ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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THE JOURNAL OF VOLUNTEER ADMINISTRATION

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The mission of the Association for Volunteer Administration (AVA), an international membership organization, is to promote professionalism and strengthen leadership in volunteerism. Members include volunteer program administrators in a wide variety of settings: agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers.

Membership in AVA is open to salaried and non-salaried persons in all types of public, non-profit, and for-profit settings who choose to join with AVA to promote and support effective leadership in volunteerism.

AVA is an association run by its members. Active committees include Public Information, Professional Development, Resource Development, Pluralism, Marketing, and Public Issues. Members also plan the annual International Conference on Volunteer Administration, a major event held each year in a different city in the United States or Canada. This conference provides participants the opportunity to share common concerns and to focus on issues of importance to volunteerism.

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

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

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Editor's Note

A distinguished AVA member, an individual, and an organization were honored at AVA's International Conference on Volunteer Administration (ICVA) held in Calgary, Alberta in October 1996.

The Harriet Naylor Distinguished Member Service Award recognizes an AVA member for outstanding contributions to AVA through leadership, advocacy, research, publication, program development, and management. In 1996 the recipient of the award was **Jeanne H. Bradner** for her contribution to the growth and development of volunteerism in our time, and her unique ability to look toward the future and apply it to the present. Her remarks accepting the award are printed in this issue. The award honors the memory of Harriet Naylor, a mentor to many, who worked tirelessly to promote recognition for the profession of volunteer administration, strongly supported AVA, and is known for the book she wrote in 1967: *Volunteers Today: Finding, Training and Working with Them.*

The Individual Service Award is given for service as an outstanding role model and mentor, for service through work that has significantly improved volunteerism, and/or for service to the field through unique study and/or research. The 1996 recipient was **Lt. Col. Ronda Bollwahn.** In her career with the Salvation Army she made major contributions to the effectiveness of volunteer efforts in developing a national volunteer manual and disaster manual, and training volunteers and volunteer managers throughout the United States, Canada, Sweden, and Bermuda.

Organization Service Awards recognize organizations or corporations that promote volunteerism, provide a service through a unique model, and/or have made a major impact in a specific arena. The 1996 recipients were the Volunteer Centre of Calgary, Alberta, and Carroll Community College of Westminster, Maryland. The **Volunteer Centre of Calgary** was honored for its progressive attitude and creative response to the needs of the community and the volunteers who serve Calgary and, indeed, all Canada. The award to **Carroll Community College** honored its Non-Profit Center for Learning that addresses issues pertinent to the profession of volunteer administration through classes—based on AVA competencies—for volunteer managers in rural Maryland and surrounding areas.

The articles in this issue offer a sampling of ICVA workshops and talks. They reflect the often stimulating dialogue that developed around some of the important concerns of the day. We present a panel discussion on public issues that affect volunteerism in the United States, Canada, and New Zealand, and the thoughts of a keynote speaker on how an understanding of diversity affects us personally, professionally, and organizationally. Workshop presenters will tell you about youth volunteerism, conflict resolution, and automated data management systems.

On the back cover of this issue is an announcement for the 1997 ICVA to be held in Norfolk, Virginia. Now, more than ever, we are finding that communities are reliant on their own citizens to step forward and act. These "magicians" require management and guidance if they are to effect long-term solutions to community needs. Well-trained leaders enable others to use their energy, enthusiasm, and entrepreneurial spirit to turn community dreams into reality. Come to Norfolk from October 29 - November 1, 1997 where we will "Celebrate the Magic!".

My thanks to **Susan Ellis** who, for the second year in a row, helped me stimulate and select submissions from ICVA presenters for the spring issue of THE JOURNAL. And a warm welcome to our new editorial reviewers: **Linda Graff, Jackie Hart, Suzanne Lawson, Barbara Lightheart, Heller An Shapiro,** and **Betty Stallings.**

Marjorie M. (Mitzi) Bhavnani
Editor-in-Chief
Spring 1997
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1996 International Conference on Volunteer Administration

1996 Harriet Naylor Distinguished Member Service Award Introduction

Jeanne Bradner, to quote her nominator, is "a living, breathing example of leadership, collaboration, and personal commitment to the values of volunteerism." She is clearly one of the major contributors to the growth and development of volunteerism in our time and has the unique talent to look to the future and apply it to the present.

Jeanne has served in a number of high-profile leadership positions both locally and nationally. She has served as Illinois' Director of the Governor's Office of Voluntary Action and as Region V Director of ACTION advocating for the professional development of volunteers and volunteer administrators alike. She currently manages the Illinois Commission on Community Service where, through her leadership and insistence, all AmeriCorps programs in her state actively engage community volunteers in their programs. She has held various positions within AVA: Chair, Public Issues, Chair of the Awards Committee, and President Elect of the AVA Board. She has chaired numerous local committees and is a leader in the development of a system for outcome-based evaluations for volunteer programs in Chicago.

She has been and continues to be an advocate for proposals that would provide "good Samaritan" and volunteer liability legislation. She continues to advocate for collaboration in these times of downsizing through her work to design the Metro Chicago Volunteer Coalition which will mobilize 7.5 million people in an effort to empower and improve communities. In addition to preparing two books for publication, she continues to serve as a role model through her own volunteering efforts for the Red Cross and as past-Mayor of her home town, Winnetka, Illinois.

Jeanne Bradner has made significant contributions to the field of volunteerism and to AVA through her wisdom, energy, and vision. AVA is proud to name her the 1996 Harriet Naylor Distinguished Member Service Award Winner.

AVA Awards Committee: Carol Todd, Chair, Muffin Clark, Peggy Sue Mihata-Zimmerman, Connie Pirtle (Cheryl N. Yallen, Board Representative to the Committee)

1996 International Conference on Volunteer Administration

1996 Harriet Naylor Distinguished Member Service Award Acceptance Speech

Jeanne H. Bradner

I want to thank each and every one of you for this honor. To me the Harriet Naylor Award stands for our commitment to citizen involvement in our society, something I believe in wholeheartedly. I often speculate about what we could accomplish if we could get the 50 percent of our population who are not involved to become involved. Think what changes in communities could take place.

I agree with the person who said, "I don't stay home worrying about the things I can't change; I get out and change the things I can."

One of my own personal missions has been to tell other people how important AVA is in facilitating citizen participation and also reminding AVA members—particularly new members—how absolutely essential this profession is. Not well paying, perhaps, but ESSENTIAL.

This summer I was reminded of the difference between transactional leadership and transformational leadership and I thought: We in AVA are very good and work very hard at transactional leadership—the exchange of value from volunteer work, meeting the needs of the volunteers while meeting the needs of the community, the win/win relationship. But it seems to me we need to remember that while the principles of transactional leadership are important to our understanding of others' motivations, we are even more importantly transformational leaders. We are transforming people in terms of their own self-esteem. How many volunteers say, "I got more out of it than I could ever give"? We are transforming our agencies and organizations and, most significantly, we are transforming our communities.

So, while I don't for a minute suggest we change our name to the Association for Transformational Leadership, I do suggest that we write the words "transformational leadership" on a 3" x 5" file card, tape it someplace over our telephone, and remind ourselves every day that this is our business, the absolutely essential business that we are in—even on those days when the people, the communities, and the agencies and organizations we work with seem most stubbornly to resist transformation!

Thank you again, and thank you for all YOU do to change your own corner of the world!

1996 International Conference on Volunteer Administration

EXPLORATION OF PUBLIC ISSUES IN THE UNITED STATES, CANADA, AND BEYOND

I.

ABSTRACT

Volunteerism in Canada has grown out of an early history of citizen action supported, in post-World War II Canada, by the emergence of strong involvement by government in the voluntary sector. The resulting dependence on stable funding and directional management from provincial and federal governments has colored the nature of volunteerism in Canada. Faced in recent years with massive cutbacks and government-led reform, voluntary organizations have struggled to find their way in a "new" world. Volunteer centers, directors of volunteers, and volunteers themselves have been challenged to adapt. The Canadian voluntary sector is still struggling with the fall-out from change and faces many challenges heading into the next century.

Trends in Volunteerism: A Canadian Perspective

Paddy Bowen

In October 1996 I attended AVA's marvelous International Conference on Volunteer Administration in Calgary. Having started as executive director of Volunteer Canada some 10 months before, this was my first introduction to the lively and stimulating community of volunteers administrators. The mix of Canadians and Americans—with the odd Brit and New Zealander thrown in—made the experience even richer.

It has been said that Canada doesn't have a real culture of its own and that we borrow and adapt from our neighbors to the south and lean heavily on our British heritage. In fact, I think that a very particular character and culture has developed out of that mix. It is clearly reflected when we look at the voluntary sector in our country.

As in the United States, many voluntary organizations in Canada grew out of citizen action, originating in churches and synagogues, agriculture cooperatives, and community associations. However, somewhere in the World War II years both the federal and numerous provincial governments in Canada began to provide significant support to voluntary organizations. Canadians were very comfortable with the resulting model of services that combined government funding with charity/non-profit organizational delivery. One of the best known examples of this is Canada's health care system which to this day is virtually 100 percent funded by government and delivered by independent—although heavily regulated—hospitals.

Canada's voluntary sector quickly

Paddy Bowen is the executive director of Volunteer Canada: the Canadian Association of Volunteer Bureaux and Centres. Volunteer Canada is mandated to support and facilitate the work of volunteer centers in Canada and to promote volunteerism. The author is a social worker who has worked at the national level in home care and with disadvantaged youth for more than 10 years. She has also worked at the community level in social agencies including youth employment programs, facilities for special needs adults, and rehabilitation workshops.

became dependent on government funding and support. In some cases, the vagaries of politics and their bureaucracies were as responsible for the emergence of a new service as was community need. Again the hospital sector provides a good example: The province of Saskatchewan built more than 100 rural hospitals in the 20 years after World War II. Most of them were built for politically expedient reasons. People in Saskatchewan, however, soon grew attached to and proud of their hospital system. Other examples abound: youth employment programs, senior citizen resource centers, housing cooperatives—many of which have come and gone as successive governments flirted with various popular social issues. However, on the plus side, thousands of voluntary organizations benefited from government funding that often spanned many years.

The peculiar nature of the relationship that developed between government and the voluntary sector in Canada also affected the nature of volunteerism. Many volunteers worked in settings where funding was never an issue. Strong traditional organizations like the Red Cross, United Way, Canadian Cancer Society, and countless others benefited from the work of millions of volunteers. With few exceptions, Canadian communities didn't need or have volunteer centers, since government continued to provide the lead in the funding and even management of the voluntary sector.

Enter the 1980s when governments at all levels (federal, provincial, municipal) began to realize that somewhere along the way debts had piled up and they were in a fiscal deficit situation. Slowly the politics of growth and development were replaced with downsizing, cutbacks, reorganization, and reformation. Increasingly small "c" conservative governments were elected. In the late 1980s, in the largest province of the country (Ontario), the first-ever, fiscally conservative, socialist government took office under the New Democratic Party of Ontario. For many in the voluntary sector this signaled, in the most obvious way yet, that the "old" days were really gone, and that hunkering down and learning to survive was the object of the day.

Volunteer centers in Canada now began to appear in greater numbers than had been the case in the 1970s and early 1980s. As volunteerism grew into an acknowledged force for good, and as the need to manage and support volunteerism was gradually accepted, volunteer centers emerged as an ideal community-based counterpart to the work of directors of volunteers in various community settings. Unfortunately for many volunteer centers, the changes in government support came too soon for these new and burgeoning organizations. With a few notable exceptions, volunteer centers in Canada have struggled to find a niche in a terrain that is battle-scarred and reeling from repeated cuts and reforms.

As the very heart of the voluntary sector in Canada has been shaken by these massive changes, so has the spirit of volunteerism. New communities of volunteers have emerged to find little government support. The environmental movement, for example, built by the contributions of millions of volunteers, has received next to no government funding, and most environmental groups in Canada do not even have charitable status. Other "new" groups such as organizations working with people with AIDS or even food banks have been challenged from the outset to find dollar- and people-resources without the benefit of solid, core funding. The home care community in Canada has emerged at a time when hospitals and long-term care facilities are under severe scrutiny. It is baldly stated that no extra dollars are available in the health care system to support this "new" service—not new at all if we go back to where health care really began.

Volunteers in these emerging communities have been faced with a completely different set of challenges from those faced by their forerunners in the 1950s

and 1960s. Facing different and yet just as challenging changes are the volunteers and those who manage them in more traditional settings. As shortsighted as it may be, too many hospitals, long-term care facilities, municipalities, and sports and recreation organizations have chosen to cut volunteer management as an "unessential" service. Thousands of volunteers involved in leadership in the voluntary sector have found themselves coping with reductions, lay-offs, restructuring, and even organizational closings. Many have had to become full-time fund raisers rather than the trail blazing leaders they thought they would be.

Meanwhile, the volunteers themselves have been changing. The "new" volunteers are often immigrants who are seeking Canadian life and work experience as well as practice opportunities to learn their new language. Others are young people who know they will never get a job without something on their resumes. Even more challenging to the old mores are those who "volunteer" because they have to: in order to get a welfare check; in order to avoid going to prison; in order to graduate from college.

While I think many, if not all, of these trends are being experienced in other countries, Canada's voluntary sector seems to have lost its balance during these turbulent times. As one voluntary sector leader put it at a 1996 symposium in Toronto, having spent 25 years in bed with an elephant (government), we don't quite know what to do now that we have been kicked out—of bed that is. To make it even more disorienting, the elephant has encouraged us to get into bed with another large beast—the corporate sector.

Dependence on government has softened our edges and has made it unnecessary—at least until the last five years or so—to have skills in things like marketing, public relations, even fund raising. We have not, collectively, decided what to do about concepts such as working for welfare, mandatory service learning, or the role that volunteerism plays in a world without jobs. We need to develop new ways to engage, support, and mobilize the new volunteer. We have to face squarely some of the fundamental and irreversible changes to organizations we thought would never change. We have to learn to make our communities healthy and active in the face of severe economic reform. We have a lot of work to do.

I believe that as Canadians often do, in time we will learn to adapt our particular character and culture to the fall-out from all the changes and the complex and challenging needs of the new millennium. I know that we will continue to build one of the most active and productive volunteer work forces in the world and share in the pride of our truly blessed country.

1996 International Conference on Volunteer Administration

EXPLORATION OF PUBLIC ISSUES IN THE UNITED STATES, CANADA, AND BEYOND II.

ABSTRACT

Since 1984 the New Zealand economy and public service sector have undergone much needed reform. Public spending and national debt have been reduced. Government departments have lessened internal wastage and government is more transparent. All are desirable outcomes, but the cost has been borne by the voluntary sector and the people it serves. This article examines the effects of these changes on voluntary organizations, their clients, and volunteers, and suggests what is needed for the future.

Shrinking Government—A New Zealand Story: The Effects on Volunteers, Volunteer Agencies, and their Clients

Mary Woods

New Zealand has been heralded as a model for economic reform. A high price is being paid for this reform by the voluntary sector. To understand the situation, first it is necessary to describe the New Zealand context.

New Zealand is a small island country in the South Pacific with a temperate climate and an economy that traditionally has been dominated by agriculture, although this is changing. It has a total population of 3.6 million people. New Zealand is a bicultural nation based on the 1840 Treaty of Waitangi between the Maori (the indigenous people) and Queen Victoria on behalf of the British colonialists. The treaty was variously abused over a period of 140 years. Efforts now are being made to honor the treaty in law and practice, and to recognize the equality of the two cultures.

New Zealand has a central government and a single legislative chamber, but has no state or provincial government. Cities and regions have control over some local issues. The term "government" in this article refers to central government.

In 1984, New Zealand was distinguished by a cradle-to-the-grave welfare system, an over-regulated economy, an increasing budget deficit, and overseas debt. Government departments worked inefficiently; there was much wastage of time and resources. Many aspects of this state of affairs were not desirable or in the best interests of New Zealanders. The prospect of reform was welcomed.

Over the past 12 years New Zealand has been subject to continuous change. The changes have been both structural and economic. There were changes to the structure and management systems of

Mary Woods has worked as a volunteer and paid worker in voluntary welfare organizations for the last 30 years. She has been involved in the design and delivery of training programs as well as giving direct support and supervision to workers, both paid and unpaid. In 1991 she received a Winston Churchill Fellowship to travel and study volunteerism in Canada, the United States, and Britain. She has had articles published on different aspects of volunteerism and has written a book on volunteering in New Zealand to be published soon.

government departments to bring about better performance, accountability, fiscal responsibility and transparency. Certain commercial activities such as telephone, banking, and railways were divested from government departments and became state-owned enterprises. Some of these eventually were sold to private enterprise. Overall funding reductions by central government required its departments to recover their costs from users.

The reasons for these changes were to cut public spending and reduce debt. This goal has been achieved. New Zealand has a greatly decreased national debt and much less wastage in government departments than previously. Structures are in place to improve accountability and reduce wastage in those services still provided by government departments. The privatization of state-owned enterprises such as the telephone service and the national airline has allowed competition that has benefited the public. But there have been costs associated with these changes. New Zealand's health and welfare services have eroded. While some people are richer, many are poorer. The welfare state is gone.

Support for the changes can be heard in statements made by members of a new wave of conservative business and political leaders. We are told that the welfare state brings about dependency and therefore is undesirable; that economic value supersedes all other values; that people should be able to look after themselves and be self-sufficient; and, that it is desirable to return to the charity model where the rich help the poor in a paternalistic manner. The author does not accept any of these statements.

THE HISTORY OF VOLUNTARY WORK IN NEW ZEALAND

British colonialists brought the ethic of voluntary work with them when they settled New Zealand in the 19th century. Theirs was the prevailing British model. In New Zealand one's association with these early charities became a way to "demarcate the respectable from the unrespectable and to establish status" (Tennant,1993). Inevitably, the New Zealand voluntary sector took on its own distinctive identity shaped by the social, political, and racial climate of its place and time. Many settlers had left the British class system behind and wanted to establish an egalitarian society in their new land. Thinking they had established an egalitarian society, and not willing to look beyond its boundaries, it was hard for them to acknowledge the presence of needy people in their midst.

The unique pattern of public assistance in New Zealand was shaped by the development of the welfare state in the late 1930s. It reduced the need for much volunteer activity until the middle of this century. Government was seen as the provider of all health and welfare benefits and services. By the 1950s and 1960s, however, people were realizing there were needs beyond those that could be met only by the state. Voluntary groups proliferated. They made services available to specific groups—battered women, violent men, pregnant women, street kids, single parents—services that were not provided by government. These voluntary groups focused on the needs of their particular client group and were structured to be flexible enough to respond specifically and quickly. These decades also saw the rise of the "self-help" movement where people came together to assist their own members.

During the 1960s and 1970s the government and voluntary sectors worked side-by-side to meet the economic and social needs of the New Zealand community. Government helped support the voluntary sector by providing some funding for its work. It was a time when a voluntary organization could quickly respond to an observed need in the community by providing an appropriate service and expect to get a limited measure of financial support from government in return.

RECENT GOVERNMENT CUTBACKS IN SERVICES PROVIDED

As it moved to carry out its economic and structural reforms in the 1980s, government's dealings with voluntary agencies changed. Some of the reforms included reducing the range of services provided by the Department of Social Welfare; contracting out specific government services to voluntary organizations and private providers; reducing the money available for government and voluntary social services; forming state-owned enterprises and selling some of them to private enterprise; recouping from users the costs of training volunteers through adult education provided by government funded institutions. In addition, government contracts with the voluntary sector now required proof of outputs: records had to be kept on the number of hours of counseling, rather than the results of that counseling.

In the late 1980s, funding of voluntary welfare organizations shifted from being administered at the national to the regional level. One of the goals of this move was to increase accountability. It was thought that local social welfare offices would have greater knowledge of the quality of local services and the need for them. However, since funds were distributed unevenly from year to year, agencies became increasingly insecure financially.

Government altered the nature of the welfare services provided and reduced its own direct delivery of them. It moved from giving loosely specified grants to organizations to contracting with specific voluntary organizations to provide particular services.

All of these changes had a dramatic effect on voluntary social service organizations. Instead of receiving grants that allowed relative freedom in the allocation of funds, organizations now only could apply to government for funding for particular services chosen not by them, but by the government. To secure the funding the organizations needed to continue to exist, they began to develop services the government deemed important, often at the expense of meeting the specific community needs the organization was established to serve. When there was no government funding, these needs went unmet. A new climate developed between agencies as they competed against each other for the same government contracts.

In addition, a new set of requirements was being imposed on organizations: They were being asked to produce measurable outputs. In return for contracts, a great deal of agency staff time was spent producing evidence of outputs to comply with government regulations. Developing this information took time away from service to the community. Government appeared to be demanding more data collection in exchange for less funding. Much of the service traditionally provided by volunteers is preventative, but the outcomes of preventative work are hard to measure. These volunteer-driven services attracted less funding.

Changes in health care also impinged on the social service sector. People with psychiatric illness or intellectual disabilities who previously were cared for in hospital now were being cared for in the community. In many situations this was a much better option, but as funding did not follow them into the community, voluntary agencies were left trying to care for the most needy without adequate resources or staffing.

There also were changes in the delivery of adult education. Partial government withdrawal meant higher tuition fees, making it more expensive for adults to attend courses, particularly part-time adult students. This made it harder for voluntary organizations to provide their paid and volunteer staff with suitable continuing education to maintain and upgrade their skills.

THE EFFECT OF GOVERNMENT RETRENCHMENT ON CLIENTS

Many in New Zealand society are beset by one or a combination of economic, social, psychological, emotional, or physi-

cal needs. Unemployment has been a problem since the late 1970s. Despite the difficulty of proving cause and effect in a complex situation, in the author's opinion there is no denying that day-to-day living is harder for the most vulnerable in the population.

Particular changes that have affected the lives of those in need are: Reducing the level of benefits they counted on; raising the age at which young people are able to receive benefits (that particularly hits young mothers); having to pay a portion of hospital bills; having to pay something toward the cost of medicines that, like hospital stays, previously were free; loss of rural hospitals, post offices, and banks; social welfare department workers believing their job is to save government money rather than help the person in front of them; and, reducing free counseling and social work services that provide emotional support and help people access housing, benefits, and other social services.

It should be pointed out that many of the changes did not affect people on full benefits, but hit hardest those who work for low wages, creating a new group of poor people. A scan of local newspapers early in 1996 produced headlines that said: An Intellectually Disabled Teenager Released from the Court with Nowhere to Go Is Just One of Many; City Mission Says Requests for Help from Families Who Have Work, but Are on Low Incomes, Has Been Increasing All Year; Child Poverty "Alarming". There have been disturbing stories reported in the media of psychiatric patients, when the care they needed was not available, killing themselves or others or being killed by the police.

Many agency staff members say demand for services is growing and problems are becoming more intractable. As services stop, people who need them have fewer places to turn resulting in more people with urgent and difficult problems to solve.

It has been argued by government ministers that researchers are using the wrong figures to measure poverty in New Zealand and that, contrary to those results, progress is being made in providing services. However, when a government minister disputes the results of research many recipients of service think, "My poverty doesn't matter" which easily converts to, "I don't matter."

It is clear that government's withdrawal from much service provision has contributed to increasing poverty. People's feelings of powerlessness also increased when the government sold many of the country's public assets to private enterprise. People who have few assets of their own often have a sense of ownership of public assets. They feel they have paid for them with taxes—their own or their parents' or grandparents'. When the government created state-owned enterprises and then sold them to private enterprise, many people felt their personal wealth had decreased.

To the wealthy, access to public services may not seem very important, but people who have little see the loss of public services as far more significant. It is the author's contention that when people are needy, they are disadvantaged. When their need goes unacknowledged or is denied, and their access to social services is reduced, they become even more handicapped. When they have to pay for what previously was provided through taxation, their feeling of being disadvantaged increases. When an individual is in a difficult situation, the perception of and response to it may prevent him or her from being able to deal with the situation at all. Even if economists report an improvement in New Zealand's economy, if the country's most vulnerable populations feel abandoned by government, their ability to cope will be impaired.

HOW AGENCIES HAVE BEEN AFFECTED

The voluntary sector provides what the market economy cannot. Emphasis on measurability creates a conflict for many

voluntary agencies. By their nature they are not-for-profit and so do not measure success in monetary terms, yet they are being asked to behave like businesses producing measurable outputs and financial returns. Concepts such as caring, giving, fostering healthy relationships, and respecting different cultures are fundamental to volunteerism, yet hard to measure. Turning these concepts into action takes time and can be difficult to achieve, but they make a difference to people's lives. When people find themselves in a society that devalues what they cherish and believe is integral to human interaction, they lose self-esteem and the ability to function effectively. The same happens to voluntary organizations.

The changes in how social services are delivered have had an unsettling and destabilizing effect on many New Zealand voluntary agencies. None have been left untouched. Agencies have responded to the new climate in different ways. Many reduced their budgets by cutting services and laying off staff. Some adjusted to the new situation by developing services in line with government thinking. Some tried to turn themselves into quasi-governmental agencies by changing their mission statements or their goals and objectives thereby hoping to attract government funding. A few have held onto their identities and negotiated contracts of mutual benefit with government. Some have joined with others to undertake joint contracts. Some have sought and received sponsorship from the business world. Some have closed their doors.

HOW VOLUNTEERS HAVE BEEN AFFECTED

Individual volunteers feel the impact of the changes in the delivery of social services. These are people who, for various reasons, give their time to work in the community without monetary payment. They feel the impact of having to deal with increasingly difficult situations. They also feel the impact on the organizations for which they work that now have less money to spend on their training, supervision, and support. Some may feel that appreciation only comes when there is a monetary reward and begin to regard their unpaid work as less worthy of respect than before.

A volunteer who feels undervalued, and who is doing increasingly difficult work with a deprived client group, is likely to experience burn-out. Burn-out affects the individual volunteer's ability to function effectively and hurts the individual personally. The community also loses the contribution of this worker.

People who volunteer are not motivated by money. This immediately places them outside the market economy. They are motivated by personal needs that have to be met if they are to continue to volunteer successfully. Marlene Wilson (1976) quotes David McLelland as naming these needs achievement, affiliation, and power (personal and social). It is interesting to look at how different motivational needs will lead people to respond to situations in different ways.

Achievement-motivated people like to see a job well done. They may respond well to the requirement to produce measurable results. They like to be able to see progress. Recording measurable outputs allows them to do this. However, they may be frustrated by having to spend time doing seemingly useless tasks at the expense of the organization's "real" work.

Affiliation-motivated people want to be with other people. They are sensitive to their own and others' needs. They are concerned with how they are seen by others. For these volunteers the market economy is devastating. They feel it degrades the values they consider important. They may believe that "efficiency" erodes the connections, conversations, and relationships that make their volunteer work worth doing.

Personal power volunteers seek power for themselves. They thrive in the new system. They feel justified in holding onto power and aligning themselves with the most powerful group, in this case the gov-

ernment. They enjoy the atmosphere of competition. They can be destructive to group cohesiveness.

Social power people work to carry out the mission of their organization. They are the ones who plan ahead and lobby for the cause. Just as the achievement-motivated people like to see short-term results, so the social power people will work toward long-term outcomes. They are likely to be frustrated in the current climate. They see their dreams die as a powerful monetarist group replaces the values of giving and caring with those of pay-for-use.

Yet it is volunteers individually and as a group who have the power to transcend their short-term disappointments and find fresh, creative ways of mending the fabric of society in a new economic reality.

Recently New Zealand has seen the rise of new players on the volunteer scene. Businesses are starting to get more involved in the voluntary sector through corporate sponsorship and employee volunteering. These are new developments in New Zealand that potentially can have a positive or negative effect on the voluntary sector depending on who holds the power and who makes the decisions. If the private sector takes some responsibility for the well being of the community, it has much to offer. If the private sector seeks to use the voluntary sector for its own benefit, there is potential for further decline.

In New Zealand, volunteers, voluntary organizations, and the people they both serve have taken a battering from the juggernaut of government policies. Government has introduced the market economy into the voluntary sector at the expense of society's fragile social fabric. An analogy is a brick wall in need of repair. The bricks are the government institutions. The mortar connects people, makes life worth living, and holds things together. The mortar is provided largely by the voluntary sector. In New Zealand the wall has been dismantled, the bricks have been cleaned, and the wall rebuilt without the mortar. This is the New Zealand story. It does not seem to be too different from what is currently happening in parts of Canada and the United States.

WHAT NEEDS TO BE DONE

To remain viable, it is necessary for the voluntary sector to analyze the effect of change on people, not just on the economy. What works for New Zealand's economic bottom line may be devastating for those who are most vulnerable.

There is a need for continuing dialogue between the voluntary sector and government, the voluntary sector and business, and the voluntary sector and research institutions.

New partnerships must be forged with government where there is respect for the voluntary sector's needs as well as those of government. There must be openness to collaboration with private enterprise. The time has come for the voluntary sector again to work effectively to meet the whole-person needs of the most vulnerable in society and regain its rightful status among New Zealand's citizens. In particular it is important to continue to work toward a partnership with the indigenous people, a partnership that is sensitive to differing needs and cultures.

A voluntary group with a strong self-image, that believes in its mission, staff, and clients will demand high standards of service for its clients and provide appropriate support for its workers, both paid and volunteer. Just as people do as individuals, the groups that succeed are the ones who believe in themselves. They are true to their ideals and identity—not easy in a world that may devalue those ideals. It is only by knowing and believing in their own self-worth and mission that voluntary organizations will effectively meet the needs of their clients.

The best delivery of services to those in need comes from a partnership that combines the resources of the private sector and government with the responsiveness of the voluntary sector.

CONCLUSION

There is no question that New Zealand's economy and public service sectors needed to change. During the past 12 years there has been a reduction in national debt, improved fiscal accountability, and effective reform of government departments. But the changes have been carried out without concern for, or dialogue with the voluntary sector and people in need whose numbers and problems are growing.

Voluntary welfare agencies have suffered cuts in financial support and a reduction in the range of services funded. Both voluntary agencies and volunteers have felt devalued by the market economy. This has resulted in lowered self-esteem and impaired ability to provide the "social fabric" that binds us together.

If voluntary organizations and volunteers are to make their vital contribution effective by providing the services to society that make life worth living, they must believe in themselves. Through hard work, the image of the voluntary sector must be enhanced. The sector must be in continuous dialogue with government at all levels so that its voice is heard and taken into account. The future delivery of services must come from a partnership between the resources of government and the private sector and the responsiveness of the voluntary sector and its volunteers to the needs of the most vulnerable of New Zealand's citizens.

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EXPLORATION OF PUBLIC ISSUES IN THE UNITED STATES, CANADA, AND BEYOND III.

ABSTRACT

Non-profits are major forces in delivering services in the United States. Volunteers are essential to this service delivery representing 41 percent of the total non-profit work force. Today there is an unprecedented effort on the part of Congress to make sure non-profits are accountable to the public and worthy of their tax-exempt status. At the same time there is minimal understanding of the need to support the contribution of volunteers. This article outlines some of the issues in the news today and suggests ways volunteer administrators can be proactive in demonstrating accountability as well as advocating for their profession, their volunteers, and their communities.

Public Issues Facing Non-Profits and Volunteerism in the United States

Jeanne H. Bradner

THE SIGNIFICANCE OF THE NON-PROFIT SECTOR AND VOLUNTEERISM IN THE UNITED STATES

All over the United States non-profit organizations and volunteers (both direct-service and board members) are working to meet a multitude of needs including health care, social service, education, and culture.

According to the Independent Sector's 1992-1993 *Nonprofit Almanac* there are 1 million non-profit organizations in the United States representing 10.5 percent of total employment (including volunteers) and 6.2 percent of national income (including assigned value of volunteer time which is 41 percent of total employment in non-profits).

The 1996 *Giving & Volunteering in the United States* (Independent Sector) reported 49 percent of the population volunteers (a three percent increase since 1993). The value of that volunteer time is placed at $210 billion.

THE ISSUES FACING NON-PROFITS AND VOLUNTEERISM

Non-profits and volunteerism are in the news today. Consider the following headlines found during the fall and winter of 1996 in such leading publications as *The Chronicle of Philanthropy* and *The NonProfit Times.*

Property Tax Exemption: Maine Camp's Tax Abatement Goes to Court

Hartford Imposes Strict Zoning Rules on Charity Expansion

Jeanne H. Bradner is a nationally known author, speaker, trainer, and consultant in non-profit management, leadership development, and volunteer management. Among her current clients are the Illinois Commission on Community Service and the Metro Chicago Volunteer Coalition. She is the author of *The Board Member's Guide, A Beneficial Bestiary* (Conversation Press, 1995) and *Passionate Volunteerism* (Conversation Press, 1993). She is a contributor to the new John Wiley *Handbook Of Volunteer Management* and the soon to be published *The Nonprofit Handbook.* She has served as Illinois' Director of the Governor's Office of Voluntary Action and as Region V Director of ACTION. She has held various positions within AVA and is the 1996 recipient of its Harriet Naylor Distinguished Member Service Award.

U.S. Department of Labor Fines Pennsylvania Nursing Home $30,000 for Using Teenage Volunteers
President Signs Measure to Fight Charity Abuses
New Disclosure Law for Trustees in New Hampshire
A Holy War in Colorado against Tax Exemptions
Will Charities Learn from United Way Mess?
Make Charities Earn Their Tax Exemptions
Senate Protects Health Volunteers
Parents Sue over "Forced Volunteerism"
New Tax Form for Charities Is Useless
Volunteer Protection Act Still Hanging
Few Free Lunches: Non-profits Must Contend with Gift Bans
Putting the Muzzle on Non-profits
AmeriCorps: But Is It Volunteerism?
Charities Face New Scrutiny by Congress

These headlines reflect some of the issues facing non-profits and volunteerism in the United States today. They have widespread and complex implications:

• As government at the local, state, and federal levels looks for ways to decrease the tax burden on citizens, it questions the legitimacy of the tax-exempt status of non-profits and the tax deductibility of gifts donors make to 501(c)(3) organizations. Governments are asking the question,"Do these groups truly deserve the special status that is given them?" They are also questioning whether the "one size fits all" approach to non-profits is wise. For example, are there some non-profits that are more deserving of tax benefits than others, for example, poverty groups? In addition, as more hospitals become for-profit, is there a continuing reason for special benefits for those that are non-profit? Non-profits react vehemently to these questions. They are feeling squeezed. While increasingly subjected to scrutiny, they also are required to take more and more responsibility for providing community services because of the limitations in government program funding that have resulted from congressional budget cuts.

• Some recent abuses by charities and religious groups have cast suspicion on the entire voluntary sector.

• Small business continues to express concern that there is an inequity when non-profits are "making money" through efforts such as gift shops and travel tours while enjoying tax benefits.

• The United States Congress is considering whether it is a conflict of interest for organizations that receive federal money to be permitted to advocate before that body.

• Volunteer liability protection is progressing slowly. While many states have passed versions of an act to limit the liability of volunteers, and some special groups like health care volunteers are covered, the United States Congress has been unwilling to pass a general Volunteer Protection Act—a reflection of the country's unresolved debate over tort reform.

• There is much confusion in the country and in Congress about what is and what isn't volunteerism. For example, many critics of AmeriCorps, the federally funded national service program, say that it undermines "true" volunteerism because its members receive a stipend. A few people have filed suits against required community service in schools and colleges because it is "forced." There also is a continuing lack of understanding about the role of volunteers in amplifying services. For example, one of the issues in the Pennsylvania nursing home case mentioned above is the notion that volunteers should only assist clients, not help the organization itself—a difficult and unrealistic distinction to make.

• Emerging welfare reform is causing concern among volunteer administrators raising questions such as, "Will people who can't find jobs be required to seek volunteer work?" If so, what is the responsibility of organizations in trying to

accommodate these "mandated" volunteers? How can the volunteer administrator ethically balance the needs of those seeking assignments with the needs of the organization, particularly if there are more people required to volunteer than the organization can meaningfully involve?

WHAT CAN WE DO ABOUT ALL OF THIS?

An article could be devoted to each of these issues, but what follows are some basic steps that volunteer administrators in the United States can take.

Step One

Understand that a tax exempt organization is accountable not just to its donors and customers, but also to the government and to the taxpayers.

Step Two

Find ways to demonstrate to elected representatives and the public that the organization does good work and makes measurable impacts. Make sure the organization honors all legal responsibilities including submitting all required reports and payroll taxes to the appropriate governmental entities, and that it abides by fair employment policies and lobbying restrictions.

Step Three

Advocate for the Volunteer Protection Act. (See AVA's "Portrait of a Profession" for a list of other issues on which AVA encourages advocacy. This publication is available from the AVA office.)

Step Four

Employ good risk management policies in volunteer programs.

Step Five

Collaborate with other organizations, with school community service and service learning programs as well as with the Corporation for National Service Programs (AmeriCorps, AmeriCorps VISTA, and the Senior Service Corps). Collaboration builds synergy, enhances results, and draws expanded attention to the efficacy of service, whether it is called volunteerism, community service, national service, or service learning.

Step Six

Advocate for the profession of volunteer administration. Articulate a vision that extends way beyond the individual program and the people and mission on which it focuses to how important volunteerism is to the community and the nation and how important it is that programs be managed professionally.

Step Seven

Keep informed and get involved with the issues facing non-profits and volunteerism. The issues change almost daily, but the only way to have a voice in their resolution is to be proactive. Suggesting changes within one's own program and organization, writing letters to the editors of newspapers and magazines, and calling or writing Congress members and other state and local government officials are ways to make things happen rather than being in the unfortunate reactive position of wondering "what happened?"

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ABSTRACT

Among the many challenges facing voluntary organizations and their volunteers is the increasing diversification of the client base. The growth of immigration, changes in the American family, the expanding roles of women, and continuing economic constraints, all are contributing to make the work of voluntary organizations more challenging. Increasingly the term "diversity" is being used in that context. Few people have provided a definition nor have many organizations developed an appropriate "business rationale" for factoring in human differences as an advantage. The future success of voluntary organizations will depend in large part on how different value systems can be incorporated into ongoing programs and in how well we can help new groups of people with the acculturation process.

Diversity and Volunteerism: Deriving Advantage from Difference

Santiago Rodriguez

Voluntary organizations in the United States and globally are faced with the growth of an increasingly diverse population and service base. Methods and approaches that have worked effectively in more homogenous settings may not be as useful in more diverse environments. We need to identify new ways to reach client groups in a manner comfortable to their cultural styles.

What is "diversity"? What can we learn from it?

"Diversity" is a much bandied-about term that to many people smacks of trendiness and a corresponding lack of substance. In part, this syndrome is due to the observation that many who use the term fail to define it, or use it as a substitute "buzz word" for traditional human rights terminologies that have become too emotionally charged. In addition, diversity as a concept remains an intellectual abstraction to many because a great number of its advocates have failed to tie it to an effective business or organizational rationale.

Diversity as a concept and program has a major utility of its own. While related to the older concepts of equal opportunity and affirmative action, it goes well beyond the parameters of earlier programs.

Equal opportunity is a merit-based program in which only accurate and clearly measurable instruments may be used in evaluating an individual's ability in competition with others. It is a fine concept, and great progress has been achieved, but the dilemma remains that people in the absolute clearly are not always measurable nor do all measuring techniques assess everyone accurately. This is particularly true when cultural differences impede traditional measurement and assessment techniques.

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Affirmative action, on the other hand, gauges the progress of different racial/ethnic/gender constituencies in given arenas and attempts to find solutions for greater inclusion and representation. Affirmative action, however, does not mean "lowering standards" in favor of race or gender but is, rather, a technique for reaching specific segments of society and increasing the previously limited competition. Its limitation is that it is not all-inclusive of all possible human differences. Therefore it runs the risk of creating an "us/them" dynamic.

Diversity not only assumes that all individuals are unique, i.e., different, but that difference is indeed value-added. While all societies and organizations have a need to establish common rules and modes of operation, the assumption in diversity is that if an organization learns how to harness individual differences, it will be more effective and competitive than those organizations that are not able to do so. It is, in other words, an effectiveness argument.

In personal terms, the other component of a diversity approach requires a finely-tuned process for self-examination. Rather than learning about other groups —and that, indeed, may be important— diversity requires an individual to assess what one's personal values are, and how these values affect our individual behaviors with other people. What we value will affect how we behave with other people. We need to be consciously aware of our values.

For operational purposes, *culture* is a set of values held by a group of people and, importantly, the behaviors that stem from those values. Diversity arises from this multiplicity of cultures. Cultures not only are national in nature. They may be regional, urban, rural, suburban, or based on age, religion, class, professional affiliation and organization—and many more. In fact, one's own life experience may affect cultural values. Being "minority" or "majority" in any larger culture will also affect values—how one views the world. Perhaps paradoxically, diversity should result in supreme individualization: treating an individual as uniquely different from any other person and thereby avoiding stereotypes based on actual or perceived group memberships.

All organizations, including those of a voluntary nature, essentially perform three things: They develop products and services, they market them, and they deal with issues of customer/client satisfaction. These tasks subsequently are performed by managing human resources. The critical question to ask in the context of diversity is: How does difference, or absence of difference, affect how we design products and services, market the same, or deal with questions of customer/client satisfaction? Do all cultures, for example, provide voluntary services in the same way? Does one market goods and services uniformly around the world, or within diverse societies like the United States? And how do you please a customer/client if you don't know what he or she values? Values, of course, are all about culture.

Volunteerism occurs in all human cultures, but is often performed differently from culture to culture. In the United States we have developed a great number of community-based organizations focusing on volunteer activities. This phenomenon may not be representative of many other societies where extended family groupings, religious organizations, and government may play greater roles. The challenge for volunteer organizations in an increasingly diverse U.S. population is, on the one hand, to learn how to tap into networks different from those customary here and, on the other hand, to assist in the acculturation of groups new to the United States. Community-based volunteerism, for example, is relatively rare in the traditional Hispanic and Asian contexts— families and churches may play a greater role— yet these populations once here in the United States are exhibiting a trend toward greater dependence on community organizations. That is clearly an

example of acculturation. From a more traditional perspective, it behooves every organization to identify key players in each community who can then assist in carrying out the mission of voluntary organizations. Activities such as fund raising, how people are managed, and how decisions are made within groups are affected by different cultural norms. Diversity, then, is about learning to include different perspectives and processes so that the work of the organization can be as effective as possible.

The argument about diversity really centers around how to be more effective personally, professionally, and organizationally. It is not a value judgment about "right" and "wrong"—although each individual has the right (and obligation) to determine his or her own values—but, rather, what approach is most effective in a given setting. In essence, then, diversity is knowing what you don't know coupled with the knowledge that the way we measure people may not always be accurate due to the filters created by our own individual set of values.

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ABSTRACT

This article explores a successful national model for youth volunteerism. The Youth Volunteer Corps of Canada works to promote a life-long ethic of service among young people of today while helping them develop job-related skills. The program promotes an understanding of diversity and makes service fun. Why this program has thrived, how to get one started, and suggestions how to effectively integrate youth into volunteer programs are described.

Making Youth Volunteerism Interesting: The Youth Volunteer Corps of Canada

Christina Willard

Many adults have a misperception of youths today. Youths as a group often are defined in negative terms. Many of their positive qualities are ignored. Teens typically are described as apathetic and disinterested in the community and its future success. Youths often feel powerless and are given little opportunity to participate in solving community problems. When they feel a need to attract attention, young adults may act out using negative behavior to establish some sense of power and control. Most youths I talk to feel disconnected from the community and therefore feel no responsibility toward it.

Opportunities available to young adults typically reinforce the "disconnectedness" youths say they feel. Activities and programs are designed to remedy youths' needs and shortcomings rather than use their abilities as resources. Although there are excellent programs for young adults offered by many agencies, they are usually meant to keep them busy and out of trouble, to teach them something, or to be fun. Young people are treated as *clients* rather than *contributors*. As service recipients they may not get the opportunity to learn that their personal growth and development and their attitude are an integral part of the overall health of the community. By gaining an understanding of their obligation to the community, their self-esteem improves and negative behaviors can be dealt with constructively.

Involving youths in the community through the Youth Volunteer Corps program has the potential to transform both the young participants and the communities in which they serve. In contrast with other programs for youths, the Youth Volunteer Corps model empowers them to play a serving/helping role in the community. In addition, issues such as lack of job experience, inadequate knowledge of the community, and youths' isolationist lifestyles in which teens rebel against parents and other figures of authority are addressed.

THE IDEA

In 1985 David Battey, President of the Youth Volunteer Corps of America, visited existing service programs as part of his research for a public policy thesis on

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youth service. While service opportunities were occasionally available for youths through schools, churches, and synagogues, a broad-based, community organization offering challenging, organized service projects to youths of all backgrounds was not consistently available. Developing a framework for such a program, Battey began to bring this model to life in his native Kansas City, Kansas. He has since repeated this process in 47 cities in the United States.

The first Youth Volunteer Corps site in Canada was established in 1993 by Child Friendly Calgary in Calgary, Alberta. The program was based on the American model. Because of its success, the Youth Volunteer Corps of Canada received funding in 1995 to set up a national office in Calgary. As is true of its United States sister organization, the Youth Volunteer Corps of Canada is the only program in Canada with the express mission to offer large scale, challenging, organized service projects to youths of all backgrounds. The Youth Volunteer Corps of Canada has established programs in Fort McMurray, Edmonton and Medicine Hat and Lethbridge in Alberta, bringing the total number of programs in North America to 52. Additional programs in Canada are planned for Ottawa, Victoria, Winnipeg, and Vancouver.

It is the mission of the Youth Volunteer Corps of Canada to create and increase volunteer opportunities to enrich Canada's youth, address community needs, and develop a lifetime commitment to service. By involving young people in community service, the Youth Volunteer Corps of Canada enables them to see themselves as a vital and necessary part of the communities in which they live. For teens at risk, it provides alternatives to negative activities.

While each program is tailored to meet unique community needs, all programs aim to meet four fundamental goals:

- To serve the needs of the community and its residents;
- To offer young people an opportunity to engage in service projects that are challenging, rewarding and educational;
- To promote among young people and residents a greater understanding and appreciation for the diversity of their communities; and,
- To promote a lifetime ethic of service among young people.

The program's cost-effectiveness and its appeal to diverse groups of young people has attracted established, non-profit sponsors like the YMCA, Red Cross, Boys and Girls Clubs, volunteer centers, municipalities, and school districts.

Held throughout the summer and school year, service projects sponsored by the Youth Volunteer Corps offer young people challenging, rewarding, and educational opportunities to serve their community. Reflection activities and curriculum-based service learning involve youths in a close examination of their service experience toward the goal of developing a lifetime ethic of service in each volunteer. Recruited from the full breadth of the community in which they live, youth volunteers ages 11-18 represent the ethnic and socioeconomic diversity of the community. Youths volunteer in teams that reflect the community's diversity. Reflection, service learning and the diverse, all-inclusive, team-based approach to volunteering are qualities that make the program a unique experience for young participants.

Studies on Youth Volunteer Corps of America programs (Ford, 1994) show that youths who participate gain in self-esteem, broaden their knowledge of the community, and develop increased tolerance and understanding for diversity. Their expectations of the future are enhanced. Young participants often express gratitude that the Youth Volunteer Corps program gave them an opportunity to break down negative stereotypes about them in their communities.

Affiliates are tied into an international network of program expertise through the

Youth Volunteer Corps of Canada and Youth Volunteer Corps of America. They receive developmental technical assistance, operational technical help, fund development assistance, fund raising materials, program evaluation, volunteer insurance, international conferences, promotional materials, a network for sharing information, Youth Volunteer Corps publications, and bulk purchasing.

HOW TO INTEGRATE YOUTH INTO VOLUNTEER SERVICE IN THE COMMUNITY

Young people who are turned away from service opportunities at non-profit agencies because they are too young become discouraged from volunteering and are not likely to pursue volunteer opportunities again. Far from the stereotype that young people are lazy or don't care, studies show that 80 percent of teens are willing to serve if only they were asked (Independent Sector, 1992).

By utilizing youth volunteers, entirely different energies are added to an agency. Given the opportunity, youths can develop amazing ideas for projects that may not have been considered, benefiting the organization and the community.

The following recommendations from youth volunteers and the non-profit agencies working with them will ensure successful experiences with teen volunteers.

- Be creative, think young, and make the service interesting and age-appropriate.
- Involve them to their fullest potential. They can achieve great results.
- Treat them as you would an adult volunteer, with respect and trust. Involve them in decision-making wherever possible. They have excellent ideas, and should be given the opportunity to voice them.
- Be organized and keep them busy. Make sure they have enough work to do while volunteering. Boredom demotivates volunteers and leaves an opening for non-productive behavior.
- Design service opportunities that meet real community needs. Take time to talk openly about these needs to help youths make the connection between their contribution and the "bigger picture."
- Find a space for them to put their belongings so they do not feel as if they are in the way. Young people sometimes are uncomfortable fitting into an adult world. Make an extra effort to make them feel welcome.
- Where driving may be necessary, be sensitive to the transportation needs of young people who do not yet drive. Make sure projects are accessible. Don't miss out on utilizing the skills of some great kids where parental transportation or cost is involved.
- Consider scheduling. Be sensitive to the fact that most youths are full-time students. Think in terms of semesters and exam schedules. If you take these facts into consideration you are more likely to get consistent performance from them as volunteers.
- Be excited! Make sure that orientation is interesting and upbeat and moves them from their skill levels to where they should be.
- Be sure appreciation gifts are age-appropriate: not too young (balloons), and not too old (a tie pin with the agency's logo on it).
- Allow them to volunteer with other young people so they do not feel out of place. Understand that they need to socialize with one another.
- Give all staff at the agency an orientation on dealing with younger volunteers. It will help the adults feel more comfortable working with them. Not everyone knows how to relate to young people. Make sure youths are personally introduced to staff on their first day. They may be shy about interacting with the staff.
- Be careful not to set arbitrary age limitations for performing volunteer duties without considering why there is a restriction. The agency inadvertently

might be discouraging youth volunteerism.

CONCLUSION

Why are there not more youth programs like the Youth Volunteer Corps? The conventional wisdom is that teens are a problem: unreliable, reckless, self-centered, and not to be trusted with important responsibilities. From my experience this is the case in only a very small percentage of young people. In fact, my experience demonstrates quite the opposite.

The Youth Volunteer Corps of Canada targets young citizens who are not often seen as a resource and invites them to become a part of the solution to public problems. They are expected to address real community needs. By offering youths opportunities to contribute and engage in meaningful work, we not only get things done, but transform the perception society has of them. Through programs like these, youths become potential agents of positive change. Through volunteering youths get a chance to learn about themselves and where they fit into the matrix of interpersonal and community relationships.

Youths who are encouraged and trained as volunteers become adults who want to volunteer later in life and who will make contributions to their communities. In fact, one of our young volunteers said, "After volunteering, I have become more patient, more respectful and more accepting. I have a deeper concern for others as well as my community. I have a more positive feeling about the future of society, and I look forward to seeing more youth coming together and involving themselves in community service."

Service to others has a powerful effect on our attitudes and perceptions. This is as true for youths, who are in the sometimes painful process of entering early adulthood, as it is for adults. As a Youth Volunteer Corps of America board member eloquently said, "If volunteerism did not exist, we would invent it to express ourselves. Everyone needs to give. Life is empty without it." Youths involved in service have the opportunity to be seen and regard themselves as active citizens, as valuable a resource as the adults around them, and as individuals who will make a lifetime commitment to volunteering and community service.

ENDNOTE

For more information about starting a Youth Volunteer Corps program in your community, contact the author at: Youth Volunteer Corps of Canada, #720, 640 - 8th Ave SW, Calgary, AB, T2P 1G7, Tel (403)266-5448, Fax (403)264-0266, E-mail: friendly@cadvision.com

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ABSTRACT

Conflict is the normal outcome of human interaction. Individuals react to conflict in a variety of ways based upon prior situations in which they may have experienced anger, hostility, violence, stress, or fear. Conflicts can escalate if proper conflict management techniques are not utilized. We must learn to accept human differences as inevitable, value rather than reject them, and learn how to resolve conflict and handle confrontations effectively. Understanding conflict and achieving "win-win" solutions can be productive both personally and professionally.

Conflict: What It Is and How It Can Be Managed

Deborah H. Thomason

INTRODUCTION

In the turbulent and sometimes violent culture of the 1990s the effective resolution of conflict is foremost in the minds of many professionals. In people-oriented professions we deal with the interactions between and among diverse individuals in many settings. In working with volunteers it is essential that open lines of communication exist. The effective resolution of a conflict may lead to better retention and effectiveness of volunteers. Volunteers are valuable assets to organizations and successful management of conflict situations can foster trust and create a better working relationship for all. This article addresses the issue of conflict resolution for individuals in a professional and personal context.

It must be realized that:

- Conflict is a normal part of human interaction and is ever-present in human relationships.
- Conflict resolution should *not* be an effort to suppress or eliminate conflict, but rather an attempt to work through it.
- Conflict resolution can be an effort to direct energy into constructive channels.
- Conflicts may end with a decision that defines what will happen in the future.
- Conflicts can result in joint or negotiated endings.
- Conflict can result in better relationships, clearer understanding, new goals, expanded material resources, and favorable outcomes.
- Conflict can be redirected to help everyone involved work to achieve a "win-win" resolution.

Five styles of conflict resolution will be discussed: forcing/competing, collaborating, compromising, avoiding, and accommodating.

Forcing/Competing

Those who use this style try to overpower opponents by forcing them to accept their solution to the conflict. Their own agenda and goals are highly important to them. The personal relationship is of minor importance. They seek to

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achieve results at all costs and are not overly concerned with the needs of others. Their acceptance by others is of little importance to this type of personality. They are ready to accept a win-lose resolution. Ego gratification and dominance are the rewards of the competition. If necessary these individuals will attack, overpower, overwhelm, and intimidate to avoid losing.

The appropriate use for this conflict style is when a crisis needs an immediate resolution and relationships are not critical to maintain. When the person *knows* s/he is right and the stakes are *high*, this personality type is essential. In emergency situations when there are few alternatives this conflict style is a key factor in reaching an immediate resolution to a crisis.

Collaborating

To collaborate everyone must problem-solve together. All relevant information is considered and each participant is valued as a vital part of the process. All angles of an issue are explored. The solution reached achieves the goals of all group members. This style seeks to eliminate negative tensions and competitiveness. Maintaining relationships is crucial. Everyone must be satisfied with the proposed solution.

This style is appropriate when time is not critical and when input and commitment from all sides is desired in order to reach a conclusion.

Compromising

This style is characterized by the willingness of one party to a conflict to give up a desired outcome in order to persuade the other to do the same. Relationships are not as important as agreement for the common good. When this style is used, achieving a "win-win" resolution and bargaining in order to gain it are the most common outcomes.

This technique is useful when a mutually satisfactory result without any concessions would be impossible to achieve. Compromise is commonly used when time is limited and the parties have less invested in the relationship.

Avoiding

Withdrawing and attempting to get rid of conflict by denying that it exists are examples of avoidance. Physical and psychological avoidance are common techniques used to dodge situations in which conflict may result. Neither personal investment in the issue nor a desire to maintain the relationship are high priorities for this personality type.

This style often is used when the participants consider the issue controversial or too hot to handle. When both sides avoid conflict, and there is no real resolution, the issue is certain to arise again and may take a less benign form.

Accommodating

The maintenance of harmonious personal relationships is more important than the outcome in this interaction. Those who practice accommodation value harmony and acceptance. Smoothing over conflicts, giving in, and earnestly working to reduce tensions are strategies commonly employed. Sacrificing personal goals to preserve relationships and maintain congeniality are essential elements for this personality type.

COMMON RESPONSES TO CONFLICT

Individuals may respond to conflict in a variety of ways.

- **Avoidance:** Acknowledging a dispute, but remaining uninvolved.
- **Acceptance:** Recognizing a conflict and accepting whatever solution emerges.
- **Denial:** Refusing to acknowledge or play a role in conflict resolution.
- **Enjoyment:** Some people enjoy agitation and benefit from conflict.
- **Flight:** Distancing oneself physically from the conflict.
- **Ignoring:** Acting as if a conflict does not exist.
- **Management:** Acknowledging the conflict and acting to control its impact.

- **Promotion:** Agitating in order to be heard.
- **Suppression:** Preventing a conflict from surfacing by the use of power.

Conflict escalates in progressive stages. It begins with a simple difference of opinion that leads to a disagreement. The disagreement becomes a problem that results in a dispute. A dispute becomes a conflict that can escalate into violence that can lead to war. Luckily most conflicts don't progress to the final stage. Each level, however, can be a difficult and challenging situation for individuals to face.

COPING STRATEGIES

Conflict can be *positive* and *negative.* Conflict handled positively can help people understand what others are feeling and help define individual aspirations and issues. Positive conflict can result in respect for differing points of view and clear the air of past misunderstandings. On the other hand, negative conflict can interrupt normal relationships and damage self-esteem. Hostility and resentment may make rational discussion difficult and permanent dissolutions of relationships can occur. Negative conflict causes stress and results in loss of time and energy.

When dealing with conflict one must clarify its nature. If the disagreement is over facts, existing data must be validated. If the conflict is over methods, recognition of points of agreement is necessary and sometimes helpful. If goals or priorities are at the heart of the matter, clarification of what each party actually desires can aid in the resolution process. The most difficult problems arise when the conflict is over values. Identifying exact differences and commonalities is helpful in resolving conflicts over values. Stating, "I disagree with you on (specifics)..." leads to a better outcome than simply saying, "I disagree."

COMMUNICATIONS SKILLS

Effective communication is a vital part of conflict resolution. Avoiding common communication blockers enables individuals to maintain relationships and resolve conflicts more effectively. The blockers listed below should be recognized and avoided if resolution of the conflict is desired.

- **Accusing:** "Your management style is the reason the project failed."
- **Blaming:** "Because you forgot the deadline, we did not receive the grant."
- **Expectation of mind-reading:** "You should have known that I would be hurt by your actions."
- **Globalizing:** "You never complete a task on time and you are always late."
- **Ignoring:** "We must move on. We don't have time to consider your idea now."
- **Insulting:** "I can't believe you were so irresponsible."
- **Interrupting:** "Yes, but I feel that my ideas are more acceptable."
- **Judging:** "The project failed because you did not devote enough time."
- **Using sarcasm:** "Well, it's good to finally see you at a meeting on time."
- **Stating opinion as fact:** "The committee will never select you for a leadership role."

Conflict can be resolved more readily if the parties focus on one issue at a time and not try to settle everything at once. Individuals must stop fighting to reach a mutual resolution. The use of "I messages" that focus on what a person feels and using active listening techniques guarantee less confrontation. Avoiding complaints and sticking to the present helps. Using absolutes such as "always,""should," and "never" must be avoided. Also to be avoided is soliciting second opinions or recruiting others to be "on your side."

Regardless of the strategy selected to resolve conflict, there are some basic conflict resolution skills that are helpful.

- Talk directly to the person with whom you have a conflict. Avoid second parties.
- Choose a good time to talk. Timing is

everything.

- Plan what you want to say ahead of time. Make notes if necessary.
- Don't blame or use threats.
- Give information about your feelings.
- Listen and hear what the other person is really saying.
- Show that you are listening by acknowledging others' feelings.
- Talk through all of the issues at conflict.
- Work jointly on a mutually agreeable solution.
- Follow through and monitor the resolution process.

CONCLUSION

To be human is to experience conflict. We differ in opinions, values, needs, habits, and desires. Diversity should be what we celebrate in the people we regard highly in our personal and professional lives. Though most of us would prefer not to deal with conflicts, realistically we cannot avoid them if we are to maintain healthy relationships with others. Conflict can be a creative process and provide us with an opportunity to review habits, practices, and policies and take positive steps to improve them.

Trying to bring resolution to a conflict that has deteriorated is a difficult and sometime impossible task. We may elect to "agree to disagree." However we choose to resolve our daily conflicts, we must be cognizant of the fact that effective basic communication skills and an open mind are essential to the process. Treating the other party with respect is key to maintaining a healthy personal or professional relationship. Patience and cooperation encourage tolerance and understanding in others.

1996 International Conference on Volunteer Administration

ABSTRACT

This article is a guide to assist volunteer leaders to develop an understanding of how to assess their program needs and resources to appropriately select and effectively assimilate data management resources into their volunteer programs. Volunteer leaders will learn why it is important to plan and prepare for system automation and how such planning is similar to the activities involved in the successful placement of volunteers.

Automated Data Management Systems for a Volunteer Program: Initial Planning

Diane L. Leipper

INTRODUCTION

Does the thought of learning about computers make you want to recruit the nearest computer genius to figure it out? Do you say, "I don't have time to take computer classes or read the manuals and, besides, I need to focus on managing the volunteers?" Do these situations sound familiar?

Volunteer administrators use their excellent interpersonal skills frequently. They recruit, interview, train, place, support, evaluate, and recognize people who volunteer. They are experts at finding resources, matching individuals to tasks, and doing multiple things simultaneously. They also recognize the value of documenting volunteer effort. They know what information is critical to record. They are aware of the impact proper documentation has on the organization. But when it comes to the "c-word", volunteer directors often have limited experience and few resources.

Do you know you need a computer to maintain your data? Have you talked with your peers, checked out vendors, and bought a system that seemed like it would solve all your problems? Do you now find you can't get the reports you want and the system doesn't fit the needs of your program?

Think of computers (and other technological assets) as another volunteer, a team member with special skills.

- You need to recruit the person (hardware) and the skill set (software) that is compatible with your organization and that will fill your specific job opening.
- You need to interview the available products to determine the best match. What do you want the computer to do? What are its responsibilities, its accountabilities?
- You need to train the system—get it set up appropriately for your work environment.
- You need to place the system much like you place a volunteer. Who is going to work with the volunteer? Where will s/he work? What resources will the volunteer need to get the job done? These are analogous to the considerations needed for an automated data management system.

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- You need to support the system. Is the information systems department available to assist you? Do you need outside support? What about the system vendor? What support does it provide? What about contract consulting and support?
- You need to evaluate your system. Does it meet your needs? Has the system become a productive member of the team?

A data management system, just like a volunteer, needs supervision and the active participation of the volunteer administrator to assure high quality results.

PLANNING

The key to ensuring you create a data management system that will be an asset to your volunteer program is planning. The constant state of refinement and change in technological resources, and the need for volunteer programs to remain viable by being flexible and adaptable, make planning essential. Planning will enable you to obtain a system that will enhance your ability to be in control of change. Resources in most non-profits are limited. It is imperative, therefore, that technological decisions are cost effective, meet current needs, and adapt to future ones.

In *The Handbook of MIS Management* (1985) Frank W. Lynch, President of Northrop Corporation, says, "If you can't articulate it, you can't do it." This is certainly true when considering which data management system will work for your program. The handbook includes a list of other benefits of planning such as the better you plan, the better you will be able to communicate your needs to your administration and to hardware and software vendors. This will help assure effective and appropriate decisions. Planning can identify cost savings, cost sharing, and effective resource management opportunities: "Properly communicated, it [planning] can also provide a powerful stimulus and sense of direction to employees at all levels, focusing their efforts, increasing their productivity, and making them feel that they are a genuine part of the enterprise" (Umbaugh, 1985).

REVIEW YOUR EXISTING PROGRAM

The planning process should focus on assessing your current volunteer program processes. A vendor will be familiar with the technological products available for data management, but you are the only one who has a clear understanding of the needs and unique documentation requirements of your volunteer program. Taking the time to do a full review of your program, its current and future needs, and its specific documentation requirements enables you to communicate these needs to vendors. Vendors, with their technical understanding, can then better match your needs to available products. Without a clear understanding of your program, you increase the probability of making hardware and software decisions that will not meet your requirements, will not be effectively utilized, and will waste the resources of the program.

Volunteer administrators often feel they don't have the time to do an in-depth review to evaluate the needs of their program and the various systems available for data management. The necessity for a review can be the start of a new volunteer opportunity. You can create a volunteer task force whose specific focus is to assist in reviewing the volunteer program and researching volunteer data management systems. This task force can be organized either for the short-term or as an ongoing effort. As an ongoing effort, the task force can assist in managing the transfer of data into the new system. The task force can assist in training others who will use the system. It can carry out periodic evaluations to determine how the system is meeting the needs of the program. You, as the volunteer administrator, must maintain a close working relationship with the task force. Being involved with the assessment, implementation, and management

of your department's database management system provides you with a more comprehensive understanding of your program. Ultimately, it will be you who is responsible and who will provide continuity in the management of the volunteer documentation system you choose.

DECIDE WHAT YOU NEED

Your volunteer application form can provide a template for determining the data fields you might want in your database. You should be able to enter all of the information from your current application form into the database. Probably this will mean that your database should include fields for one to five character letter or number codes as well as note or memo fields that can contain full sentences or short paragraphs. Usually it is better to have the ability to log as much information as possible even if unused, rather than go back and restructure your database later.

Your automated data management decisions, in part, will be determined by your work style and your current document management methods as well as the type of information you need to have available regarding your program and the purpose for maintaining that information. Defining your program information requirements objectively in terms of collection, storage, use, the kinds of reports you need, the questions to be answered, and to whom those reports will be given will assist in effective selection of a new system. You also will need to decide who will use and who will manage the system and what technical support will be available to you for both the application and its function.

To begin the planning process consider:

- Why do I need to change my system?
- How will the changes impact the volunteer program?
- How much time do I currently spend documenting the program?
- What will the benefits be?
- Who will benefit?
- How much time am I willing to spend researching, purchasing, and learning a new system?

List what you do now. Do you track volunteer hours, scheduling, and birthdays? Do you write monthly reports? Define your needs now and into the foreseeable future. When defining what your needs are also ask yourself the reason why. For example, if you would really like to track demographic information on volunteers, what will you use the information for? Why do you need to know this information? Answering these questions will help you focus on the primary goals of the volunteer program and your organization and assist in determining your software needs. Such answers will provide a means by which you can measure how well the system performs.

After you have reviewed your current program, think about what you would like to do that you aren't doing now. Examples might include the ability to select volunteers by specific groups to better identify what community populations volunteer and where you might want to target recruiting. You may want the ability to provide reports to various departments that utilize volunteers in order to document the contributions of volunteers in those departments and determine which departments over- or under-utilize volunteers, and why.

Think about what kinds of reports you need. Among the many possibilities are reports that can be developed to document total hours for all volunteers, time in and time out, total hours for individual volunteers, hours by department or program, scheduling reports, annual summaries and demographic reports. When deciding what reports you want, think about how these reports will increase the organization's awareness of the impact of volunteer services. Reports can document volunteers' efforts to assist in achieving organizational goals and to support the organization's mission statement. Reports can assist in documenting community

support, determine if customer service goals are being met, and track the cost-effectiveness of volunteers. Also think about who is going to read the report. Does the reader prefer a narrative of the activities and services provided by the volunteer program, or does the reader prefer a statistical analysis of the program?

Other areas that you should address in your planning process include determining the need for capabilities in addition to database functions. For instance, will you need word processing capabilities to produce documents such as letters, flyers, manuals, and job descriptions? Will you need spreadsheet capabilities to analyze financial data or create budgets? What about printers? Will you be producing a lot of flyers, documents, letters, generating reports, or printing envelopes and labels? What about extras? A fax program and modem for your computer can be beneficial in transferring documents. E-mail capabilities are becoming more important both within the organization and to communicate with other professional organizations. The issue of whether or not to include any additional software capabilities or extra functions in the initial purchase can influence your decisions and should be taken into consideration in your planning process.

Making the transition from one system to another will be much simpler if your software, including word processing, database, and spreadsheet functions are compatible and allow you to import and export data easily from one to the other. Software applications that are linked to allow sharing of data can greatly enhance your capabilities. Are the software products you are considering compatible with standard market products?

Determining methods to secure data, to limit access to the system, and to ensure confidentiality should be included in the planning process. Do you need or want a system where volunteers can access sign-in and other basic information, or will it be a system that is used primarily by staff? Is your system going to be linked to other department computers? Will it be linked to the organization's mainframe? Will it be a stand-alone system?

An often overlooked but critical issue is that of determining what kind of back-up system you will be using: tapes, disks, off-site, or on-site. How is the back-up system supported by the application you are considering? Sometimes, even with the best of precautions, user errors, power failures, or equipment malfunctions can cause the loss of data or create the need to restore the system. With carefully thought out and well-maintained backups, the ability to restore your system or recover data can be done with minimal effort and expense. In addition, a good back-up system off-site, or at least out of your office, provides a safety measure in the case of office theft or fire.

THE OPTIONS: APPLICATIONS, SOFTWARE, AND HARDWARE

Whether you create a volunteer task force to plan for the transition to an automated data management system or do it yourself, there are many factors to consider. To start with there are three basic systems for automated data management. They are commercial flat file database, commercial relational database, or custom-designed database applications.

A flat file database is similar to a spreadsheet in that the data is in a table format. The fields in flat file database do not have the capability to be automatically linked by a common field. Examples include 1-2-3, and Reflex. A relational database program can be set up as a series of tables (components) that are linked by a common field, for example an ID field. Relational database programs include dBase, Paradox or Access. Each type of system has its benefits and its limitations.

One solution is to purchase a standard commercial software suite or package that combines a variety of software applications usually including a relational database program, word processing, and personal information manager, or projects

management software. Examples of this type of package include Lotus Smart Suite or Microsoft Works. These packages usually can handle the basics of any volunteer program and are relatively inexpensive to purchase. They have the added advantage of providing a variety of support services such as manufacturers help desk, on-line support groups, and other users who often can provide insights from their experience that is helpful when shared. Utilizing a suite or package can provide you with the opportunity to get the "feel" of a database and allow you to explore methods of documenting and reporting the activities of the volunteer program. This will enhance your ability to determine your needs when you decide to purchase a dedicated custom volunteer management system. If you have chosen wisely, you should be able to transfer your data electronically from one system to the other.

Two types of software often used to manage volunteer data are spreadsheets and word processing programs. Neither of these are effective for complete volunteer data management. Spreadsheets are limited in the types and amount of data they can process and in reporting capabilities. Word processing programs are not advisable to maintain volunteer records because each file is a separate document and trying to link files is complicated. The error rate can increase due to the inability to link information and to use table lookups which function similar to a help file where key information is available in list format accessed by a single key stroke. In addition, word processors don't have integrity checks to make sure data is in the proper format or other common database features.

When you begin to review specific products, there are certain issues to consider that will assist you in assuring that the product you purchase will meet your requirements and provide the ongoing support you need. For example:

- Consider the company behind the product. How long has it been in business? Is it a local or national company?
- How long has this product been on the market?
- What about upgrades?
- What about service contracts?
- Does the product meet your needs as is, or must it be customized? Is customization included in the price or added on? How does the company representative react to your need for customization?
- Do you know other volunteer administrators who have used the system you are considering? Ask their opinion. Ask if you can get some hands-on trial experience with their system.

When considering hardware:

- What kind of hardware is needed to run the data management system? Is it standard market products or specialized hardware?
- Can you buy equivalent hardware from several local vendors?
- Is it compatible with other hardware utilized by your organization?
- Can you transfer your software from your current system to the new system?
- Is the machine speed adequate to enhance the productivity of your program? Do you notice the machine taking its time to display forms or prepare reports?
- Does the machine have appropriate memory for your needs?
- Is the video monitor adequate to minimize eye strain and enhance the working environment?
- Who will provide maintenance?

When considering software:

- Is it compatible with other software programs utilized by the organization?
- Can data be easily imported and exported for fax, mail merge, back up, and special needs?
- Is the process for moving your existing data from paper or other automated systems to the new system planned out?

- Are upgrades available and easily installed with minimal disruption to current ways of work?

Have you considered the peripherals you might need? Fax capabilities provide for direct transmission of documents to interested parties. Data modems are needed for Internet access, remote support, and data transfer. Network capabilities (within your own department, within the whole organization, on the Internet) may en-hance the system's usefulness. Multimedia capabilities might allow for usage by special needs volunteers.

The system you choose should meet your current needs as well as meet the needs of the next two to five years. You should be able to modify and upgrade the system without losing your current data or having to reenter it manually. You should be able to adapt and change your system to meet new requirements, add fields to your database, design new reports, and change the data entry forms. Is this easy to do or a major task? A good review of your volunteer program should be combined with healthy skepticism of available products. Beizer (1988) states that "what many people call 'computerphobia' is really healthy skepticism, a reluctance to be steamrollered into 'the latest and bestest' with possibly serious consequences."

SET-UP AND SUPPORT

Support for your data management system should be determined before making a purchase. This includes equipment documentation, manuals, system orientation, on-site assistance, and phone, or online assistance. A major stumbling block to effectively utilizing data management systems is not determining who will set up the system, who to call when you run into problems, and who will help ensure the system works properly. Costs for support services should be considered in the original purchase price and as an ongoing cost. In organizations with an information systems department, is there someone who can assist you in determining your needs, and what resources are available to assist with set-up, training, and support of the system?

Some companies whose products you might be considering provide support for their products. In this case you need to determine the kind of support, the duration of the support agreement, and whether or not it involves additional costs. Another source of support is utilizing outside consultants. What is their experience? What can they provide? Are they available when needed by phone, electronically, or in person? Hardware and software documentation acts as the repair manual. Such documentation provides information that allows the person who sets up and maintains the system to be more effective.

A common, but often problematic solution is asking a well-meaning "expert"—volunteer, student, consultant, or entrepreneur—who claims to have the expertise to set up the perfect system. Their knowledge is usually based on classroom experience, personal use, or hobby or entertainment experience. Such an individual may not have experience or expertise with professional database development that would enable him or her to create a product to meet current and long-term needs. These individuals may have preconceived ideas based on personal experience that negatively impact the system they design. Such a person may not be able effectively to communicate the workings of the system to staff and volunteers and, therefore, the system becomes a one-person application. In addition, systems set up this way usually have neither documentation regarding the system nor guarantees. Since they are individually designed and poorly documented, it may be difficult to find others to help you with the system. Circumstances may change, the "expert" may no longer be available, and you are left with an application no one else knows how to manage or maintain.

You need to find a person who is pro-

fessionally committed, able to assume liability for the system, and who has sufficient expertise, experience, and capability to create one that can be maintained and supported after he or she is long gone. This person would need to be willing to work closely with the volunteer administrator to gain the knowledge of the factors involved in documenting a volunteer program.

CONCLUSION

Determining needs and finding and purchasing a system is not the end of the process. As with volunteers, technological assets don't magically solve your problems just because you filled an opening. A good volunteer program depends on the development of solid recruiting, interviewing, training, supporting, and evaluating methods and policies to ensure it is effective and viable. The same is true for your data management system. Building a solid foundation will ensure that your system is a productive team member and not just an object that clutters up a desk. As with good volunteers, there are ongoing needs for additional training, task enhancement, maintenance and upgrades, and evaluation. There are additional and ongoing costs that should be part of your proposal. These might include training time, upgrades and enhancements, back-up media, and maintenance services.

Purchasing an automated data management system is a major decision and a major investment. It is one that can have all kinds of visible and invisible impacts on your program. Drucker (1992) says non-profits have shifted from an "emphasis on the 'good cause' to an emphasis on accountability and results." Investing the time, effort, and money up front can ensure a quality investment that will document the results of the volunteer program. Proper planning will facilitate an investment that will be cost-effective, provide returns for years to come, and minimize the frustrations of change. It will prevent the all-too-common problem of obtaining a system that, after a few attempts at utilization, sits in the corner or is used for non-productive endeavors.

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THE JOURNAL
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GUIDELINES FOR SUBMITTING MANUSCRIPTS

I. CONTENT

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

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 THE JOURNAL deals with volunteerism, not voluntarism. This is an important distinction. For clarification, some working definitions are:

volunteerism: anything related to volunteers, volunteer programs or volunteer management, regardless of funding base (including government-related volunteers).

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

If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your article for you.

II. PROCEDURE

A. Author must send four (4) copies of the manuscript for review.

B. Manuscripts may be submitted at any time during the year. THE JOURNAL is published quarterly: *fall, winter, spring* and *summer.*

C. In addition to the four copies of the manuscript, author must send the following:

1. a one-paragraph biography of not more than 100 words, highlighting the author's background in volunteerism;

2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINISTRATION to publish the submitted article, if found acceptable;

3. an abstract of not more than 150 words;

4. mailing address(es) and telephone number(s) for each author credited;

5. indication of affiliation with AVA or other professional organization(s). This information has no impact on the blind review process and is used for publicity and statistical purposes only.

D. Articles will be reviewed by a panel of editorial reviewers. The author's name will be removed prior to review to ensure full impartiality.

1. Author will be notified in advance of publication of acceptance of the article. THE JOURNAL retains the right to edit all manuscripts for mechanics and consistency. Any need for extensive editing will be discussed with the author in advance. Published manuscripts will not be returned and will not be kept on file more than one year from publication.

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

3. Authors will be asked to submit the final version of a publishable article on a 3 1/2" high-density disk formatted in WordPerfect 5.2 or Microsoft Word 5.0 for Windows, or any text-based program for Macintosh since this publication is produced in QuarkXpress 3.3 on Macintosh.

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

F. Copyright for all published articles is retained by the Association for Volunteer Administration and should be referenced when appropriate. Exceptions will be allowed only by prior arrangement with the editor-in-chief.

III. STYLE

A. Manuscripts should be *10 to 30 pages* in length, with some exceptions.

B. Manuscripts should be typed, double-spaced, on 8 1/2" x 11" paper.

C. Manuscripts should be submitted with a title page containing title and author *that can be removed* for the blind review process. Author's name should not appear on the text pages, but the article title must be shown or key word used at the top of each text page.

D. Endnotes and acknowledgments should appear at the end of the manuscript, followed by references and/or a bibliography completed in an accepted form and style.

E. Author is advised to use non-sexist language. Pluralize or use "s/he."

F. THE JOURNAL prefers authors use language accessible to the lay reader.

G. First person articles may be acceptable, especially if the content of the article draws heavily upon the experiences of the author.

H. The author is encouraged to use interior headings to aid the reader in keeping up with a lengthy article. This means breaking up the text at logical intervals with introductory titles. Refer to issues of THE JOURNAL for sample headings.

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

J. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript.

K. General format for THE JOURNAL is in accordance with the *Publication Manual of the American Psychological Association* (4th ed.), American Psychological Association, Washington, DC, 1995.

IV. GUIDE TO PUBLISHING A TRAINING DESIGN

When submitting a training design for publication in THE JOURNAL, please structure your material in the following way:

ABSTRACT

TITLE OR NAME OF ACTIVITY

GROUP TYPE AND SIZE: This should be variable so that as many groups as possible can use the design. Optimum group size can be emphasized or ways to adapt the design to various group sizes can be described.

LEARNING OBJECTIVES: One or more sentences specifying the objectives of the activity.

TIME REQUIRED: Approximate time frame.

MATERIALS: List all materials including props, handouts, flip charts, magic markers, and audio-visual equipment.

PHYSICAL SETTING: Room size, furniture arrangement, number of rooms, etc.

PROCESS: Describe *in detail* the progression of the activity, including sequencing of time periods. Use numbered steps or narrative, but clarify the role of the trainer at each step. Specify instructions to be given to trainees. Include a complete script of lecturettes plus details of the *processing* of the activity, evaluation, and application. If there are handouts, include these as appendix items.

VARIATIONS: If other ways of conducting the design are applicable, describe briefly.

If possible, include references showing other available resources.

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