized book that helps the reader design, implement, and analyze surveys.

The book begins with a short discussion of survey research and the topics that are appropriate for such research. This first chapter discusses the process by which surveys are done and deals with significant problem areas that the researcher might encounter during the research effort.

The next two sections deal with designing and perfecting the questionnaire. The authors provide a great deal of practical advice that will be useful to both novices and experienced researchers. The section on question writing is especially sound and the examples of good and bad questions are excellent. There is also information on training interviewers, pretesting, reliability and validity assessment, and ethical issues. The section on reliability and validity could have been a bit more extensive.

Sampling is dealt with in Chapter Five. The easier techniques were well covered, but some of the more complex designs lacked sufficient detail. The section on cluster sampling, for example, oversimplified the process. A person without additional training would find it difficult to do an effective cluster sample with the information that Fink and Kosecoff provide.

The final chapters deal with study design, data analysis, and the presentation of findings. These chapters are, again, quite brief. The study design section provides a nice overview of the basic issues. The ideas are presented with exceptional clarity and the examples are very helpful.

The data analysis section is also well presented. The process of data analysis is clearly outlined. Fink and Kosecoff do a very good job of explaining the logic behind various statistical procedures. Many readers will need help with actual use of some of the techniques that are discussed, particularly Analysis of Variance. On the other hand, the reader will be in a much better position to make use of consultation after digesting the excellent discussion that Fink and Kosecoff provide.

The final section includes an extensive discussion of reporting and presenting data. The authors tell how to write up a report and do an oral presentation. There is also good advice on using charts, graphs, and tables.

This is a very useful book. The tone is

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down-to-earth and the writing style is clear and personal. The examples are excellent. Fink and Kosecoff have made basic survey research easy to understand and accessible. While the book deals somewhat superficially with some issues, it provides sources for the reader who wishes to know more.

Perhaps this book's greatest contribution is that it makes survey research seem possible for the average practitioner. Too often, research texts make the process look so difficult and foreboding that no mere mortal should ever attempt it. It's about time that research became less of a black art and more of a helpful management technique.

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GUIDELINES FOR SUBMITTING MANUSCRIPTS

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

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

volunteerism: anything related to volunteers or volunteer programs, regardless of setting, funding base, etc. (so includes government-related volunteers)

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

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

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—what advice would the author give to others attempting a similar program?

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

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C. With the three copies of the manuscript, authors must send the following:

1. a one-paragraph biography, highlighting the author's background in volunteerism;
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G. First person articles are acceptable, especially if the content of the article draws heavily upon the experiences of the author. This is a matter of personal choice for each author, but the style should be consistent throughout the article.

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

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

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Judy Helein
Conference Chair

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