# THE JOURNAL OF VOLUNTEER ADMINISTRATION

**Spring 1984**



II:3

## ASSOCIATION FOR VOLUNTEER ADMINISTRATION

**The Association for Volunteer Administration (AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers. AVA is open to both salaried and nonsalaried professionals.**

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THE JOURNAL OF VOLUNTEER ADMINISTRATION is published quarterly. Subscriptions are a benefit of membership in the Association for Volunteer Administration (AVA). Non-AVA members may subscribe to THE JOURNAL at a cost of $20 per year or $50 for three years. Subscribers outside the United States should add $3.00 per year for additional postage and handling costs. Checks or money orders (payable through a US bank or in $US) should be made payable to: Association for Volunteer Administration.

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

ISSN 0733-6535

# The Fourth R: A Case for Releasing Volunteers

Jane Mallory Park

Volunteerism's three basic "R's"--recruitment, retention and recognition--receive considerable attention. These are indeed very important capsule words describing points in our relationships with volunteers in our organizations. We tend to assume that if these three R's are working properly, we will have good volunteers and will have them forever or at least indefinitely.

The problem this creates is that most volunteers do not stay forever even if volunteer programs are well organized and, more importantly, even if the volunteers have enjoyed their work and have performed satisfactorily. Furthermore, there are some volunteers we hope will not stay forever. Indeed the firing of volunteers is the form of release which has received most attention. Nevertheless, we tend to avoid preparing even for that kind of situation and then get caught off guard each time an unpleasant case develops.

The premises of this article are:

1) There are actually four "R's" in our relationships with volunteers: recruitment, retention, recognition and release.

2) Volunteers--even good ones--should not stay forever or even indefinitely.

3) Professional volunteer administrators must understand the reasons for release and must build a structure to address it. Getting caught off guard is not a professional stance. Release must be as intentional and mutual as recruitment.

4) Exploration of the ending point, i.e., the release phase, of our relationships with volunteers is a good starting point for evaluating a total volunteer program.

5) Building an effective release component is like all other professional efforts in that it requires us to replace wishful thinking with an intelligently sound frame of mind and then to develop an appropriate framework for action.

This article is intended as a tool for qualitative analysis. In it we will pose some questions and propose some answers which can help us achieve a productive balance between what is and what ought to be as we deal with the issue of releasing volunteers.

## ESTABLISHING A USEFUL FRAME OF MIND

Most situations and issues lend themselves to several interpretations. A strong and legitimate case can often be made for each of various positions even though they may contradict one another. Therefore, it is practical to look at the alternatives and select the one which is

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most consistent with our philosophy and most likely to move us toward achieving our objectives. The concept of release forces us to come to grips with basic assumptions about volunteerism by raising some important questions.

1) Are volunteers as free to leave as we think?

Yes and no. Of course, volunteers can leave a particular assignment without having to weigh some of the consequences that would result from leaving a paid job, not the least of which is concern about the source of their next meal. Of course, anything volunteers do is something which they did not have to do and which might well not have been done to any degree if they had stayed home. Furthermore, human service work is never done. No one person can be all things to all people for all times. So, many assume, volunteers are free to leave with a clear conscience and some sense of satisfaction.

It is not, however, as simple as that. Volunteers may technically be free to leave at the drop of a hat. Yet many--alas, not all--do not feel that way. Good volunteers in particular feel more accountable than has often been acknowledged. They undertake their work for reasons related to meeting certain personal needs and to being useful to a cause or organization they believe to be important. They invest considerable time and energy (both psychic and physical) and expect the payback of feeling and being useful. They understand the magnitude of the unfinished business. For any number of perfectly legitimate reasons, volunteers will need or wish to leave. The serious ones do so only with considerable thought and not without a certain sense of defecting rather than departing. If they are then treated as defectors, they may be haunted by guilt or smothered by anger and frustration. This may sour them not only on a particular organization or volunteer position but, if it happens too often, on all volunteering.

In other words, volunteers are free to leave, but they often pay a price for leaving. The greater the original commitment to the work at hand, the higher that price. It is not in anyone's best long-term interest to allow our attitudes and practices toward them when they do leave to increase that price further. Recognition of release as a natural phase in a mutual relationship shows respect for the volunteers' right to mobility and for their commitment to service.

2) Is turnover bad by definition?

Yes and no. Changes in personnel, whether staff or volunteer, cause a certain amount of disruption. They require the remaining personnel to cover the work while replacements are found, to find replacements, to orient and otherwise break in newcomers, and to adapt work patterns and relationships to the new personalities and styles. All of this takes time and energy which often seems like (and may well be) a diversion from the tasks at hand.

Yet sometimes such changes are welcome for obvious reasons. Perhaps the departing persons were always ineffective or obnoxious. Perhaps they had done well for a time but had gone stale. Turnover on these occasions is a time of relief and revitalization for those remaining on the scene. The tasks required to replace personnel are undertaken with an enthusiasm often bordering on glee because of the opportunity which has been created to improve a less than desirable situation. What distinguishes these instances from those in which the departure creates an unwelcome hole is the amount of time and energy that had been spent bemoaning the need to change.

While we find it harder to view an unwanted departure as a positive opportunity, it can be one, nonetheless, if we do not aggravate the situation by indulging in excessive expressions of disappointment and frustration. Properly viewed, a turnover challenges all involved to reassess the situation, redefine work assignments as appropriate, and start again refreshed.

Turnover is bad only under certain conditions:

--when it is unanticipated;

--when it is untimely in relation to the work load;

--when it occurs so frequently that a hard look at positions, patterns and structures is in order; and/or

--when more time and energy is spent decrying it than dealing with it.

So far, this discussion of turnover has been equally applicable to paid and volunteer personnel. There are other factors which may be particularly germane to volunteers. For example, one of the characteristics volunteers can bring to certain tasks is the freshness it is possible to generate and regenerate precisely because the individual does not do them full-time. If the tasks are inherently tedious or, at the other extreme, intense and demanding, there is little to be gained from obligating volunteers to stay past the point when they can bring that freshness.

Also, because volunteers are not dependent on their positions for their livelihood, they have less to lose than staff by questioning the status quo. If our assessment is that they have been committed and effective, their reasons for departing may provide clues to larger problems in the organization which should be addressed. Of course, their reasons may be exclusively personal. The point is that it is important to find out the real reasons for the turnover.

A change in volunteers may be more desirable and easily accomplished than a change of paid staff and may help everyone combat stagnation, bureaucratization and cooptation. But please note: the suggestion that volunteer turnover may be more manageable and less costly than staff turnover is not the same thing as saying that we should therefore encourage volunteers to flit in and out. Nor does it mean that in difficult situations we should assume or allow others to assume that the volunteer is the problem variable.

3) Should there be a double standard for volunteers and staff?

Again the answer is yes and no. It is perfectly appropriate to acknowledge that volunteers have families and jobs which must take priority over and may even sometimes interfere with their assignments. We know where we expect our staff's priorities to be. Volunteers rightly expect more flexibility than staff in defining their hours, work load and tenure. However, this is true only up to a point--the point at which their availability, reliability, and/or capability cease to contribute to the work of the organization. The challenge, as we well know, is to acknowledge and accommodate this form of "double standard" while simultaneously encouraging and expecting accountability from the volunteers.

Closely related is another form of double standard which has some validity: hiring practices. On the one hand, no one expects to hire everyone who walks in the door looking for paid employment. Nor do we agree to serve every potential client who may appear if that person's needs are not those we serve. On the other hand, it is widely assumed by volunteers as well as staff that, if a prospective volunteer shows up on an organization's doorstep, "hiring" is a foregone conclusion. This has led on occasion to some pretty fancy footwork to develop an appropriate slot, if existing ones do not fit the bill. In some instances, this effort has benefited both the volunteer and the organization. But, when the prospective volunteer's needs, expectations, and skills are out of step with organizational requirements, making up work for that person distracts staff from focusing on the organization's primary goals.

This issue surfaces more and more

frequently as volunteers are in greater demand yet traditional sources are in less supply. Volunteer administrators are turning to--and being expected to turn to--new sources of volunteers such as patients who are assigned to the volunteer department as part of their therapy or lawbreakers who are assigned community service work in lieu of fine or imprisonment. At the same time, volunteer administrators are trying to professionalize and upgrade their programs and to secure a respected place for the volunteers in the organization's personnel roster.

Can we have it both ways? That remains to be seen, and the answer is likely to be yes if we can look for answers in shades of gray rather than black and white. There may in fact be greater flexibility and more possibilities in the hiring and placement of volunteers than in selecting paid personnel or accepting clients. The double standard which says a volunteer should never be turned down may be justified, if it is not carried to ridiculous extremes.

Some forms of double standard, however, are not helpful. Some staff are hostile to the whole concept of volunteers--period. Others are at least moderately leery of risking too much on volunteers. Whatever the case, many paid staff tend to expect instant compatibility and perfection from the volunteers assigned to work with them. If such is not forthcoming, these staff tend to write off volunteers altogether rather than face up to the fact that, if these individuals were paid, they would assume that they had to learn how to work together.

Nearly everyone, however positive their feelings about volunteers, succumbs to another variation of the double standard. It is assumed that when we pay people, we can demand accountability and, therefore, that we get it. Has it really been our experience that paid staff operate at full capacity and high levels of performance every minute on the job? It is accepted that paid staff will leave if they find or receive a better job offer. It is understood that such opportunities may not permit a departure at the least disruptive time. When paid staff do leave suddenly, we may sigh, but we carry on without concluding that paid staff are unreliable. When volunteers leave for greener pastures, do we extend them the same courtesy?

Whether the personnel in question are paid or volunteer, it is important to have policies and practices which promote accountability and the highest levels of performance possible without ignoring the reality that all individuals have idiosyncracies and limitations as well as strengths. A double standard which does not give respect and dignity to both volunteers and paid staff is not only unnecessary but is also unhealthy for individuals and organizations.

4) Is release merely a euphemism masking unmanageable realities?

So far in this article we have simply reopened a Pandora's box of issues and problems widely recognized in volunteerism. To make matters worse, it was suggested at the outset that, in addition to finding enough volunteers and using them effectively, we should be spending time planning how to let them go. If release figures in at all, does the word not imply more control than we really have? Is it not a glorified way of saying that the volunteers were going to leave anyway but we need to save face? Certainly it is a concept which can be used as pseudo-professional jargon to distract attention from poor programs and to rationalize that all turnover is healthy.

On the other hand, the concept of release can serve as an important indicator that we are in control of the situation whether or not we control all of the factors in it. We know that turnover will occur. We also know that it is not necessarily unhealthy or unwelcome and may in fact be the opposite. Therefore we do not have to act surprised and dismayed every time it occurs. What we are trying to head off are unplanned or unanticipated departures, unmanageable disruption, and misguided energy spent wringing hands and gnashing teeth. We should also be heading off excessive reliance on any one individual or group, however effective the short-term results. As we shall see in the next section, there are many specific and positive ways to handle release if we are ready to acknowledge it as the "fourth R."

Before we launch into action suggestions, it may be helpful to remember that release is an already established concept in some kinds of volunteering. Effective organizations build explicit terms into job definitions for their policy volunteers, i.e., board and committee members. These terms are customarily combined with a system of rotation which balances newness with continuity. Under such a system even the best policy volunteers are dismissed when the time comes. Terms are implicit in certain kinds of operations volunteering as well. For example, teacher aides, youth advisors, Scout leaders and the like generally assume that they have signed on for the current school year with, of course, the option to "re-up." This is a reasonable attitude when one understands the extensive demands these positions entail. It is useful to contemplate the degree to which knowing the end is in sight has helped many such volunteers endure until an appropriate departure time. (What is less reasonable is the unstated but usually clear assumption by those in charge that, of course, these volunteers will re-enlist after their "vacation" and that, if they do not, they have somehow reneged on their commitments.)

Granted, it is perhaps easier to accomplish release in policy volunteering because the work is done in groups by definition and provision is made for the absence or departure of any one member through quorums, vacancy procedures, etc. However, that does not discount the value of this model regarding the release of all volunteers. With the ending time defined, everyone has a reference point on which to base decisions, and no one is allowed to forget that plans must be made for turnover and release.

## ESTABLISHING A FRAMEWORK FOR ACTION

Using the conclusions reached so far about why we must learn to release volunteers and why that need not be such a threatening proposition, we can build a framework for action. If, as proposed, release is to be an analytical tool as well as a stage in relationships, we should start with that and see what light it sheds on those other stages.

What are the conditions and situations in which release becomes an issue? Several have been strewn throughout this discussion so far:

- Changes in the volunteers' personal, family or job situations require them to reassess and realign priorities at the expense of their volunteer work.
- The volunteer is not performing adequately.
- The volunteer will not perform adequately.
- The volunteer's performance has slipped, or attitudes have changed, indicating burnout.
- The volunteer has been placed in an unsatisfactory, perhaps even untenable position (e.g., with reluctant or hostile staff) and burns out quickly--or gets burned up.
- The volunteer coordinator sees long-term potential for a specific volunteer or situation and wants to head off all of the above.

With the possible exception of the

first item, we can have considerable control over release if we build adequate controls and guidelines into the other phases of our relationships.

1. Pre-recruitment

Before we undertake contact, it is essential that general volunteer personnel policies and specific job descriptions be in order. They should reflect the most thorough and appropriate definitions which are possible in a given situation. They must define, in addition to hours and days, the maximum term of commitment expected because of the inherent nature of the tasks, the potential for burnout, and because an organization may choose not to become too reliant on any one individual. Other things to include in a volunteer job description are: requiring participation in meaningful training and orientation; suggesting or requiring a "trial period" (a minimum term of commitment) which gives volunteers and staff a reasonable time to learn and adjust and then to make an informed mutual decision about whether or not this is the right person in the right slot; and requesting notice if volunteers have to resign and spelling out how that should be done.

Clearly provisions such as these serve organizational interests by performing and structuring accountability. What may be less clear is how volunteers, accustomed to calling the shots, will perceive such standards and definitions. Many--particularly experienced ones--will appreciate it. This is a fact we too often ignore. Others may find that their suspicions are eased by the explanations that such terms are important for their protection and satisfaction as well as those of the organizations. Those who remain totally repulsed may offer us a blessing in disguise by opting out from the start.

2. Recruitment and Pre-release

In preparing for recruitment, we are caught between conflicting images. If the positions we offer were paid, we would probably have a waiting room full of people willing to "take a number" and to tolerate even the most callous handling by the personnel department. However, when the positions are volunteer, we usually have to go looking for candidates and, when we find some, feel we must take them on any terms. "Beggars can't be choosers" is all too often in the back of our minds, even though we should know better.

It is essential to treat the recruitment process as an extended mutual exploration of the potential fit between a volunteer and an organization or position. If the work is particularly sensitive or demanding, checking of references and prior experiences is especially important. No matter how urgently we are seeking to fill a specific slot, it is helpful to have handy a number of options in case the recruitment discussions take unexpected turns.

It is equally essential to recognize that there will be times when our information and instincts tell us correctly that all the creativity and flexibility in the world is not going to produce a "fit." In such cases pre-release is the best form of release.

Pre-release does not mean a harsh, "don't call us; we'll call you." Often it invites referral to another organization or to a volunteer clearinghouse where the person can find a more appropriate placement. In the short run, pre-release can be very awkward since we must take care not to make the volunteer feel rejected as a person. It can also be frustrating because it requires us to continue recruitment efforts. Yet, if the situation is already uncomfortable, is it really easier to give it a try and to deal with the consequences later? In the long run, both we and the volunteer will benefit from an honest decision at the start.

3. Periodic Evaluations and Checkpoints

Formal and informal communications with volunteers and their staff associates on a regular basis are standard operating procedure in good volunteer programs. Such contact enables volunteer administrators to demonstrate that they care what is happening to the people in various situations, to ascertain how things are going, and to identify potential problems. What an awareness of the release dimension adds is a reinforcement of our understanding that this communication must be more than a passing exchange of pleasantries. To be meaningful, such contact must be given priority. Adequate time and energy must be budgeted for planning as well as executing productive communications. Such effort does not eliminate the question of how and when volunteers will leave or be released. It does, however, provide greater opportunity to prepare for that time and thereby to minimize difficulty and disruption.

## RELEASE

Release itself comes into question in one of two ways. Either the volunteer administrator initiates it, or the volunteer does. In the first instance we are usually confronted with a problem situation for which the best or at least most workable alternative for solution is to remove the volunteer. If we have been doing our job along the way, this situation will not come as a surprise. Other alternatives and accommodations may well have been tried and found unsuccessful. It is important that the volunteer administrator play an active role in this process rather than hope that "they" will work it out. This participation gives the administrator essential information for resolving any long-term questions which underlie the specific, immediate problem and provides opportunity to protect the rights and feelings of the individuals involved. It increases the chances that a win/win solution will be found for the individuals and for the future of the volunteer program.

### 1. Firing Volunteers

Removal of a volunteer does not necessarily mean dismissal. More often than not, it involves reassignment within the organization or referral to another one so that a potentially valuable volunteer is not lost. However, there are times when removal is dismissal--or should be. This writer has done in this article what we do in practice: put off any mention of the actual firing of a volunteer until all other possibilities (and perhaps we ourselves) are exhausted. While personal exhaustion is not recommended, a careful and thorough testing of alternatives is. No one should be discharged without cause and without prior notice. Firing is not easy on anyone, including the person doing it, nor should it be.

Certain behaviors by paid or volunteer personnel cannot be tolerated by a responsible organization: outright harm to clients; inappropriate public statements; flagrant and willful violation of policies and procedures; etc. If a person's performance is irredeemably inadequate or if his/her attitudes are so recalcitrant and disruptive that the morale of other personnel is understandably low, what is really gained by permitting the situation to drag on? The risks of one "fired" person badmouthing our program may well be outweighed by the support we will have from other sources.

If firing is the only real option, do it and get it over with, with the same firmness and tempo advised for removing adhesive tape from skin. (It is to be hoped that firing is not something we get to practice regularly. Since it may then be hard to be confident about what to do and since you may still be hoping for at least one very specific "how-to" suggestion in this article, here is one for your consideration. If you have to fire a volunteer, rehearse the interview and roleplay it with another volunteer administrator or someone you can trust to be objective even though sympathetic to your situation.)

2. Volunteer-Initiated Release

Less formidable but equally distressing are the release situations initiated by volunteers whom we would like to keep. Our first response to such cases should be to determine exactly why the person wishes to leave, a volunteer counterpart to the exit interview used with paid staff. If the reasons are not exclusively personal, we may gain valuable insights about our programs. However, once it has been determined that the volunteer's decision is appropriate, necessary and/or final, it is crucial that we as the organization's representative LET GO--not with a begrudging reluctance but with sincere yet modest expressions of regret, hearty thanks, an invitation to return and an offer of referral or references. Prolonged and inordinate pleading to stay on is flattering to the volunteer only up to a point. Ultimately it adds to the person's discomfort and may confirm that it is indeed time to leave.

ANALYSIS AND REFLECTION

Most of what has been discussed thus far has immediate application to our day-to-day dealings with people. These dealings consume most of our time. Equally important, however, if we wish to professionalize ourselves and our programs, are the time and effort spent thinking about what is happening and why.

First, it is critical to keep formal records and informal notes which will enable us to analyze program results including turnover and release. Such information in the aggregate offers useful facts and clues about patterns and problems which we can use to strengthen our programs. It may also unearth and provide documentation for questions which are not best answered exclusively within the volunteer program and by the volunteer administrator. For example, if a large number of hard-to-place volunteers are referred or assigned to a program, it is quite possible for a sensitive and creative volunteer administrator to create good assignments and to make it work. It is also possible that, in this same situation, the amount of effort required to achieve effectiveness is out of kilter with the organization's priorities. Or, if volunteer turnover recurs only in a certain area, this evidence may suggest that the problem is really in the structure of assignments or with certain individuals who are not supervised by the volunteer administrator. In cases like these, it is appropriate and necessary to share data with others in the organization and to seek solutions at the proper level of decision-making.

Secondly, volunteer administrators must review and reflect on their own professional performance as objectively and thoroughly as possible. By its very nature, professional work is very much like a kaleidoscope with the same ingredients floating around but always appearing in a new configuration. Since one of the ingredients in the release process is our participation as administrators, it is vital that we understand what we have done. Actions, reactions and non-actions should be evaluated along with all the other variables so that future efforts will be more intentional and effective. The suggestion that we gear up for the worst case of release (firing) by roleplaying and other preparation applies to other aspects of our work as well.

To summarize, incorporation of release as the legitimate fourth R of a good volunteer program is not a tacit admission of failure or the passive acceptance of unpleasant realities. Properly understood and utilized, the release concept and its applications enable us to actively promote everyone's best short- and long-term interests as we promote specific volunteer programs and volunteerism in general.

# A Sampling from the 1983 National Conference on Volunteerism

In the first issue of THE JOURNAL OF VOLUNTEER ADMINISTRATION, we promised to devote a large part of each Spring issue to some documentation of the previous Fall's National Conference on Volunteerism. This is not an attempt to print "Proceedings" in a formal sense. Rather, workshop leaders and major presenters have been given the option of submitting their speeches and materials to THE JOURNAL for dissemination to a broader audience. Submissions are screened by the Editorial Reviewers, but are selected under different criteria than are regular articles (though this year several presenters took the time to polish their words into full-fledged articles --thank you!). For example, speeches are accepted for their pertinent content, while their style can—and should—read on the printed page as though they were being "heard."

Workshop-based articles can follow a variety of formats. Some lend themselves to the tone of a more formal paper presentation. Others work best as summaries, highlighting what was exchanged between the leader and the workshop participants. Others outline major points discussed and the handouts distributed.

The 1983 NATIONAL CONFERENCE ON VOLUNTEERISM (sponsored by the Association for Volunteer Administration) was held on October 12-15 in Milwaukee, Wisconsin. More than 700 people attended and heard a wide range of speakers on a smorgasbord of topics. The following pages contain only a few samples of the diversity of thought-provoking sessions. We are pleased that this special feature of THE JOURNAL continues to grow.

The 1984 NATIONAL CONFERENCE ON VOLUNTEERISM comes to Asheville, North Carolina, October 14-17. Be sure to plan now so that you can participate in what promises to be an exciting event.

1983 National Conference on Volunteerism

# Current Perspectives on Corporate Social Responsibility: The Community View

**James N. Alexander**

Part of the problem with today's jargon-laden vocabulary is that old fashioned concepts get new names which can make it harder to identify what someone else is actually talking about. So it is with our topic. "Corporate social responsibility" is a phrase that does not have universal acceptance or understanding. Some prefer "corporate social investment," "social involvement," "corporate philanthropy," or just plain "corporate giving."

Now the term "public/private partnership" has come into vogue. As an attorney, I know that Black's Law Dictionary lists mutual, dormant, nominal, ostensible, quasi, secret, silent, solvent, special and surviving partnerships--but not public/private ones. Though the liberals may be labeled as social do-gooders, and the religious as embodying Christian charity, all these semantics simply boil down to caring and sharing for mutual self interest--helping when it's needed, no matter who you are.

Because I have worked on both sides of the funding table, as a faculty member in a graduate public policy program, training community workers; as a manager of the contributions and community relations program of an international financial corporation; and now as a consultant to corporations, foundations and non-profit organizations, I have been asked to speak on the community perspective on this morning's panel.

After having survived the sixties and seventies with civil rights, red-lining and power politics issues, one would have thought that the need for today's discussion would have been obviated. Yet, the interruption of federal support programs which were once viewed as responses to these issues, has put donors and donees into a panic. Non-profits predicted an era of triage in their ranks while foundations and corporate givers noted with anxiety an enormous increase in their proposal volume, as worthy applicants--many completely unknown to them--applied for their funds. Meanwhile, state and municipal agencies were under pressure, because both corporations and non-profits expected them to do more, as well.

Though the life in community-based organizations will always have an element of social Darwinism, we know that there has been no wide-spread annihilation in this sector. The Urban Institute in Washington will release shortly a study confirming the fact that there has been no massive fall-off in non-profits in this period of New Federalism and, in fact, the pattern continues to follow the general life-cycle curve with

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groups forming and growing in rather constant numbers and in proportion to the general 6%-10% rate of inflation, with which we have all become familiar.

Having noted that, let us not minimize this accomplishment, since to merely stay in place on an inflationary treadmill, one must certainly have a marathon runner's stamina! Beyond this pattern of overall survival and limited growth, however, there is a more interesting story. It is about the evolution that has taken place among non-profits.

Necessity being the mother of invention, they have gotten their act together!

Alexander Associates currently serve as consultants to The Esmark Foundation, the philanthropic arm of that Chicago-based conglomerate. We are assisting them in the selection of finalists for their recently established Excellence Award. This corporate response to the times recognizes the need for management improvements in the non-profit sector and offers a $10,000 prize to eligible groups who have demonstrated their success in improving their operations. The Foundation allowed three months for groups to submit their story, with a deadline of October 1. Following the maxim that "it's no challenge unless you start a major project at the 11th hour," on Friday, September 30 they had received 13 proposals, but by the following Monday, Esmark staff had 147 applications to consider!

That isn't the significant part, however. The important element is what was contained in those forms. This excellent cross-section of groups offered countless examples which are appropriate for our discussion today. They describe how by-laws have been revised; programs cut or refocused; inactive Board members dislodged and replaced by fresh enthusiastic new volunteers. They show how management and administrative procedures were tightened, often with the help of a cadre of alphabet soup credentialed consultants--the MBA, CPA, JD types who are more than before becoming interested in the needs and opportunities of community-based groups. They describe how computers are being employed to pinpoint financial positions on a weekly or daily basis and how, generally, less was indeed often achieving more!

Beyond the stories found in those applications, however, are the other examples we know which typify the evolution of community groups from the seventies to the eighties. In Chicago's Pilsen neighborhood, anglo community organizers created The Eighteenth Street Development Corporation in a lower-income hispanic community. Soon, however, the group combined community organizing with a program of rehabilitation of run-down or abandoned residential and commercial structures. Then it added a pre-apprentice training program for neighborhood youth interested in obtaining entry to the building trades. Now, with hispanic leadership at the helm, the group continues these efforts and has also created a for-profit construction company subsidiary. And their evolutionary pattern is not an isolated example.

We are seeing an explosion of interest in non-profit entrepreneurship. Recently Foundation News asked us to review new publications on marketing and selling through for-profit subsidiaries of non-profit organization. The inspiration of major museums in producing new revenues through shops and mail order catalogues featuring high quality reproductions or original art pieces has inspired others to consider entrepreneurship. And though in our book review we concluded that entrepreneurship may not necessarily be compatible with the chemistry of most non-profit agencies, it may indeed work for some who consider it carefully and comprehensively.

More financial sophistication in non-profits has also meant that fund raising has moved beyond grants and government contracts to applications for commercial loans and syndicated partnerships. Real estate ventures of community-based organizations now require larger sums of money for planning and implementation. Without federal subsidies for housing the poor, community groups have turned to legally-structured limited partnerships that sell tax advantages and shelters to wealthy and/or socially concerned investors who can benefit from them and are willing to pay a price to do so. Such efforts are being initiated by community groups and assisted by intermediaries with national visibility such as LISC and the Enterprise Foundation, which attempt to add elements of technical assistance and interest rate write downs to improve the feasibility and success ratios of such projects.

We're also seeing a more ecumenical response to the times through the formation of coalitions. In Winston-Salem, NC, Crisis Control Ministry, established by five denominations to address the need for emergency food, fuel, medical help and shelter for that town's increasing number of needy residents, serves as an interdenominational model. It provides a vehicle for the community's 100 churches to collectively deal with critical social problems in a way that is far superior to the efforts that any single congregation could attempt, while being careful not to duplicate the efforts of state or federal programs or the services provided by other social service agencies.

The League of Chicago Theatres, a membership organization of 88 companies ranging from miniscule budgets to national presenters, such as the Shubert chain, created a Hot Tix Booth to sell day-of-performance seats at a fraction of the usual cost to fill the house and to build theater-going audiences. They've been so successful that they're expanding to central calendars and promotions and are considering common reservation and data processing systems, common pension funds, union negotiations, and credit and investment services.

The Latino Institute of Chicago and Second Harvest, the Arizona-based national network of food banks, are supporting their members with technical workshops on management, fund raising, and other survival skills because they recognize that every member need not reinvent the wheel and that cooperation is better than competitiveness, during these times.

But with all these positive examples, one might correctly ask, what is the point of a community response to the topic of this panel? Well, the problem is that some corporations still don't realize that all this is going on. Though some business leaders may want to swim in this pond of partnership, they still fear getting their feet wet in corporate social responsibility or, worse yet, fear being overwhelmed and drowning in waters that are completely unfamiliar to them. While these individuals may not fully represent the leaders of our larger corporations, unfortunately they typify a significant portion of the business sector. Therefore, what hasn't changed is the enormous burden placed on community groups to educate others.

Non-profits are making the news in their communities. They are the source; they are close to the pulse; they understand the needs of their members or of their service population or of their technical discipline--perhaps better than government, the media and certainly most corporations. Yet, in order to foster change or to obtain financial or political support, they must pay a high price. They must take time-out to educate those who hold the purse or the power. While many corporations have plants located in residential areas across the nation, distant headquarters managers may know little or nothing about the needs in a specific neighborhood and therefore cannot or, worse, will not support worthy groups located there...despite their self interest. Though business is certainly not the monolith it is often portrayed to be, such corporations look all too similar in their indifference to the needs of their constituents and indeed to their own self interest.

Though adversarial techniques are still employed by a few groups, tenacity and dedication are the central elements that the majority of community groups bring to bear on current perspectives on corporate social responsibility. When dialogue is established, wonderful responses can result. Aetna and other insurance companies have started to work with neighborhoods. Banks are funding NHS offices in areas which they once red-lined. Amoco Oil--a victim of public criticism common to nearly all oil companies--has been convinced that small-scale, community-based energy audits, retrofits and even alternative energy source production programs are worthy of their corporate support. The educational process was a long one, but has now resulted in a gift of $400,000 to the Center for Neighborhood Technology, the non-profit which had the tenacity and took time-out to educate this corporate giant about social responsibility. CNT will now establish a pilot project in six Chicago neighborhoods to develop their capacity in these areas of concern.

Non-profits around the nation are also educating the corporate sector on the use of volunteers, the on-going need for financial and technical support, and even the need for in-kind contributions. This increasingly sophisticated shopping list is, in my opinion, responsible for many of the encouraging corporate programs we've heard about this morning.

Still, while certain corporations seem amenable to the proposals, others continue to hide behind excuses of low profitability, lack of experienced staff or, worse yet, a disinterest in anything but high visibility, high-profit programs. Though they seek to showcase, not all program elements of community organizations are made of glitter and window dressing. Community groups must have funds to pay for the basics--the heat, rent, and indeed the staff salaries. Though they may lack sex appeal for the corporate funders, such support is essential to the survival of the non-profit sector and is certainly an appropriate way for corporations to manifest social responsibility and concern.

With such support, however, it is clear that communities can do enormous amounts with nearly nothing! Another client, Washington-based Partners for Livable Places, continues to document examples from around the nation of how such cooperation can revitalize parks, improve streetscapes, enliven shopping districts and reduce crime in our cities at minimal cost, simply because the key resources--government, corporate and community--finally started working together, for the benefit of all.

Though sometimes it takes an intermediary like Partners to bring these parties to the point of realizing mutual self interest, increasingly we now see that community groups themselves are becoming the effective force which forges these partnerships with the corporate sector. With such tenacity and the willingness to educate, any future discussion on this topic will require less semantic clarification and will contain more varied and positive examples of what the leaders of the voluntary sector have been able to teach corporate America about its responsibility and how best to express it.

# The Voluntary Organization and the Business School: A Partnership Waiting to Happen

**Mel S. Moyer, PhD**

## NEGLECTED OPPORTUNITY

In the nonprofit sector, effective managers get extra mileage out of limited means. To accomplish this, they practice a kind of creative parsimony. Equally important, they find resources where others do not. In these days of constraint, they are bringing this "loaves and fishes management" to a high art.

But while they are energetic and inventive in most directions, in one they are not. In particular, they ignore one important resource. Generally, it is sizeable, valuable, versatile, appropriate and free. It is the university school of business.

University business schools embody many assets which are of potential benefit to nonprofit organizations. These include computing power; experienced alumni; versatile facilities; useful corporate contacts; students with unusual amounts of talent, energy and idealism; faculty seeking educative course assignments and challenging research sites; and a body of knowledge about managing organizations. Nor are these resources unavailable to the voluntary sector. Indeed, there are not a few but several dozen ways in which business schools can be put to the service of nonprofit organizations. Almost two dozen of them are detailed in Appendix A.

By neglecting these possibilities, leaders from the third sector are, in effect, leaving money lying on the table. In these pinched times, such inaction lies somewhere between unimaginative and irresponsible.

To grasp this opportunity, managers in voluntary enterprises must see the business school as a customer, alternative users as potential competitors, themselves as marketers, and the challenge as one of developing and implementing a mutually-profitable marketing strategy.

If this construction of the task afflicts the reader with a sense of doubt, inadequacy, or distaste, that can be remedied. There are available several readable introductions to marketing in nonprofit organizations.[1] Beyond that, it is possible to sketch out a series of steps which, with modification to suit particular situations, can assist the nonprofit manager to take a marketing approach to the school of business. They follow.

## APPRAISING THE BUSINESS SCHOOL

One should begin by attempting to "know the territory." In this case, the business school should be seen as an institution with its own features which, to be suitably used, must be carefully understood. The characteristics of this target enterprise which have the most import for the voluntary sector manager are as follows: it is male, corporate, analytic, quantitative and businesslike. Each of these features has implications for

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the "outsider" who aims to connect and collaborate with the school of business. Consider how.

Within the past decade, the mix of BBA and MBA students has shifted sharply toward women. However, the mix of faculty has not. As a result, a sizeable fraction of the enrollment will be women, but almost all of the instructors will be men. Thus, despite ongoing liberating changes in the culture of the institution, the continuing and pervasive assumption is that, in the world at large, "management" is male. In the voluntary sector, of course, often it is not.

Similarly, there has been a shift in the management literature, and in the business school curriculum, to embrace public and nonprofit organization. Again, however, the change has been imperfect and incomplete. As a consequence, the orientation of the business school, like the destination of most of its graduates, is the corporation. Moreover, it is intellectually comfortable, pedagogically convenient, and therefore often assumed, that the companies in the textbooks are large manufacturers of branded products. This tends to screen from academic attention several characteristics of voluntary organizations which are different and material, such as that its workers are not all employees, its mission may be shaped by ideology as much as economics, its interorganizational relationships may not be essentially competitive, and its customers often do not cover the full cost of the service.

A further characteristic of the school of business is that it encourages its people to prefer what is analytic, cerebral and quantitative to that which is impressionistic, visceral and qualitative. The former are termed "hard," the latter are called "soft"--and, as the words suggest, the comparison is seen as invidious. Meanwhile, because their education is often in other fields, voluntary sector managers tend to feel less secure dealing with finances, accounting, and computers than, say, public policy, and interpersonal relationships--"soft" subjects.

Finally, the institution values behavior which it regards as businesslike, that is, results-oriented, organized, succinct, and punctual. This is not to suggest that management schools are well managed or that business school faculty are businesslike (often they are not), only that these behaviors are preached in the abstract and admired when encountered.

Another fact of life with which the potential partner must deal is that the target business school may be in a different demand situation than the university as a whole. While it can be shown that most universities must meet faltering demand for their services by reaching out to the community for students and support, business schools enjoy a strong demand from prospective recruits. Indeed the recession, the conservative climate of the times, and fewer job openings for young people have boosted the business schools' "sales." Therefore, while universities must reach out to the community to stimulate enrollments, business schools are able to ration their places and limit their outreach. This is not to say that they are not interested in attracting job offers for their graduates, research money for faculty, and approbation from their publics, but that one incentive for creative collaboration with the community--a scramble for students--is not a pressure they feel. The result is that, while universities tend to deal with the world from a position of diminishing strength, business schools do not.

Having examined the setting in general, the nonprofit manager will undertake some market research on his or her intended "buyer." This need not be costly, covert or conspiratorial. Business schools are public institutions sufficiently removed from competitive pressures that they are, compared to corporations, fairly transparent. With little effort or expense, one can assemble calendars, course outlines, faculty profiles, professors' publications, deans' speeches, alumni newsletters, submissions made to funding bodies, and any of many other paper outputs whereby a business school tells the world about itself. The gaps can be filled in through conversations with students, alumni, faculty, administrators, and outside friends with whom it has done business.

## GAINING SUPPORT

From all of the above, it follows that the nonprofit manager should anticipate that the business school leaders to be approached will not have thought closely about connecting with the voluntary sector. Alternatively, they may have been deterred by the perception of the nonprofit field as a lean market. When business school heads consider underwriting an outreach toward the voluntary sector, through management seminars for example, they must confront some unattractive facts. Many voluntary organizations are small. Others are remote. Most have little bench strength to compensate for a manager's absence while on a course, and all are underfunded. Therefore, when first viewed from the dean's office, the voluntary sector may well be interpreted as a market, and one too thin to serve.

From this, it will be clear that before collaboration can happen one will have to demonstrate what's in it for the business school. This is simply a particular case of a general situation. For example, in the corporate sector no sale is made until it is evident that there is a benefit to the other party. Similarly, in the nonprofit sector, volunteers do not sign on unless there is an expectation of a rewarding relationship.[2] Thus neither repeat product purchasers nor solid working relationships can endure as acts of charity. Accordingly, the nonprofit manager approaching a business school faces a challenge which is neither unique nor unfamiliar. As always, the transaction must serve both parties.

Happily it can. A customer-oriented analysis will show that collaboration can carry several benefits for the business school. These include data for student exercises, instructive teaching materials, interesting class assignments, justification for research grants, raw material for publishable articles, sites for practicums, and opportunities for those public and professional service activities which strengthen an academic's case for promotion and tenure. Fortified by that knowledge, one should forge ahead.

Moreover, from the profile of the target business school now developed, the potential collaborator can now identify potential allies, inducements, adversaries and obstacles. For example, Professor X has served on the board of an organization not unlike your own; the Dean has emphasized that a productive private sector requires a healthy voluntary sector; the chairman of the curriculum committee is a proponent of cooperative education whereby students alternate between classroom and field assignments; and so on. This is the raw material of an emerging strategy.

## APPRAISING THE VOLUNTARY ORGANIZATION

If an effective match-up requires an evaluation of the business school, it must also rest on an appraisal of the voluntary organization. In this, the nonprofit manager is conducting the equivalent of a corporate marketing audit. He/she is also honoring the philosopher's injunction, "Know thyself."

Here, as in assessing the business school, it is useful to begin with the culture of the organization. Often voluntary organizations are underpinned by a rationale which associates citizen participation with some of the finest features and loftiest aspirations of the community. These claims are couched in terms which are both eloquent and idealistic. Moreover, volunteerism is seen as having a distinguished history which is part of the special heritage of North Americans. Thus managers in the voluntary sector are fuelled by a rationale which is both grand and compelling.

This lofty ideology finds support in other ways. Those who work in social service agencies know that, unlike most consumers, their clients are often disadvantaged and desperate. This appears to invest their efforts with an urgency and worth beyond that of "business."

For their part, those who work in arts and cultural organizations see themselves as serving a Muse who is larger than the sum of their customers. Again the value of the enterprise is thought to go beyond its balance sheet.

By contrast, business finds fewer gifted spokespeople to articulate its high calling. The after dinner speech by an outstanding company president on "The Mission of Business" is likely to be a leaden presentation.

These factors can cause representatives of business schools and voluntary organizations to perceive one another in unfortunate ways. The business school faculty member acclimatizing himself to the meetings of AVAS and AVA, but accustomed to the ethos of the American Marketing Association and the Academy of Management may be struck by the relative lack of structure, the unaccustomed dedication to networking, and the tireless celebration of volunteerism.

Conversely, these factors can lead managers in the voluntary sector to conclude that the business of business schools is, relatively speaking, narrow and unworthy. Accordingly, workers in welfare organizations sometimes describe themselves as members of "the helping profession," one implication being that there are others, presumably business-people, who are not.

How wide these differences are in the situation at hand will help answer how promising is a prospective partnership. In the extreme, the business representative may refuse to suffer the pretensions of "the world-savers," while the social worker or artist may reject as tainted "the tools of business."

Early in the getting-to-know-you stage which is to come, the voluntary sector manager will be asked to describe his or her organization's mission. This should include a specification of the key functions performed, the priority clienteles served, the geographic area spanned, and the niche the enterprise fills relative to other organizations in its relevant environment. New academic friends will also be interested in determining whether that mission is real, that is, whether it is written, updated, realistic, measurable, shared, and accepted.

In preparing this "balance sheet," one will also need to have arrived at a summary evaluation of the effectiveness of the board, the professional staff, and the volunteer workforce. Appraising the board will be relatively easy, there being an abundant literature on this. An accurate evaluation of the output of the staff and volunteers may require a stern exercise in objectivity, especially if the manager/evaluator shares the educational background and entrenched work standards of the professional staff, and is in the habit of lionizing the volunteer.

Establishing the financial health of the organization will be comparatively straightforward.

Perhaps the most difficult judgement will be that which answers: "How good or bad is our service?" Voluntary organizations usually lack the corporation's regular feedback on sales and profits which helps management know how well they are delivering to those they seek to serve. Often, nonprofit managers further blind themselves by failing to put in place simple surveys of client satisfaction. In a marketing audit, this self-serving practice will not suffice.

Management should also note

their organization's character. Some operations tend to be quite uniform and standardized while others are by nature disparate and balkanized; some leaderships are daring while others are risk-averse; some organizations centralize authority while others push it down to the grassroots; some agencies use volunteers in mainline activities while others limit them to peripheral tasks; some management groups see strength in their colleagiality while others take pride in their "hardball" style; and so on. Every enterprise has its own character, and the strategy to follow should build on it.

A final part of appraising the voluntary organization is to size up its environment--economic, social, and legislative--classifying each key fact as favorable or unfavorable in its likely impact on the enterprise.

Taking all of these things together, it should then be possible to conclude what is the basic state of health of the voluntary enterprise. This diagnosis can be helped by Appendix B, which is a modification of a matrix used by companies in their marketing planning. It underlines that where an organization's environment is generally threatening, and where the enterprise itself is essentially weak, then the organization may be dying. Conversely, where externally the picture is beckoning, and internally the situation is strong, the enterprise is probably healthy.

This classification is more than an exercise in taxonomy. Experience in York's Voluntary Sector Program suggests that it is easiest to assist an enterprise which is healthy, and hardest to help one that is dying. This is, of course, an ironic finding, and one might wish it were not so. However, the practitioner can verify it out of his/her own experience by observing that, in ongoing operations, success breeds success while an organization which has weakened beyond a point is very difficult to turn around.

It follows that this organizational diagnosis has a bearing on the next step, which is to decide what collaborative actions to propose to the university. In Appendix A, the options are arrayed in ascending order of the demands that they make on both institutions. For example, to commission a computer-based literature search on a subject of current importance to management drains few of an organization's resources, whereas to help build a degree course in the management of voluntary organizations will make sizeable demands on any agency, and its payoff will be distant. Organizations which are healthy can shop among all the possibilities outlined; an enterprise which is very sick should begin near the top of the list and move to more demanding options as returning vigor allows.

From this it can be seen that the arrangement of Appendix A is suggestive of a developmental strategy, with a nonprofit organization moving down the list as part of a larger process whereby it builds its strength.

## SHAPING THE OFFER

The nonprofit manager-cum-marketer is now in a position to consider a short list of possible collaborations. This corresponds to the marketing executive's development of an "offer" which he/she will bring to market.

To further narrow the choices, it may be useful to screen them through a set of strategic criteria relevant to the nonprofit organization. Here it will be helpful to refer again to management's reading of the character of their operation. A risk-averse leadership may want to rule out any option which has a high potential payoff at the cost of a high risk of failure; a management team which is recovering from internal strife may want to avoid a project which could be divisive; an agency which has just reorganized may wish to rule out any project which would challenge existing jurisdictions, and so on.

Concurrently, the offer will be

shaped by what is now known about the business school's likely preferences. One promising proposal may have to be deferred because an essential faculty member is departing on sabbatical, while another may be advanced because it fits the terms of a recently-received endowment, and so on.

What remains should be a limited set of possible match-ups which fit the needs and abilities of the nonprofit organization and of the university--in short, collaborations that can work.

The same spadework that has guided the design of the proposal (product) will suggest how it should be packaged, priced, and delivered. For example, what faculty member should be approached, by what agency representatives, and in what setting, should now yield to common sense. However, in all cases the proposal should be informed, as detailed as possible, and in a well-organized format. Certainly, one should avoid the errors of which corporate donations managers so often complain, namely that the people requesting the grant are almost willfully ignorant of essential facts about the intended donor, that the intended purposes for the gift are vague, and that the presentation is sloppy.

## PERSEVERING

There are some final suggestions that fit no single step in a marketing plan but should guide the entire process.

First, one should be prepared to tolerate intolerable delays. Every manager has experienced the law that says everything takes longer than you expect. Universities move with glacial speed; expect the law to hold.

Second, expect some culture shock. For the nonprofit manager, the culture of the business school sketched in the second section may be unaccustomed and unattractive. It can only be said that, in matters like this, one should not rush to judgement; cultural exchanges are usually mutually useful.

Third, get it on paper. This may seem punctilious. However, as good fences make good neighbors, clear understandings make effective partners. Especially if the parties are new to one another, if the "deal" involves several faculty members or departments, or if implementation requires the support of the volunteer organization's board, the undertaking should be underpinned by correspondence that specifies what is to be done, by whom, and when.

Fourth, insist on pushing beyond analysis to action. In an academic setting, it is difficult for teachers of administration to expose students to the full reality of managing. In particular, exercises in planning are easy to provide in assignments whereas experiences in implementation are difficult to replicate in the classroom. Over time, then, faculty and students can slip into the habit of equating elegant analysis with effective action. But what is a regrettable necessity in the university classroom should not be an acceptable outcome in the voluntary organization. Therefore, academic partners/consultants should not be allowed to settle for excellent recommendations when only actual enactment will aid the agency.

Fifth, expect that familiarity will breed commitment. While some business school professors, students and graduates will have deep experience with nonprofit organizations, many will not. Beyond that, as indicated before, the mind-set of the business school tends to screen out the voluntary organization. This myopia in academia means that the voluntary sector manager has an opportunity to become an educator of educators. In fact he/she should expect that that will happen. Commonly, the business educators (or business students or business people) who lend their services to a nonprofit organization find it a liberating and enriching experience. That often leads on to a growing involvement in the enterprise and a deepening dedication to its mission.

This commitment is crucial: sensitive marketing will start partnerships between business schools and voluntary organizations, but personal dedication will make them flourish.

## CONCLUSION

In not using the university business school, hard-pressed voluntary sector managers are squandering a valuable resource. However, like the grant that will not fly in over the transom and the volunteer that will not walk in the door, the business school will not apply to be used. Therefore, just as professional volunteer administrators learn grantsmanship and recruiting, they must learn marketing--marketing their organizations to universities. It is hoped that this article will help that happen.


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## APPENDIX A

### POSSIBLE MATCH-UPS BETWEEN A VOLUNTARY ORGANIZATION AND A BUSINESS SCHOOL

1. Students do a literature search and prepare a bibliography on a subject of importance to your organization.
2. Faculty or alumni serve on a panel, chair a session, or give an address at one of your organization's or association's events.
3. Students serve as unskilled volunteers on a short-term project of your organization.
4. Students prepare a paper on a narrowly-defined organization problem as a class project.
5. With participation from you, the business school runs a career day to encourage its graduating students to take jobs or volunteer assignments with your kind of organization.
6. A faculty member, alumnus, or part-time MBA student applies professional expertise to a specific organizational problem, e.g., new data processing system, union negotiations, or executive search for senior personnel.
7. Faculty or alumni serve on your board or committees.
8. Your organization and the business school co-sponsor a forum on a major issue of interest in your field, e.g., proposed legislation.
9. A student does a masters thesis, under faculty supervision, on your organization, your association, or your field.
10. Business school faculty alumni or selected students carry out a consulting assignment for your organization or association, e.g., on an improved inventory control system for a volunteer-run store.
11. As designed and specified by you, business school faculty run a brief in-house seminar, e.g., on board management, for your organization.
12. A task force of graduating business school students does an overall policy study of your organization as part of the requirements of a business school course.
13. With guidance from you, the business school mounts a short, in-town, non-live-in, seminar aimed at improving the level of professional management in your organization or field, e.g., in recruiting volunteers or fundraising, this funded by a third party.
14. With guidance from you, the business school mounts a longer, live-in, retreat aimed at improving the level of professional management in your organization or field, e.g., developing strategic plans, this funded by a third party.
15. With inputs from you and your association, the business school mounts a course, e.g., in managing volunteers, with certain minimum requirements in terms of attendance.
16. With inputs from you and your association, the business school mounts a longer certificate program, e.g., in the management of voluntary organizations, with certain minimum requirements in terms of academic attainment.

17. Your organization or association co-sponsors, with the business school, a major conference oriented to your field.

18. With inputs from your organization and your association, the business school establishes and administers a degree course in the management of voluntary organizations in which students obtain experience in voluntary organizations as part of their graduation requirements.

19. The business school assigns selected MBA alumni to serve as advisors to you as you develop a strategic plan for your organization.

20. With a major gift from an outside donor, and with your organization acting as a promoter and advisor, the business school establishes an endowed chair, a program of scholarly research, and a concentration, within a degree program, oriented to the administration of voluntary organizations.

21. Perhaps in collaboration with other facilities, and with your organization acting as a promoter and advisor, the business school provides a degree course on the administration of voluntary organization.

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## APPENDIX B

### SUMMARY EVALUATION OF YOUR ORGANIZATION'S HEALTH

| | | Internally, Your Organization Is: | |
|---|---|---|---|
| | | STRONG | WEAK |
| Externally, Your Organization's Environment Is: | BECKONING | HEALTHY | COMATOSE |
| | THREATENING | FIGHTING | DYING |

1983 National Conference on Volunteerism

# Recruiting and Retaining Volunteers ...No Gimmicks, No Gags!

**Sue Vineyard**

Whenever someone presents a workshop that has to do with recruiting volunteers, you can bet the room will be packed to the rafters with people looking for new ways (or gimmicks) that will insure an instant influx of dozens of new volunteers, complete with years of experience and never-ending enthusiasm! In training groups across the country in the art and science of recruitment and retention of volunteers, I can usually spot those people who attend simply to find new tricks by the disappointment in their eyes when I begin by stating:

1. There are no "quick-fix" solutions to recruitment woes; and
2. Recruitment will fail when it is isolated from the rest of the basic management process; and
3. It "t'ain't" easy.

Their disappointment comes because, first, they wanted something easy, quick and foolproof and, secondly, because many don't wish to "bother" with learning the steps of sound management. Others don't wish to really learn new ideas...they want to continue to recruit in the '80s the way they did in the '50s...ignoring the fact that the volunteer of today is totally different than our stereotypical Polly Do-Gooder of 30 years ago.

Recruitment is the keystone in the management process.

It follows, in natural sequence, the planning (goal and objectives) and organization phases (plans of action, job designs) of management.

If we think of management in terms of an arched bridge which connects our dreams to the potential realization of those dreams, we can see where recruitment fits. Note that recruitment is the first component of the "Staffing" phase and is followed by interviewing and placing before our bridge moves on to the "Directing" phase (training and supervising) and "Assessing" (evaluation).

By definition, recruitment means "enlistment" and helps us understand why recruitment must come where it does in the management process.... We should not "enlist" people before we know what we need them to do (job design). We should not write job designs before we have plans laid down, which must come from objectives developed from the mission statement or goal.

In working with groups that tell me they are having "recruitment" problems, I have never found one whose "problem" really is their recruitment. What I do find is that problems of deeper origin usually surface at the recruitment stage, with the root causes more likely being ones of no clear goals and objectives, no timed, specific plans of action or (most frequently) no written job designs.

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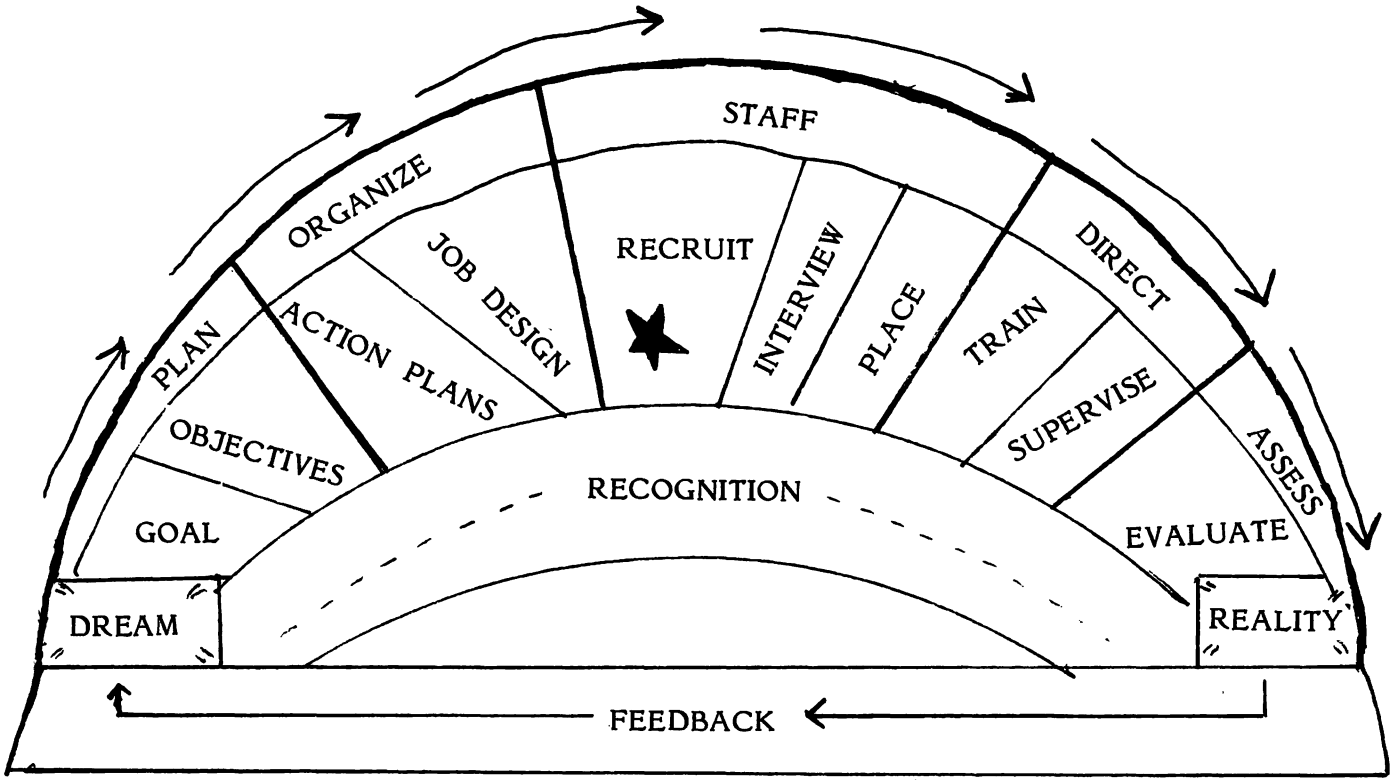
THE BRIDGE FROM DREAMS TO REALITY



I've decided that there have been secret conventions held around the world to teach volunteers how to ask "trick" questions of recruiters... "trick" queries such as: 1) What do you want me to do?? or, 2) How long do I have to do this??? or, and the real "killer," 3) How come??????"

These same secret conclaves have given instruction on the art of saying "NO" and alerted potential volunteers to the dangers inherent in the frequently-used recruitment con-games of the past:

..."There's NOTHING to it...you could do it with your eyes closed, dearie!" (Solution offered: Tell recruiter to close his/her eyes...you run for nearest exit.)

..."First-Warm-Body-Through-The Door Recruitment Method." (Solution offered: Look blank, express sorrow at "no-speaka-da English," sign nothing and run!)

..."Buffalo-Bill Recruitment Method," where one dumb buffalo gets away from the herd and is shot down. (Solution offered: go to all meetings and NEVER leave for the washroom during a meeting point when the group is trying to get someone to be chair of the rotten-job-committee!)

Modern volunteers need specific answers to real questions. They need to understand how their efforts will truly help people, not just an organization and what they have to do to be successful and see where the job makes sense.

KEY COMPONENTS

In looking more closely at recruitment, we can see it is made up of three components: management, marketing, and motivation.

I've touched on the importance of management, not only in having all the phases and components present but present in their proper sequence. In designing a recruitment campaign, remember that it must be planned, organized, staffed, directed and assessed. In so doing you are simply "getting your act together" and pre-thinking the necessary steps to net you the results you desire to aid clients. RECRUITMENT DOESN'T JUST HAPPEN...IT MUST BE MANAGED.

The second component of recruitment and the one most overlooked, I feel, is marketing. Marketing (the second oldest profession, Irma Bombeck's opinion not withstanding!) is simply the trade of value for value. In enlisting someone's energies to help your clients, you must consider both what you will gain and what the volunteer will gain from the effort.

Frequently I find groups have never really thought about what they might offer volunteers in exchange for the donation of their energy, resources, time, etc. I urge groups to consider this question and to draw up a list of both tangible and intangible rewards, in a brainstorming session that disallows nothing legal or moral! Consider: helping others, using my gifts, feeling important, companionship, filling time, school or work credit, building my resume, gaining skills, repaying a debt, putting my faith to work, a free meal, a safe building to work in, family tradition, group assignment, etc.

In developing your skills in marketing it is important to identify your organization's "publics" (groups identifiable by title or makeup with whom you might someday establish a trade relationship.) Hold another brainstorming session to list your publics...excluding no suggestions.

After you list your publics (there are hundreds), you will ask people to examine your list and note any contacts they might have inside these groups. This is the start of a resource inventory that connects your group to others via people already attached to you. See the accompanying sample Resource Inventory.

Placed on a card file (or better yet, a computer), such an inventory grows richer through constant updates and serves as a guide to help when you identify needs. (Its main-

Resource Inventory for Eureka, Ill. American Red Cross

| Public | Date | Internal ARC Contact | What contact? |
|---|---|---|---|
| 1. Eureka GAZETTE | 10/83 | Mary Smith (555-1234) | her sister, Jane Jones is Editor |
| 2. Girl Scounts | 11/83 | Pat North (555-5678) | leads troop #45 |
| | 2/84 | Wes Wylie (555-0987) | daughter in troop #45 |
| 3. Eureka Real Estate | 7/81 | Bea Taylor (555-8877) | she owns it! |
| 4. Jr. Womens Club | 1/84 | Carla Skladany (555-3596) | past pres.; best friend now pres. |
| | 1/84 | John Wilson (555-3322) | wife treasurer til '85 |
| 5. Elm Baptist Ch. | 2/84 | Tippy Coast (555-6666) | member, on board, brother minister |

tenance is an excellent job for homebound volunteers.) For example, your group may need 50 volunteers to work 4 hours each on a one-day bloodmobile project. A quick scan of your publics will reveal several groups that might help...and people who have contacts in each of those targeted groups.

At the point that you move into singling out publics that can meet your specific need, you have in reality moved into the second step of marketing: identifying "markets" (identified publics with whom you have determined you wish to have a trade relationship). An easier way to define a "market" is: they have what you want!

After identifying your markets as such, you move into the third step of marketing: the exchange relationship. In this you actually make a list of what you want from others and what you might offer in trade--a value traded for a value.

To determining value you must be mindful of the last component of recruitment, motivation, the stimulation of people to positive response. Certain aspects of motivation need to be kept uppermost in your mind as you develop your recruitment:

1. People see things differently. They are attracted or repelled by different motivations...KNOW AS MUCH ABOUT A PERSON OR GROUP BEFORE APPROACHING THEM AS POSSIBLE ...DO YOUR HOMEWORK!

Recruitment is USER oriented. For an offering to be worthwhile to others it must be perceived as valuable <u>by them</u>. Only then will it motivate positively.

3. The art of persuasion comes in the understanding that you are not trying to talk someone into saying "yes," but rather, in trying to remove their reasons to say "no." The most frequent reasons people say "no" are: a) they don't know what is expected of them (therefore not knowing what "success" is, people always want to be successful); b) they don't know how long they must do this job ("If I'd say yes, I'd probably have to do it forever") and; c) they don't know if what they are being asked to do really matters.

It is very beneficial for recruiters to understand several different theories of motivation in order to know what might turn people on and/or off. Maslow's Hierarchy of Needs, McClelland's Motivational Classifications, Herzberg's Motivation/Hygiene theory, and Vroom's Theory of Expectancy all help us in our understanding of why people respond to initial recruitment efforts and what continuing supervisory efforts might retain them.

The presentation of your motivation is a critical aspect of your efforts to enlist volunteers and for this aspect understanding of the art of <u>asking</u> is your most valuable tool. When asking for my group support, I urge the recruiter to take several people with him/her so that they can assist in talking to interested people after a general presentation.

The presentation needs to tell what the agency does to help people, offer personal stories about people helped, detail what is needed from the group and use the language the listeners understand.(You will want to weave into your presentation any past involvement by that group, mention of their own goals and purpose, and acknowledgement of their reward system if appropriate.)

The critical piece in this form of recruitment is instant follow up with those people "caught up" in your presentation, those obviously in tune with what you are saying. Be sure to get to them; get their name and phone number and make an appointment for a second one-on-one recruitment effort.

In the technique of asking, the one-on-one approach (or two of you to one other) is best because it offers opportunities for persuasion, removal of "no's," negotiation, personalization, etc. The second best technique is one-to-a-group, the third is via phone (there is still room for direct response and feedback), and the last (and least effective, especially when it is random) is via mail.

TO SUM UP

Recruitment is not easy, quick or gained through gimmicks. It is honest, "up-front" and avoids any gags that would try to con someone into taking on a job. It is studied, targeted, thorough and ever-mindful of an even exchange of value between parties.

It employs the understanding of good management (getting your act together); marketing (the trade of value for value); and motivation (removing "no's" through the art of asking). Recruitment works best when it is done in the name of the people served, not the organization, which is simply a vehicle for action.

Although some recruitment is done through specific campaigns, trained recruiters and publicity, the vast majority is accomplished informally, by satisfied volunteers telling others about their satisfaction.

If you are to utilize your best recruiters--your satisfied volunteers--the key is that they have been recruited and retained through your dedicated efforts to keep them "up" on what is happening, to constantly help them see what a difference they are making in client's lives, to involve them in decisions that affect them, to have a clear understanding of what is expected of them and to recognize them for their unique contributions.

In short, good recruitment compounds itself positively as it enables people to be and feel successful...no gimmicks, no gags!

# Continuing Professional Education for Volunteer Administrators

Joe Agnello

INTRODUCTION

The need for competent, professional volunteer administrators is increasing, however, the supply of trained volunteer administrators is critically less than the demand. Basically, there are three reasons for this shortage.

The first reason is that preservice educational programs are either decreasing, not readily accessible or non-existent. For example, many local Voluntary Action Centers, which traditionally provided learning experiences, are not being refunded. Professional courses for volunteer administrators are not locally accessible. Relevant college courses and local workshops are available in many communities, but they are not organized as an intensive learning program to meet the specific needs of volunteer administrators on a continuing basis. Thus, it is difficult for organizations to hire volunteer administrators who are already professionally educated.

A second reason for the shortage of trained volunteer administrators is due to the lack of educational resources within organizations. The responsibility for volunteer administration is either added to an existing staff member's job or someone with or without prior experience is either hired or promoted. However, there usually is not another volunteer administrator within the organization to serve as a mentor or peer consultant. Also, because of the complexity of the job, the volunteer administrator's supervisor is limited in his or her ability to provide guidance and development. Therefore, "on-the-job" training is often reduced to "sink or swim" training.

A third reason for the shortage of competent volunteer administrators is related to the nature of the work itself. The volunteer administrator is responsible for making the volunteers' experiences rewarding as well as enhancing their productivity. In addition to all the human relation skills that this implies, additional responsibilities include the work of personnel director, trainer, public relations specialist, supervisor, etc. In addition to encompassing a wide variety of administrative responsibilities, literally hundreds of volunteers may be reporting to one volunteer administrator. As a result of this complexity, the job cannot easily be fragmented and assigned to several people. Since many organizations are attempting to economize, they often do not assign a person specifically to volunteer administration. Thus, a complex job is assigned as second duty to someone who already has a job to perform.

For these three reasons, the supply of competent volunteer administrators has not kept up with the increasing demand. Assuming that volunteer administrators are an essential factor contributing to successful volunteer programs, their preparation and education becomes

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critically important. In this paper, the nature of continuing professional education for volunteer administrators will be examined. Based upon this analysis, a model will be presented for continuing professional education.

## THE PROFESSIONALIZATION OF VOLUNTEER ADMINISTRATORS

As it has already been stated, most volunteer administrators learn their job after being assigned to the job. This is not unlike some other professions, such as adult education. Michael Cook (1980) connects the idea that since the average adult spends more time in development on the job than anything else, a major part of self-development is actually job-development or professional development. Since jobs are rapidly changing, it is essential to engage in lifelong professional development.

At first, it may appear contradictory that the word "professional" would be associated with "volunteerism." The volunteer field is characterized by its dynamic and innovative qualities. John McKnight (1979) critically examines the nature of professionalism and concludes that it is inherently disabling. Douglas Groseclose (1981) critiques certification, which is a close corollary of professionalism. He concludes that professionals are capable of demonstrating self-development without peer review. Consistent with his view, certification is not only unimportant but restrictive and counterproductive. Yet these critics are referring more to the abuse of power than to the value of professionalism. If professionalism is viewed as developmental or, more specifically, as continuing learning, then the concept of professionalism can be associated with volunteerism.

The static concept of a "professional" can easily be criticized. First, it is difficult to define. Second, few people agree on current definitions. The contemporary view of what we think of as "the professions" is that they are professionalizing vocations. Of course, some vocations are much more advanced than others. But the key to this concept is that vocations are professionalizing.

Several leaders in the field argue that volunteer administration is professionalizing. Mildred Katz (1976) defines it as "the process which gives us (the practitioners), competence, creativity, commitment, and credibility." From this perspective, professionalization is a developmental rather than a static model to which members must rigidly adhere. It becomes apparent that continuing learning is a central theme of credentialing.

To determine if volunteer administration is professionalizing, we can compare it to the criteria for professionalizing vocations and discover how close it fits. June Gallessich (1982) presents six factors in the identification of a "profession":

1. Full Time. Of course, some volunteer administrators are volunteers themselves. But the key to this concept is that people do work full time at volunteer administration whether paid or not. The practice is not dependent on any other profession. It does have its own uniqueness.

2. A Calling. Certainly, many people who practice volunteer administration use it as a stepping stone to other careers. However, there are a significant number of practitioners who view it as a career. It does have subcultural characteristics of its own including language, practices, theories and associations.

3. Organizations. Volunteer administrators are organized at local, state and national levels. There are perhaps a dozen national organizations that are devoted to the professionalization of volunteer administration.

4. Education. Volunteer administration does have its own courses and texts. However, it relies on the adap-

tation of coursework in other fields such as marketing, adult education, public administration, etc. In addition, specialized education is also guided by the professional associations.

5. Service Orientation. Volunteer administrators serve two major groups of people. First, they serve a primary client group who are generally people with survival or transitional problems (at least, in human service agency volunteer programs). Secondly, they serve the volunteers. The unique way in which these two groups are matched to meet each others needs is the major technological process of volunteer administration. The field has developed a code of ethics and standards of good practice to safeguard the rights of both of these groups.

6. Autonomy. Ultimately, the goal of all professions is to develop uniqueness, independence and the prestige that goes with it. On this factor, volunteer administration is not well developed. However, a tremendous amount of activity is invested in this area, but volunteer administrators have not received the status, recognition and social rewards they so deserve.

On the basis of these six factors, it can be concluded that volunteer administration is a professionalizing vocation. It is developing in all of these areas. The major problem is that most of the people who are practitioners in this field are not yet promoting these ideas on a large scale. This is one reason why "CPE" --continuing professional education--is receiving attention today.

## THE GOALS OF CPE FOR VOLUNTEER ADMINISTRATORS

If the vocation itself is developing, so must each member of the profession be developing. A very useful concept of career development is provided by Dalton, Thompson and Price (1977). There are four stages of professional careers according to this theory. The value of this theory is that it enables each member of a profession to determine professional development goals that are appropriate to his or her level of development. With this information, volunteer administrators can better understand their relationship to other members of the profession, and profit from that relationship.

Stage I is Apprentice. At this stage, the volunteer administrator is primarily engaged in helping, learning and following directions. The major psychological issue is dependence. The implication is that at this stage, the volunteer administrator should strive to overcome dependence by mastering the rudiments of the field.

Stage II is Colleague. At this stage, the volunteer administrator is primarily engaged in being an independent contributor. The psychological state is independence. The implication of this stage is that members need to share their competencies through networking.

Stage III is Mentor. At this stage, the volunteer administrator is primarily engaged in training and interfacing. The psychological state is assuming responsibility for others. The implication is that mentors need to teach others what they have learned through experiential training.

Stage IV is Sponsor. At this stage, the volunteer administrator is primarily engaged in shaping the direction of the organization. The psychological state is exercising power. The implication is that a volunteer administrator at this stage is creating opportunities for other volunteer administrators.

This model of career development is compatible with the notion that the role of volunteer administrator is changing. Sarah Jane Rehnborg (1979), a past president of the Association for Volunteer Administration (AVA), views the role of volunteer administrator as a continually expanding role. In addition, preparation and entry into the field is very diversified. From her perspective, a central issue for leadership in the field is

TABLE 1

A MODEL FOR THE GOALS OF CONTINUING PROFESSIONAL EDUCATION FOR VOLUNTEER ADMINISTRATORS

The following phases can be converted into learning goals by preceding them with "to learn." Competency statements can be created by preceding them with "I can ---," and using the model as a checklist. The ethical statements can be used as learning objectives by inquiring what each volunteer administrator personally is doing to maintain each principle.

| I. Apprentice Stage<br>Mastering Fundamentals | II. Colleague Stage<br>Organizing Networks |
|---|---|
| o Resource information<br>o Record keeping<br>o Job descriptions<br>o Recruitment<br>o Interviewing<br>o Selection & placement<br>o Follow-up<br>o Preparation: orientation & training<br>o Supervision<br>o Evaluation<br>o Motivation<br>o Career development | o Defining the function<br>o Mastering the rudiments<br>o Using theory<br>o Knowing the knowledge base<br>o Studying other topics<br>o Teaching others<br>o Testing & credentialing competencies<br>o Creating a subculture<br>o Gaining legal support<br>o Educating the public<br>o Creating a code of ethics<br>o Censuring incompetence<br>o Networking with related fields<br>o Defining relations with volunteers and clients |
| **III. Mentor Stage<br>Experiental Training** | **IV. Sponsor Stage<br>Creating Opportunities** |
| o Philosophy of Volunteerism<br>o Human dignity<br>o Self determination<br>o Privacy<br>o Staff relations<br>o Social responsibility<br>o Professional responsibility | o Organization framework<br>o Staff (paid & unpaid)<br>o Facilities<br>o Financial management |

how to prepare people with diverse backgrounds and skills for a position with a wide range of responsibilities, while maintaining flexibility and the innovative spirit. Based on her assessment of the problem, competency-based education appears to be the preferred methodology, leading to the next question of what competencies are required.

Harriet Naylor (1975), a leader in the field of volunteer administration, agrees with this view. In her analysis of the educational needs of volunteer administrators, she concludes that it is essential to develop continuing education in which "learning opportunities must be created by the learner and the training resources most conveniently available."

George Krebs (1981), an educator, observes from his own continuing education program for volunteer administrators that the participants' motivation to learn and their resourcefulness to each other were two very important strengths of his training programs. The implication is that active participation and experiences as a resource for learning are two important ingredients of CPE for volunteer administrators.

There is no clearly defined set of professional development goals for volunteer administrators. However, there are common standards that apply to most volunteer administrators. The Association of Volunteer Bureaus published a book titled "Standards and Guidelines for the Field of Volunteerism." These standards for volunteer programs can easily be converted into personal professional development goals, or competencies, and would be most important at the Apprentice stage of development (Table 1).

In an excellent summary of the literature on continuing professional education, Cyril O. Houle (1980) identifies fourteen goals. Assuming that volunteer administration is a professionalizing vocation, most of these goals are very appropriate for the Colleague stage. This is not to imply that an Apprentice should not strive toward these goals. It is meant that an Apprentice is more likely to engage in learning the rudiments while a Colleague is more likely to engage in activity with other volunteer administrators to promote the field of volunteer administration.

This stage of development is critically important for the development of networks and professional associations. By definition, a network is a group of people with a common interest or identity who share resources. Since a volunteer administrator must go outside of her organization to learn the job, networks are important. This idea of continuing professional education through networks fits with Leonard Nadler's scheme of human resource development (1979). Although the learners are grouped in a professional association which is outside the boundary of their organizations (non-employee development), it can have a significant impact on their job. The AVA Affiliate group is an example of such a learning network, which helps assess the learning needs of its members, increases awareness of learning resources available to members, fosters skill and career development, and provides a format for shaping the field.

An example of a less formal group is a DOVIA (Directors of Volunteers in Agencies). The flourishing DOVIA movement is based on local networks in which volunteer administrators occasionally meet together to share achievements and problems. The members provide each other with social support. In the truest sense of volunteerism, these groups help their members, their organizations and their community.

If the Colleague stage is most important for developing a network, the Mentor stage is most important for teaching members the wisdom and moral values of the profession. In addition to being able to teach others the goals of the previous stages, Mentors should also be able to express a code of ethics. Ultimately, each person develops her or his own ethical code, but there are fundamental ethics for volunteer administrators. The code of ethics developed by AVA is reflected in the Model shown here.

## THE LEARNING PROCESS

Since a Mentor helps people learn through experience, it would be helpful to re-examine the learning process. David Kolb's theory of experiential learning (1979) is particularly helpful because it also offers suggestions on how to guide it.

Kolb views learning essentially as a problem solving process. The process moves cyclically through four phases. The first phase is concrete experience, which could be past or present, on-the-job or in the classroom. In the second phase, reflective observations are made about that experience. These observations can be made by the learner or by someone else, such as a Mentor. From these observations, patterns can be identified. The third phase is abstract conceptualization. Theories can be developed to explain the pattern of personal observations, or the theoretical knowledge of the field can be used to explain it. The fourth phase is active experimentation. Implications of the theory can be applied and tested to determine the validity of the theory. Finally, the cycle repeats itself, moving in greater depth or in a different direction.

This theory combines inductive reasoning and deductive reasoning. It draws upon personal knowledge as well as authority and tradition as legitimate sources of knowledge. In addition to drawing upon several sources of knowledge, the theory has other advantages. It has the potential for helping people learn how they learn and how they teach. The value and potential of these concepts is explored in detail by Robert Smith (1982). Not only would professionals engage in continuing education, but they would have the potential for becoming more effective and efficient learners.

In relation to training, the Mentor is first responsible for establishing a purpose for training and a climate of trust. Second, using Kolb's theory as a guide, the Mentor can help an Apprentice to recall prior experiences or make observations relative to the purpose. Questionnaires, tests, surveys or the Socratic method could be used either individually or in groups. At this point, understanding can be enhanced by discovering and discussing relationships among these observations. Third, a theory or generalization can be developed to explain these observations. Also, theory from the Mentor's experience or from the profession can also be introduced to explain the observations. Fourth, implications of the theory can be derived for applications to the job. This test should demonstrate the usefulnes of the theory. Finally, after completing the training cycle, it can also be evaluated to determine the quality of the learning and the training. Thus, there are experiential models available to help Mentors teach what they know about volunteer administration.

## A STRATEGY FOR CPE FOR VOLUNTEER ADMINISTRATORS

The key to any professional development strategy is that it is planned. Houle (1980) notes a significant weakness in the process of development as it is traditionally practiced. He distinguishes between continuous and discontinuous learning. By continuous, he refers to the occasional workshops or unplanned reading and study engaged in by professionals. By continuous, he refers to a lifelong learning plan that has at least the fourteen goals he identified. These goals include shaping the field, becoming more assertive lifelong learners and developing a personal ethic to guide practice as well as keeping up with new knowledge and techniques in the profession. The implication is that the profession can provide guidance, but the professional must be assertive and innovative through continuing self-development. Thus, a synergistic relationship exists between a professional association or network and its members.

A strategy that is well suited for volunteer administrators is self-directed learning. It is a strategy that uses natural learning resources such as experience, networks and mentors. In addition, it is a learning process that is managed by the volunteer administrator. Adapted from the adult education model presented by Malcolm Knowles (1978), it has five steps. These steps are described in terms of what each volunteer administrator should do.

### Step 1 - Diagnosis

The first step in self-directed learning is a diagnosis of personal learning needs relative to the self-development goals for volunteer administrators. A learning need is a gap between your present level of competence and your desired level of competence for each goal.

For each goal, brainstorm your present strengths and weaknesss. An alternative is to rate your level of competence for each goal. You will naturally discover you do have strengths as well as weaknesses. The key is to validate and reinforce your strengths, while eliminating or overcoming your weaknesses.

Because these are self-assessments, keep in mind that you may be overrating or underrating yourself. Compensate for this source of error by using the wisdom of a Colleague, Mentor or Sponsor. Be prepared to explain or present evidence to validate your assessment wherever you identify great strengths or great weaknesses.

Another source of error in this self-assessment is in the model itself. The four sets of standards may be inaccurate or ignore important points. Use your learning resource person to discuss additional learning goals. A third source of error is that these learning goals may not reflect important strengths and weaknesses that you are aware of. Make notes on these items and include them in your assessment.

After assessing your present state of competence, list or describe your major strengths and weaknesses. Document these lists.

### Step 2 - Objectives

After diagnosing your learning needs, you are ready to state your learning objectives. These objectives are statements of what you want to learn. Make each objective relevant for you by writing a list of questions that you want answered to help you achieve the objective.

These questions should be derived directly from your diagnosis in Step 1. When writing these questions, use terms that are meaningful for you. State the knowledge, skills and/or attitudes that you want to learn. These questions will then be used to guide your learning through interviews with a Colleague, Mentor or Sponsor.

### Step 3 - Strategy

Your purpose is to achieve the learning objectives in Step 2. There is a wide range of resources available to help you achieve these objectives. Reflecting on your experience and applying concepts that you read are two important strategies. However, learning does not take place in a vacuum. It generally occurs in a relationship. Seek out a relationship that will be beneficial to both yourself and the resource person. Depending on your level of career development, it could be an Apprentice, Colleague, Mentor, Sponsor or a network. In this field, you should not experience much difficulty finding someone to help you learn voluntarily.

The key to learning in this relationship is assertiveness in giving and receiving feedback. First, actively solicit feedback from your resource person. The objectives that you developed will help you to explore areas that are unknown to you. Also, your resource person cannot be very helpful to you unless you ask for what you want and you must freely disclose information that you already know. Unless your resource person understands where you are in your own development or is sensitive to your work situation, he/she will not be relevant to you. It is important that you let your resource person learn about you.

Having assessed your present levels of competence in Step 1, you have probably noticed that you learned something from that experience alone! Thus, you are a learning resource to yourself. Although this is helpful in achieving your learning objectives, this kind of private learning does not necessarily help you to apply it in your organizational setting nor to a future job. These are two more reasons for seeking out a resource person.

Having identified your learning objectives, discuss them with your Mentor. Depending on the amount of time available and the depth and breadth of your learning objectives, schedule a meeting or a series of meetings. To maximize the learning benefits of these meetings, use the following guidelines.

Establish a learning climate before discussing your learning objectives. Engage in personal, informal conversation or discuss your Mentor's thoughts and feeling about the project. Another way to set the climate is to determine the amount of time available for the meeting, the purpose of the meeting and how to set aside distractions such as the phone or visitors. Also encourage frankness and openness. After establishing a climate, share your strengths and weaknesses to give your Mentor a sense of your present level of competence. Your Mentor may have questions or comments on the justifications of your self-ratings. Be prepared to share.

The third phase of the interview is to discuss your learning objectives. As you describe what you want to learn, take notes on the key points that your Mentor makes. Find out how these competencies are actually practiced in organizations and how important they are. The notes should be brief and answer your questions identified in Step 2. Together with your personal knowledge, most of your questions should be answered. Summarize these key concepts. The questions that have not been answered can be tabled for further research on skill development in your continuing education plan.

The fourth phase of these interviews with your Mentor is to discuss strategies in which you can develop these competencies. Because learning is a continuous process, this is a critically important part of this project. Before this project, you will have already learned parts of these competencies and after the project, you will continue to develop them.

The key concept here is that awareness precedes action. The more concise your awareness of the competencies you are studying, the more precise your actions will be. Therefore, be sure to learn from your Mentor what you can do to develop these competencies within your organization.

The fifth phase is closure. When the interview is completed, briefly summarize the key concepts that you learned. Conclude the meeting with an expression of gratitude.

<u>Step 4 - Report</u>

Think about what you have learned about your learning objectives. Perhaps you became more sensitive, more knowledgeable or perhaps you did something that you haven't done before. This is the topic for your final report.

It must be emphasized that writing reports is an essential competency. However, aside from this practical consideration, it is an important learning resource. If you know something, you are able to express it. If you can't express it, you don't know it. Therefore, by articulating what you have learned, you and others can evaluate what you have learned.

Similarly, if you have learned skills, you should be able to demonstrate them. Therefore, be prepared to provide some evidence of the skill, i.e., develop a flyer, a PSA, a plan, etc.

It is very probable that you learned many things that were not specified in your objectives. Perhaps the most important thing you learned was discovering what you need to know. Regardless of what you learned and how much you learned, some things were more important to you than other things. Therefore, because this report should be brief and concise, report on your major learnings.

To summarize the format for this report, the beginning should state what you wanted to learn. The middle should state what you learned that was most meaningful to you. If it was a skill, describe what you learned about the skill as well as what you did. The end should describe what you intend to do to continue your learning.

Step 5 - Evaluation

The purpose of the self-directed learning project is to facilitate your development of volunteer administration competence. These five steps should be applied to each competency. There are two persons who are best suited to assess the extent to which this purpose has been achieved: yourself and your Mentor (or Colleague, Sponsor, etc.).

Your report is a summation of what you learned. However, to evalua e it, it must be compared to something. The basis for the evaluation is the learning goal or learning objective that the self-directed learning project was designed to meet. Therefore, both your Mentor and yourself should rate the extent to which you achieved the purpose of your project. By comparing evaluations, you can be more confident in how realistic your progress has been.

In addition to providing a basis for evaluation, the report serves you as a statement of what you will do in the future to continue your learning. In essence, this is a more accurate description of self-directed learning.

A final word on self-directed learning. Documentation is an essential skill and a portfolio is the best device for documenting your learning and achievements. A portfolio is a collection of reference papers, reports, notes, letters of evaluation and printed evidence of projects you have developed. In order to be useful, this material should be well organized, concise and brief.

## SUMMARY

To summarize, it is proposed in this paper that alternatives for the preparation and education of volunteer administrators is critically important to meet the demand for competent volunteer administrators. Considering that volunteer administration is a professionalizing vocation, a professional association or network is an important element in the delivery of continuing professional education. Through this network, individual goals for each professional's education can be planned, and resources for meeting these goals can be provided. Finally, a self-directed learning plan is an effective strategy for maintaining continuity, self-development and on-the-job relevance.


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1983 National Conference on Volunteerism

# Firm Foundations

## Connie Skillingstad, CAVS, MBA

Developing an effective, well-integrated volunteer program within an organization requires a variety of skills taken from numerous disciplines. An individual accepting the responsibility for creating or recreating such a program can develop many of these skills in the process of building a successful program or can delegate tasks to others with the needed skills. Such an individual must, however, have an understanding of four basic elements required to insure success as well as the ability to manage the interaction of these elements: These four elements form the "Four S's in Foundation":

1. Support
2. Structure
3. System
4. Savvy/Self

Each of the four elements will be explored in detail in this workshop to assist the new volunteer director to understand how they impact on program development.

SUPPORT

The term "support" is used in many different contexts and has a variety of meanings. In this context, support will be defined as "that which enables one to do what one wants/needs/has to do." Frequently we feel that somehow we are not supported enough or in the right way. In order to assure that needed support is forthcoming, the volunteer director must determine:

a. What kind of support s/he needs and wants;
b. Who must provide the support;
c. How s/he will acquire that support;

To assist in identifying the who and what, and in planning the strategies for gaining support, the Volunteer Program Support Grid may be helpful.

Once the volunteer director has identified the support needed and has identified, through a brainstorming process, some possible means of gaining it, s/he must then prioritize the strategies, beginning with those most likely to yield the most involvement and support for the least effort (an assessment of basic cost-effectiveness). Then go for it.

STRUCTURE

The volunteer director needs to take the time to clearly understand the formal and informal structure of the organization in which the program is operating. In gaining such an understanding, s/he can then put the above efforts where they are going to do the most good. What are some of the areas to look at in analyzing the organization? Ask yourself the following questions:

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Internal Structure: How does the organization function?

1. Formal:

- What does the organizational chart look like?
- Who reports to whom?
- How are titles and responsibility determined?
- Where is the volunteer program placed in relation to other departments?

- Whom do you report to?
- What are the implications of such placement relative to access to decision making and power people in all parts of the organization?

- What is the mission of the organization?
- How clearly is it stated?
- Who knows what it is?
- Does the goal setting/budget planning process of the organization reflect a clear understanding of the mission?

- What are the formal communication channels?
- How do people find out things officially?
- Who talks to whom? and where are the taboos?

- Where is the formal power in the organization?
- What are the basic styles of leadership in the organization that are rewarded and reinforced?
- How do those in power lead? (Note: It is useful here to consider various management theories related to leadership, particularly Douglas MacGregor's Theory X and Y; and Ouchi's Theory Z.)

- How much red tape is there?
- Are there lots of policies and procedures to wade through whenever a decision is being made or you want to try something new?

2. Informal:
- How much do people rely on the grapevine to give them information about things happening in the organization?
- Who seems to have the most influence in the organization? Is it the same people who have official power? (Often it isn't.)
- Where do they get their power from?

The External Structure: What is the organization's relationship to others?

1. What is their public image?
- Other similar organizations?
- Neighborhood?
- Community-at-large?

2. How much outreach is done?

3. What is the emphasis on external relationships?

These and many other questions allow you to determine what your limits may be, who you must win over in order to accomplish your goals, what strategies are most apt to work, where you may have most difficulty and what things are not in your control. In knowing this, you will then be able to measure goal attainment in a more realistic manner. If it is possible for you to ascertain these things (or at least some of them) before accepting a position, it can help you decide if your style is compatible with the organization and how likely you are to be happy and productive there.

SYSTEMS

The system that you set up for managing the volunteer program should meet certain criteria.

1. It must work for you. Systems for systems sake are frequently cumbersome and difficult to follow through on. If the system cannot be managed, or is apt to be sloppily/inconsistently used, then it is not the one for you. Just because someone else says that it is the way to go, you must evaluate your data needs, basic standards for the professional management of a program, and samples of other programs and then decide for yourself.

VOLUNTEER PROGRAM SUPPORT GRID

| Whose support Do I need/want? | Administrator | Paid staff | Volunteers | Etc... |
|---|---|---|---|---|
| What is the nature of that support? | -authority<br>-money<br>-endorsement<br>-trust<br>-time<br>-recognition<br>etc.... | -supervision of volunteers<br>-acceptance<br>-open-mind<br>-involvement<br>-loyalty<br>-credibility<br>etc.... | -loyalty<br>-skill sharing<br>-reliability<br>-confidentiality maintained<br>-good P.R.<br>-feedback<br>-participation<br>etc.... | Etc... |
| How can I gain support? | -give as much information as possible<br>-timely reports<br>-communicate needs<br>-ask for time<br>-ask them to speak<br>etc.... | -orient/train<br>-ask them to train<br>-conduct needs assessment that assures their in-put<br>-ask for their feed-back<br>-find the best vol-unteers etc.... | -give clear job descriptions<br>-make expectations specific<br>-evaluate performance<br>-involve in planning<br>etc.... | Etc.... |

2. It must be compatible with the structure of your organization. Management-by-Objectives (MBO) may be wonderful, but if the organization does not use it you may be doing lots of extra work. Learn the budgeting system used by others in your organization and adapt it to your needs.

3. It must support the achievement of your organizational and program mission. Be sure to reflect your program goals off the goals of other departments with which you are working. You are in a position to assist them in the achievement of their plans. When you do that, you will gain additional support in the achievement of your own.

Examples that I have found useful are flowcharts (see Appendix A) and the supervisory diagram in Appendix B.

## SAVVY/SELF

Know yourself--your style, attitudes, strengths and weaknesses, values, knowledge and skills.

Be as self-aware as you can possible be. This is an ongoing process, of course. As you become increasingly aware of your own abilities, you can make better decisions about your need to delegate. You don't have to do all the work yourself. One of the most exciting suggestions made by Sue Vineyard in a workshop I attended was to keep the very best volunteers for yourself. Sound selfish? Well just think how much more effective your program can be or how many more volunteers you will have when you manage this way.

During the past five years, I have had a volunteer to whom I have delegated record keeping, volunteer file management, and quarterly and annual statistical reports. Although I can do these tasks, they are extremely time consuming. She is wonderful and truly loves her work. This then frees me up to do other things. In addition, she is sufficiently physically handicapped so as not to be competitively employed and far too bright to be satisfied with a sheltered work setting. This then provides her with needed challenge, recognition, and a reason to get going. I have five other volunteer positions which also increase my ability to manage an effective program.

Knowing yourself will help you to manage time more effectively by being sure that you do what you can do best and give to others that which they can do best. It also helps you to examine your relationships with others so that you can work in a way that helps all involved to achieve their goals.

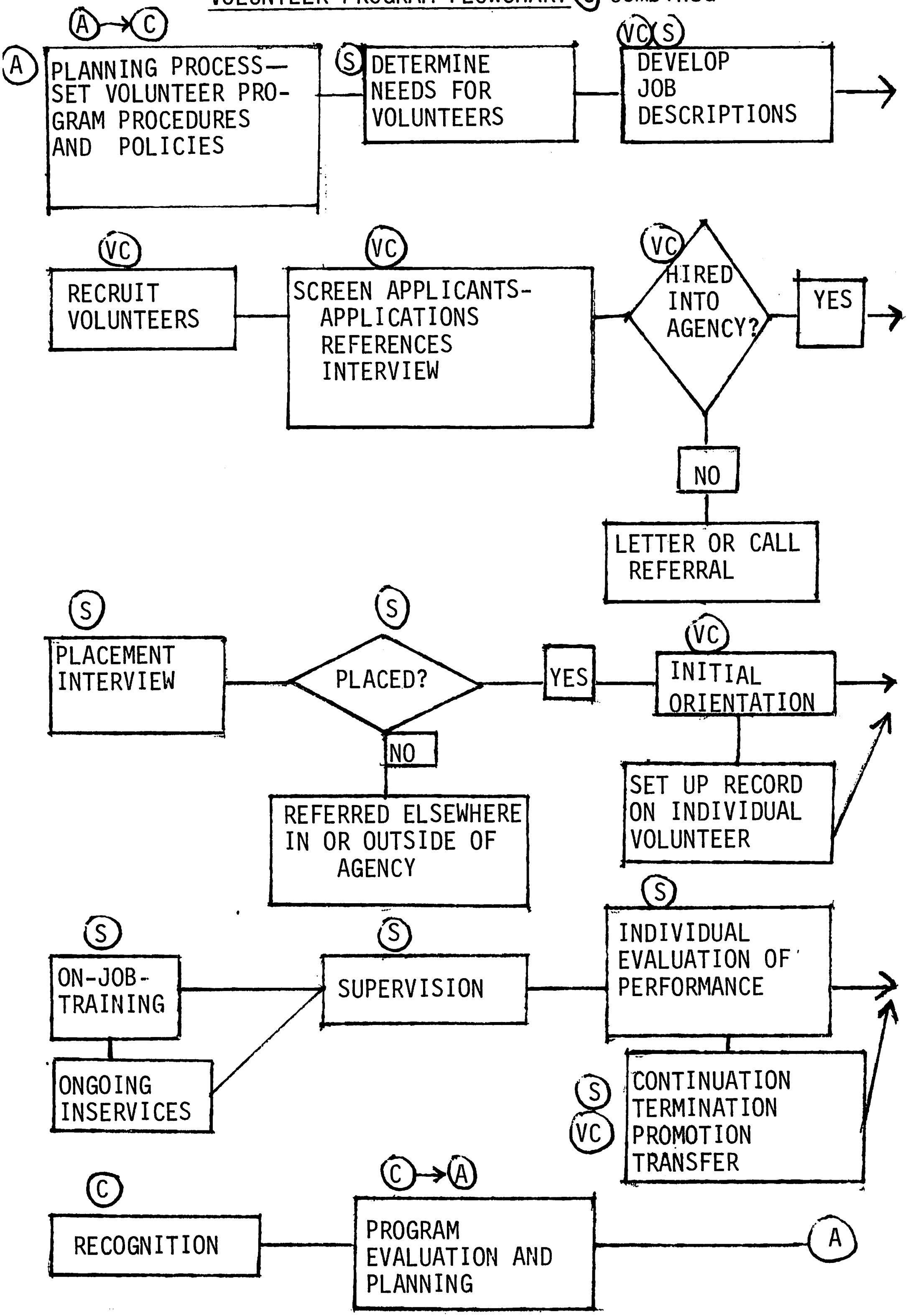
## SUMMARY

In summary, there are many skills needed to manage a successful volunteer program but the greatest of these is savvy. Know your organization, its people, their needs, your own style and abilities and how you can relate effectively with others. Then use all that you know to make the program more efficient and effective.

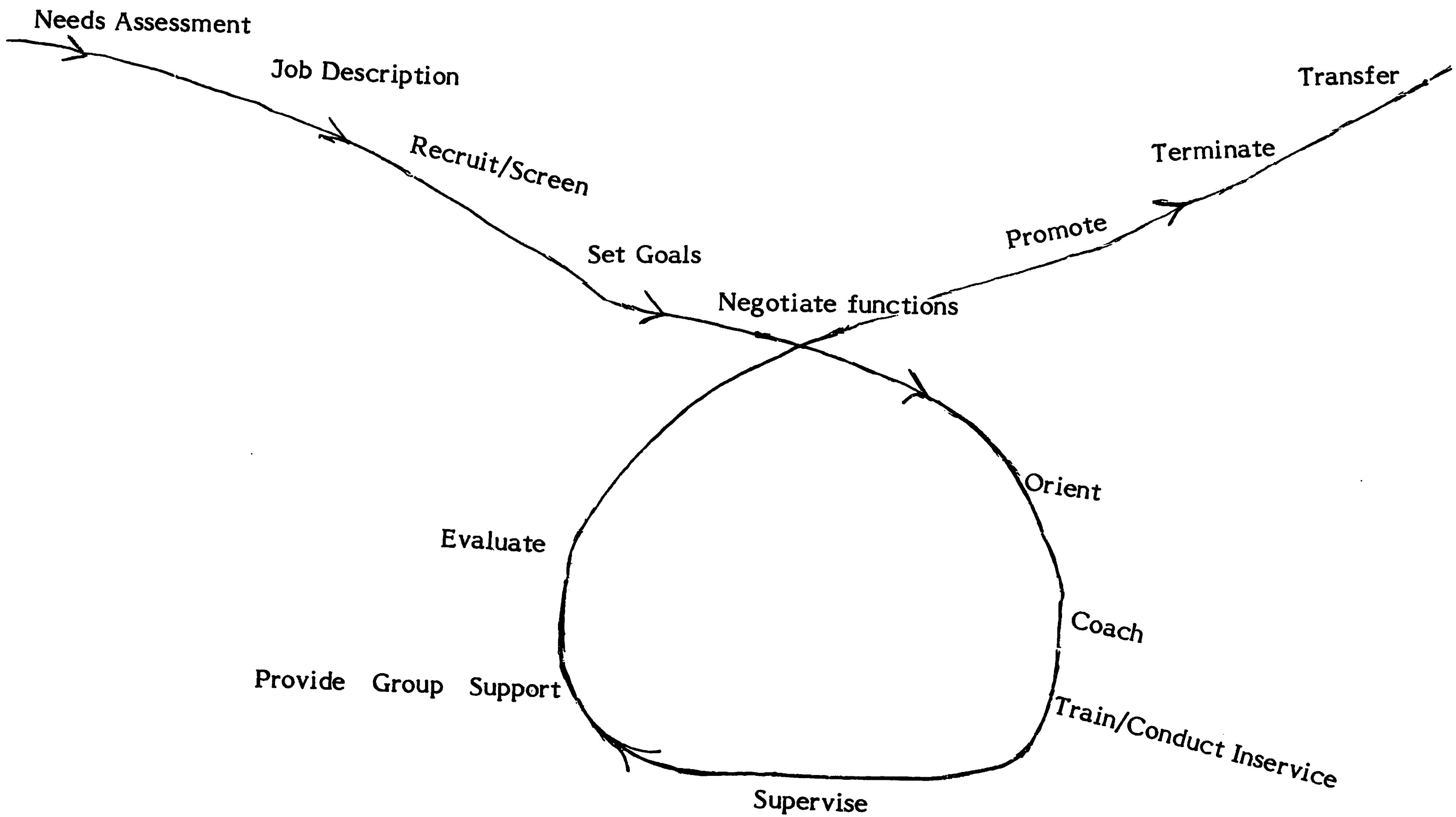
# APPENDIX A

## VOLUNTEER PROGRAM FLOWCHART

A-Administration
S-Staff
VC-Volunteer Coordinator
C-Combined



APPENDIX B


Needs Assessment
Job Description
Recruit/Screen
Set Goals
Negotiate functions
Orient
Coach
Train/Conduct Inservice
Supervise
Provide Group Support
Evaluate
Promote
Terminate
Transfer

# Transition Strategies for the Volunteer World

**Eva Schindler-Rainman, DSW**

This is the most exciting, challenging, vital, vibrant time to be alive and active in the Volunteer World. It is in transit. We are moving from the no longer to the not yet. Indeed, our arena might be characterized by these five Cs:

- Change
- Challenge
- Creativity
- Choice
- Collaboration

Nationally and internationally, the Volunteer World is in transition. it is moving from the past to the present, and from the present to the future. If we manage, indeed strategize, these transitions carefully we can impact the direction of change, and we can be pro-active in directing the changes in ways we desire. The time between now and the changed situation is the "Transition State," and it is this state we must learn to manage. We must learn transition management skills and strategies.

I have selected seven transitions for this paper. I shall describe each one and suggest some of the Strategy Challenges we must meet as Transition Managers. The seven transitions are:

1. Changing volunteer participants
2. Changing money picture
3. Changing roles and systems
4. Changing organization structures
5. Pushes to Collaboration
6. Changing values
7. Increased need for planning

TRANSITION NO. 1

The change is from limited participation to ever broader involvement of people and organizations.

People range from: young to older; native born to newcomers; well-heeled to many economic levels; middle class to a variety of life styles; healthy to at-risk populations; white to more colorful and varied racial, ethnic, and religious groups.

Systems that are involved include: foundations; national coalitions; voluntary social agencies; government agencies; corporations; inter-system networks.

Among the priorities these systems now have are emphases on volunteer person-power.

Strategy Challenges--Transition Management

It will be necessary to develop new and creative ways to involve and integrate new populations, and to become familiar and comfortable with organizations different from our own so that collaboration becomes easy and natural. We need to be clear about and proud of our strengths, skills, and knowledge, and know how to communicate these.

TRANSITION NO. 2

We are moving from a stance of plenty to one of doing more, better with less.

*Eva Schindler-Rainman, DSW is an internationally-known consultant and trainer in volunteerism and organizational management. She is the author or co-author of numerous books, including The Volunteer Community. She is the recipient of the 1983 Distinguished Member Service Award given by the Association for Volunteer Administration.*

We have thought until recently that we have all the human and material resources available to us if we but knew how to tap them. We are now keenly aware that monies, materials, time, environmental and human resources are limited indeed, and that jobs are limited, the rate of unemployment is high, and it will probably remain so. Therefore we need to involve the unemployed populations.

Strategy Challenges--Transition Management

Our options include:

- to develop new and different funding patterns and sources;
- to barter for services, space, equipment usage;
- to find all the ways in which volunteers and professionals can extend and humanize our services;
- to learn to understand and utilize new technologies;
- to become more accountable and cost effective;
- to evaluate our services, to scrutinize our goal and mission statements and, if necessary, to reprioritize and re-order them or develop new ones;
- to utilize the corporate responsibility emphasis and commitment more than we have in the past.

TRANSITION NO. 3

The change is from limited, defined roles for volunteers to an expanded human resource development philosophy and practice.

This includes the development of human service teams with different skills, knowledge, and resources--a combination of professional volunteers from a variety of backgrounds and disciplines. Volunteers will be working with caring, skillful, supportive professional persons in a variety of arenas, such as research, advocacy of all kinds, decision making, connecting disparate people and services, administrative assistance, fund finding, training of volunteers and staff, and giving direct services.

Strategy Challenges--Transition Management

- to develop flexible, realistic job descriptions for volunteers and staff
- to develop volunteer personnel policies
- to develop ways to communicate and work with Unions and professional associations to increase understanding and decrease conflict
- to develop new, creative ways to recognize the contributions of volunteers and staff
- to develop explicit career ladders for volunteers and staff
- to increase the possibility of equal opportunities to volunteer through creation of enabling funds for out-of-pocket expenses
- to open the system and its communication possibilities
- to give the best, most effective and humane service possible to the programs, clients, constituents, consumers, patients, patrons, members

TRANSITION NO. 4

There is a clear movement from hierarchial organization structures to flatter, more participative organization structures and communication patterns.

This means participation in influencing the system at every level of the organization, including a change in leadership patterns and changes in meeting patterns to make meetings more participatory and productive. Open system and temporary system models will become a reality, placing responsibility and authority where action needs to be taken. Systems will need to be continuously open to change and experimentation, with personnel learning transition management strategies and skills.

Strategy Challenges--Transition Management

- to develop communication avenues between all parts of the system
- to offer leadership/management training opportunities in-house and outside
- to study organization structure and how services can be delivered most effectively
- to expose management persons to all of the alternatives of governance and management paradigms
- to see resistance to change as a natural phenomenon, and including resistant persons in all planning activities
- to change hours of service because 24 hour communities will demand different hours

TRANSITION NO. 5

From turfdom and territoriality we will move to collaboration and networking within and between systems and organizations.

This is a key transition which will make it possible to utilize each others' resources, ideas, knowledge, spaces and places. It will enrich all the participants and their client systems. It will be necessary to learn to accept differences of commitment on the part of different persons and groups. It will be important to communicate goals and purposes in clear, useful ways. Transition provides a beautiful opportunity to learn about and from others.

Strategy Challenges--Transition Management

It will be useful and important to:

- develop skills and be willing to risk to initiate;
- know what resources others have that you need;
- be willing to share leadership and other resources;
- document what you do so others can learn from it;
- learn how to work productively with the corporate world and other systems.

TRANSITION NO. 6

We are moving from clear accepted norms and values to shifting and changing values.

These include the following transitions: from rootedness to mobility; from commitment to temporariness; from respect for authority to questioning and confrontation of authority and expertness; from a definition of success meaning income and upward mobility to success meaning very different things to different people, i.e., visibility, making a difference, etc.; from accepted Judeo-Christian motivations to volunteer to a great variety of motivations, i.e., job explorations, cause orientation, meaningful retirement activities, transition from one way of life to another.

Strategy Challenges--Transition Management

We shall need to:

- develop some temporary, short-term volunteer jobs offering choices/ alternatives to volunteers;
- initiate reciprocal evaluations and feedback (professionals and volunteers);
- consult rather than supervise;
- refer volunteers to other places and spaces;
- share staff and volunteer expertise across systems;
- develop new and different additional ways to recruit, place, and train both volunteers and staff through group interviews, computer hookups, telephone conferences, video cassettes, and portable, flexible, individualized training.

TRANSITION NO. 7

There is a push to move from little or no focus on the future toward more thinking about the future and how to plan to meet it.

Included here should be: development of knowledge banks and literature about the character of the future, and involvement of many to define preferred futures. Much knowledge is available about scenarios of the future, and many techniques have been developed to do realistic planning.

Strategy Challenges--Transition Management

Knowledge and skill must be developed:

- to utilize planning methods that focus on what can be, rather than only what we would like to have;
- to involve many people who will be affected by the plans in the planning or in influencing the planning;
- to analyze where we have come from, where we are, and where we are going and/ or want to go;
- to know our "prouds" and "sorries"; to know our strengths and the things we need to change;
- to utilize left and right brain capabilities in thinking and planning;
- to take time to develop doable and realistic goals.

TRANSITION CHALLENGES AND CHOICES

This leaves us with some challenges and choices:

To meet client and system needs in new and creative ways

or

deprive ourselves of much that is available and useful.

To involve and integrate additional populations

or

remain without the beauty of difference we so need to be creative and pro-active.

To involve all parts of the system in planning and change making

or

risk building or increasing the resistance to change.

To experiment or develop alternatives and choices

or

be a prisoner of the familiar.

To celebrate steps of movement and change

or

worry and be stressed by the gap between where we are and where we want to go.

To welcome today and look forward to tomorrow

or

prolong the problems and puzzlements of yesterday.

Lucky are we who live at a time of transition, for we have the opportunity

- to create
- to change
- to choose
- to collaborate, and
- to celebrate that we are here as difference makers!!

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*The following thoughts were actually presented by Eva Schindler-Rainman during the opening session of the 1983 National Conference on Volunteerism. But they seemed highly appropriate as the final entry in this issue of The Journal. Not only do they represent why Dr. Schindler-Rainman was honored with the AVA Distinguished Member Service Award, they also sum up the theme of the Conference: "Practice Excellence."*

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# The Practice of Excellence in the Volunteer World

**Eva Schindler-Rainman, DSW**

*Taken from comments made by Eva Schindler-Rainman the opening evening of the AVA National Conference on Volunteerism in Milwaukee, October 1983.*

My chief commitment is to voluntary citizen-human participation in causes, efforts and activities, which are voluntarily chosen, and to improve the quality of human, animal, and other organic or inorganic life in some way.

I feel that volunteerism is the thermometer by which the temperature, indeed the health, of our democracy can be measured.

Volunteerism for me includes beliefs in:

- human dignity and diversity;
- humaneness;
- equality of opportunity;
- respect for and appreciation of the beauty of difference.

Volunteerism offers opportunities:

- for life long learning
- to give and share ideas, skills, knowledge and services
- to act
- to help change to happen
- to extend and enrich a large variety of services to others
- to strike all chords (from Rock to Mozart)

"Excellence" for the volunteer and the professional leader includes:

- Caring about the job and all the people connected with it, as well as the mission of the particular system.
- Personal and professional growth involvements.
- Interacting and sharing with other administrators and persons in and out of the Volunteer World.
- Being challenged by change.
- Acting as leader, enabler, connector, communicator, and as a positive, optimistic, forward looking, enthusiastic, productive example.
- Being able to share rewards and awards.
- The ability to give credit to others.
- Doing things that need doing, whether these are required by a given job description or are the favorite-or not-of the doer.
- Encouraging feedback and acting on it, and then giving feedback to those who risk giving us ideas and criticism.
- Initiating contact with disparate systems.
- Creativity.
- Risk taking.
- Communicating caring.

"Excellence" for leading edge workers in the field includes:

- Being comfortable with their jobs, but not too comfortable so as to get into a rut.
- Enjoying the art of their work.
- Rehearsing for coming events either in their minds or with others.
- Learning from their own mistakes.
- Examining the worst consequences of an action before taking the risk.
- Always taking time for planning and not merely swinging from crisis to crisis.
- Being adept in communicating their ideas.
- Seeking responsibility rather than artfully dodging it.
- Being inclined to champion new ideas and projects rather than letting them die untried or depend on the familiar at all times.
- The ability to reject perfectionism and act when necessary.
- Creating a balance between autonomy and direction.
- Being good team builders.
- Seeing the importance of quality training for themselves and those with whom they work on an ongoing developmental basis.

Yes, volunteerism is what my life is all about. Let us hope excellence is a part of it for all of us working in the volunteer world.

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## GUIDELINES FOR SUBMITTING MANUSCRIPTS

THE JOURNAL OF VOLUNTEER ADMINISTRATION encourages the submission of manuscripts dealing with all aspects of volunteerism. We will gladly work with authors to assist in the development of themes or appropriate style. The following are key guidelines:

### I. CONTENT

A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge about volunteer 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 (though, of course, these are welcome as well). Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organizations, 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, here are some working definitions:

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

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

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

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

Articles must be conscious demonstrations of an issue or principle.

### II. PROCEDURE

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

B. With the three copies, authors must also send the following:

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2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINISTRATION to publish the submitted article, if found acceptable;
3. mailing address(es) and telephone numbers for each author credited.

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

| | | |
|---|---|---|
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| DECEMBER | issue: | manuscripts due by the 15th of OCTOBER |
| MARCH | issue: | manuscripts due by the 15th of JANUARY |
| JUNE | issue: | manuscripts due by the 15th of APRIL |

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

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

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

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

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

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

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

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

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

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

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