

THE JOURNAL OF VOLUNTEER ADMINISTRATION

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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

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

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

Two major services that AVA provides, both for its members and for the field at large, are a performance-based credentialing program and an educational endorsement program. Through the process that recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA educational endorsement is given to those workshops, courses, conferences, and training events that provide opportunities for professional growth in volunteer resource management.

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

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THE JOURNAL OF VOLUNTEER ADMINISTRATION is published quarterly. Subscription fees are discounted for members of the Association for Volunteer Administration. Non-AVA members may subscribe at a cost of \$45 per year. Subscribers in Canada and Mexico should add \$5 per year to cover additional postage and handling. Subscribers outside the United States, Canada, and Mexico should add \$15 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 JOURNAL OF VOLUNTEER ADMINISTRATION* c/o AVA, P.O. Box 32092, Richmond, VA 23294, U.S.A.
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ISSN 0733-6535

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Printed on acid-free paper with soy ink.

Introduction

I would like to take this opportunity to introduce the new editorial team for *The Journal of Volunteer Administration*.

My name is Paula M. Anderson, and I have recently accepted the position of Editor-in-Chief. I have been an AVA member for the past three years, and last year obtained my CVA certification.

I am now in my seventh year as a volunteer manager, and currently serve as Coordinator of Volunteer Services for the City of Grand Junction, in Colorado. I have had several careers prior to this, among them news writing, and I find this arena to be extremely exciting and challenging. I welcome this opportunity to learn even more from the manuscripts submitted by my colleagues!

The Associate Editor for Manuscripts for the *Journal* is Larissa Silver. Larissa is a volunteer coordinator for Sistering — A Woman's Place in Toronto, Ontario, Canada. Prior to that, she founded a 24-hour crisis intervention line for survivors of sexual assault. She has spent time on editorial collectives for various magazines across Canada and has been a member of the AVA for two years.

Sandra Rowe is the Associate Editor for Citations. She has served as volunteer manager for the Illinois Masonic Medical Center in Chicago since 1995 where she manages over 500 volunteers. She brings strong communications skills to the table from her experience in producing publications, handling media relations and marketing of her organization.

The editorial team is a new approach to putting out the *Journal*. We are all very excited to be able to pool our ideas across the miles between Colorado, Ontario and Illinois, not the least of which is the networking we get to do with the many energized, interesting people who make up the rapidly emerging arena of volunteer management.

The *Journal* is undergoing some revisions now, but it will remain a forum for the exchange of ideas and the sharing of knowledge and inspiration about volunteer administration. We are working to make it a blend of scholarly and practical information. We are also planning to include profiles of fellow volunteer managers, along with reviews of new literature on our profession.

We eagerly await your comments, your ideas — and your manuscript contributions!

Paula M. Anderson, CVA
Editor-in-Chief

1999 International Conference on Volunteer Administration

Association for Volunteer Administration

Sue Wood, President

Good morning fellow members, and guests. First and foremost, I want to thank you for entrusting me with the honor of being the new President of AVA. I feel privileged to be here this morning in Chicago as I begin my role representing this unique and progressive organization.

Sincere congratulations to Tim Henry and his Planning Committee for their time and efforts in organizing such a successful conference.

I am also honored to be working with this leadership team who are dedicated to moving AVA forward representing the interests of you — the members.

This is such an exciting time for AVA — we have come a long way, reaching heights we'd never thought possible just a few years ago.

My ultimate goal as President is to soar to even greater heights, and I ask each and every one of you to join me in realizing our potential.

As an organization, we have the capability, the resources, and the knowledge to make further progress into the next millennium. I want AVA to launch into the year 2000 and beyond with fresh ideas,

focusing on the needs of you, our members, and making it even more successful than it is today.

As we move forward and take on new challenges, we must keep one focus in mind at all times — fiscal responsibility. There are so many things we want to do... so many things we all would like to undertake, but doing so responsibly is the key to our long-term success.

As we approach the year 2000, we are going to massage some of our current ways of thinking. As important as remaining fiscally responsible is, coming into line with today's realities is also integral to our future success as an organization.

One of the ways we are going to accomplish this is through the survey you have in your packets. Please take the opportunity to fill it out and leave it at the AVA booth in the exhibits area.

As followup, at our Board retreat in February, we will be developing a strategic plan based on your input and assessing how work gets done to ensure that we are making optimum use of our board, committees and staff.

Three of the most powerful tools that

Sue Wood is currently the Manager of Volunteer Resources for the Peter Lougheed Hospital of the Calgary Regional Health Authority (CRHA) in Calgary, Alberta. She has held this position for the past 8 years. It includes approximately 500 volunteers and 35 programs. Sue believes strongly in volunteerism as being a key to the successful creation of a "civil society". She stands strong on the belief that the profession of Volunteer Resource Management is the catalyst to effective citizen involvement and engagement. Through these strong principles, she has been involved in various activities to influence others such as: President and Board Member, Association of Volunteer Administration (AVA) - 1999; Board Member, National Coalition of Voluntary Organizations (NVO) - 1996; Member and Past Chair, Advisory Board, Voluntary and Non-Profit Sector Management Course, Mount Royal College 1990; Instructor and Trainer in Volunteer Resources Management - Mount Royal College and agencies as requested; Member, Public Issues Team - Canadian Federation of Junior Leagues - 1996-1998; Chair, International Conference for Volunteer Administration for AVA - 1996; Chair, Partnership Advisory Council, Rockview School Division - 1995-1996; President, Association of Directors of Volunteer Resources (ADVR) - 1992-1994; President, Junior League of Calgary - 1984-1985

AVA provides for its members include certification, the annual AVA conference and the *Journal*.

Imagine if we had a certification program whereby volunteer administrators from around the world were credentialed based on the same standard of excellence.

Imagine a conference that drew *thousands* of volunteer administrators from around the world. Imagine a *Journal* that even more than today challenged our thinking and was in demand as the professional publication for our field.

These initiatives are extremely important to AVA — in fact, I see their success as central to our success as an organization and your success as a professional.

As you are aware, these initiatives are accomplished with volunteers.

It is my view that the face of volunteerism is changing. "Professional volunteers", as we have known them, are a dying breed. People who are willing to volunteer today are not as prepared to give as much time as in the past.

As a result, it is imperative that the board recognizes this trend and looks at alternate ways of successfully delivering these essential services through more realistic utilization of our members' volunteer time.

In working with many of you in the past, I am overwhelmed at the wealth of knowledge and talent we have as an organization. By tapping into this tremendous resource, I know we will effectively achieve our goals and reach our potential.

How can we do this while still remaining fiscally responsible?

To meet this challenge, another area of focus for us continues to be increasing our membership base in AVA. This will enable the organization to financially carry out many of the projects so important to all of us.

Aside from the financial benefits, developing a critical mass of members will also help our organization better serve and represent the profession. Each member of AVA is like a thread. As each thread is woven together, it eventually

becomes a rope. The more threads that are added, the stronger the rope becomes.

What a benefit it would be to all of us if we could expand our membership, and increase the wealth of knowledge, expertise and diversity of volunteer administration both nationally and internationally.

I believe that in order to be truly successful, an organization should follow a set of values and ethics. It can be a powerful way to ensure those in an organization are following the same path.

Our Code of Ethics document is cutting edge. It is something we are proud of, and provides a model that can be easily incorporated into our day to day professional and personal lives.

The Board believes in these values and ethics — and will attempt to model them in all that we do. Through that example, I hope that each of you will see the benefit of these principles and use them in your day to day behavior. I hope that you will see that AVA not only believes in, but follows its own doctrine.

If the leadership in an organization believes and carries out their actions according to a set of values, it is inevitable that the essence of those values will impact all levels of the organization.

And so by following the core ethical values of citizenship and philanthropy, respect, responsibility, caring, justice, fairness and trustworthiness, how can we, as an organization, go wrong?

Why is all of this important to us? Does AVA follow its mission of promoting the profession developing leadership just because it is there? I don't believe so. This mission is as critical today as it was at the beginning.

As volunteer administrators, we are the facilitators of citizen engagement. We are the ones who, through our expertise and our belief in social good, open the door to the people of our communities to become involved — to play a part in shaping their society.

It is through this role that people realize that reaching out to others not only helps make their community healthier,

but also themselves. It helps individuals see themselves as people of value ... as contributors to society.

Today there are so many individuals in our community who are without a sense of value — but through engaging people and raising their sense of self esteem, we are ultimately facilitators of their development. What a huge impact we have on our communities!

When I first started working at the Peter Lougheed Centre in Calgary, there was a gentleman who approached me wanting to volunteer for the hospital. He was a farmer in his late 60s who had been through a series of heart operations and numerous months of rehabilitation.

He truly felt he had been given a second lease on life and wanted to give back to those at the hospital who helped give his life back to him.

I asked him what he wanted to do. He told me he didn't know and would leave his fate in my hands. He said he really didn't feel he had much to contribute, but he was willing to try anything.

After some discussion, I suggested the position of visiting patients in the geriatric unit. He was very skeptical, as he said he wasn't very good at talking to people. Despite his apprehension, he agreed to try the position.

That was ten years ago. Judd is now an integral part of both our volunteer program and the geriatric program. Despite the fact that he felt he had nothing to give, he has given so much...his incredible ability to listen compassionately.

He now is one of our most valued volunteers, and is requested most often by patients and staff on the unit he serves.

Judd is a glowing example of how individuals can reach their full potential and realize their worth through volunteerism.

As volunteer administrators, we become successful by helping others become successful. We empower people to give, to reach out, and to share of themselves. And this, in turn, allows our society as a whole to grow and excel.

And as your president, this is my ulti-

mate goal, and that of AVA — to facilitate the advancement of each and every one of you to the highest levels of success.

In our business, we truly have a passion. That's why we are here. Let's work together to spread that passion.

I look forward to the future of AVA, which in ways both great and small, will be transformed by each and every one of you.

It is said that when a collection of brilliant minds, hearts and talents come together — expect a masterpiece.

I challenge each and every one of you to step up to the canvas!

Thank you!

1999 International Conference on Volunteer Administration

Harriet Naylor Acceptance Speech

Betty Stallings

Being selected to receive this award from peers in AVA is an incredible honor, but having it presented to me by my professional and life mentor and dear friend of many years evokes emotions that simply defy words. Although I never personally met Hat Naylor, I have marveled at the stories Marlene has told me of Hat's remarkable pioneering impact on our profession.

I am not certain that Marlene knows how I first met her. It occurred nearly 25 years ago when I was establishing a volunteer center in the San Francisco, California area.

One day someone phoned me and said, "Betty, there is a woman by the name of Marlene Wilson who is coming to speak in the Bay Area. You absolutely must hear her." I discovered that the workshop fee was a whopping \$7 a person. I had missed the \$5 cutoff date. Having no money in our budget for such extravagances, I immediately called the sponsor of the event and asked if I and 6 other volunteers could receive working scholarships to attend. I promised we would set up for the workshop, handle the registration and serve on the clean up committee.

Little did I know that what I would hear from Marlene that day, while I was giving out her handouts, would stimulate the course of my work for the ensuing 25 years. And believe me, if anyone had told me then that Marlene would be presenting me this award today, I would surely have questioned what they were smoking. And so, it is with overwhelming gratitude and a new appreciation of the song, the *Circle of Life*, that I receive this award.

My mind is flooded with the hundreds of people who have supported, nourished, challenged and humored me in my professional journey — many in this room. I wish I had the time to thank each of you personally this morning.

I do, however, want to pay special tribute to my very dear family who has flown here from California. Those of you who have been in my seminars have, no doubt, heard me tell stories about them. They are here to deny all of them!

First, Charles, my wonderful husband of over 34 years (nearly a record in California), and my two talented and beautiful daughters — Debbie and Sharon.

Their love, support and tolerance of me in my often hectic, passionate career has

Betty Stallings, M.S.W., is a national trainer, consultant, author and keynote speaker specializing in volunteerism, nonprofit fundraising, board development and leadership. She has written many popular books including: *Getting to Yes in Fund Raising* and *A Resource Kit for Managers of Volunteers*, among other titles. She has authored chapters in books, articles, booklets and produced training videos. Most recently she co-authored the book, *How To Produce Fabulous Fundraising Events: Reap Remarkable Returns With Minimal Effort*.

Formerly, Betty was the Founder and 13 year Executive Director of the Valley Volunteer Center in Pleasanton, California, where she initiated numerous programs which served as national models of volunteer utilization. While directing the Center Betty obtained hundreds of grants, produced varied fundraising initiatives and events bringing millions of dollars to the organization. Currently Betty is an instructor in nonprofit and extension programs. Her rich background in human services and volunteer management, her broad based experience as a volunteer and fund raiser, and her vitality and inspiration have made her a popular trainer for state, national and international conferences, nonprofit organizations, corporations and public sector programs.

been a wonderful gift.

There is an additional person to whom I wish to pay tribute, my dad, Brooke Bright. I know how proud he would have been had he lived to be here today.

Throughout my lifetime, he was always in the first row of my balcony cheering me on and, along with my mom, were incredible role models for volunteering.

I have two cherished mementoes to remind me of my dad's dedication to volunteering; the plaque presented to him at the White House by President Reagan, honoring my dad for his lifetime of volunteer service, and a simple cup given to him at age 85 by the volunteer coordinator at his final home, a residential care facility in Columbia, Maryland.

My dad carried this cup across country for me to see on his last trip to California. It had inscribed on it; "You are a Treasure." He had been the treasurer of the recycling club at his residential facility. (My dad as a treasurer at any time in his life is a scary thought.) But, this was a very smart volunteer manager. She knew he could no longer hold the chair position he often held in the past and also that there was no money passing through this organization. Serving on this committee gave him an opportunity to continue learning while volunteering to advocate for recycling among fellow residents.

I often think of the cup, which to me symbolizes the incredible ripple effect of our profession and positive power we, in this room, share in our broken world.

In my few remaining minutes I would like to share what is on my heart and mind about the future of our profession. In the many years I have been involved in volunteerism, I have been thrilled to experience its increasing breadth, moving from activities once described only on the society pages of newspapers to becoming community engagement in the broadest sense. Volunteering is now an *in* thing to do. But, conversely, our profession, which has had such an impact on this movement, continues to be — virtually invisible.

Increasingly I see the root of our profession's ongoing frustrations and challenges to be caused or aggravated by our often reactive rather than proactive stance on issues that directly impact us.

I was facilitating a state hospital conference a few years ago and one participant shared that her volunteer department was spending a great deal of time in "pity city" when things went wrong or they weren't ask for their advice or were misunderstood as a professional.

Collectively they were spending numerous hours expressing — to themselves — just how terrible things were! The participant went on to say that one day in a retreat setting they realized how much of their time was invested in pity city and vowed to only go there 5 minutes when times were challenging. Instead, they began to proactively use their energy and time to solve the questions,

"Why weren't we asked?"

"How can we get better understood by our Executive Director and staff, funders and others?"

With this altered proactive mindset and time usage, response to them dramatically improved.

Two years ago, AVA was challenged by Jane Justis to seek answers as to why only a few funders supported the infrastructure of volunteer services. This challenge led AVA to begin taking a proactive look at the barriers which keep not only funders but the media, other civic engagement organizations and our own internal staff from understanding what we do and why it is so essential to the health and well being of our organizations and communities. For too many years we have been nice people producing miracles, mostly behind the scenes. Is it any wonder few folks know or understand us?

I believe, however, that we are moving from the "pity city" phase to facing issues forthright and I want to encourage many of you to join in the dialog at this afternoon's Advanced Institute. The focus will be on creating and articulating effective case statements that explain the purpose

and impact of our profession.

I am excited about this proactive movement but I caution that it must not remain an intellectual exercise alone but rather we must embrace this process and begin to proactively articulate these messages to all who must understand and rely on our unique and critical professional skills.

I believe it is at the very heart of creating a future for our profession. It is somewhat of a re-positioning or branding effort — an exercise that is occurring in all organizations and professions with intentions of being relevant players in the new millennium.

One of my favorite overheads shows a little baseball character with his foot on first base but with obvious thoughts of trying to move to second base. The quote beneath it, by Frederick Wilcox, says, "Progress always involves risk; you can't steal second base and keep your foot on first."

Like any change effort, this will be difficult even though nearly all of us agree we need to move forward. But, there is a strange comfort in staying in a place we know and there is always the risk that we might be tagged out on our way to second and, it is nearly impossible to return to first base once you have made your full commitment to move ahead.

But I think we face a far greater risk if we do not take this opportunity to break out of old boxes and stereotypes — step off first base, and move to a better future.

Our profession has incredibly powerful potential. We have an evolving skill set that needs far more understanding and recognition.

I pledge to you my continued efforts to reach the day when I don't spend my time explaining what we do but rather respond to requests from conferences of executive directors, funders, and the media who are saying, "Help us learn to readily utilize the expertise of your profession."

I hope we are together in this effort.

Thank you, once again, for this great honor.

Enjoy a wonderful conference!

1999 Scholarship

An Introduction from AVA Executive Director

Katie Campbell

Supported by funding from the St. Paul Companies, AVA provided 24 partial scholarships to the 1999 International Conference on Volunteer Administration. The goal was to make the conference accessible to individuals who would not otherwise have been able to attend. Scholarship recipients came from a number of countries, as well as from U.S. states and organizations typically under-represented at AVA's conference.

In exchange for receiving a scholarship, each recipient was asked to write a short essay reflecting on their conference experience. The following excerpts from their writing convey some of their personal perspectives on this professional development opportunity.

1999 Scholarship

Scholarship Paper 1

Colleen Wilson

I took the initiative to join the Association for Volunteer Administration in Richmond, Virginia, U.S.A. because it was an opportunity to learn from an organization that was not in Canada and "same old, same old". Through this organization I plan to work on my Certification in Volunteer Management. I have begun the process and it was a wonderful opportunity to meet my "readers" and "mentors" in the program at the recent International Conference in Chicago.

I first heard of this organization when I attended a workshop with Keith Seeles who was on contract with the Canadian Cancer Society. He had mentioned this organization at that time. He is also a member.

I received information about the annual International Conference with a tuition of \$360.00 U.S. to be held in Chicago, Ill. and I thought how great it would be to be able to go. I knew that the Canadian Cancer Society did not have any professional development funds so I had to find innovative ways to secure the tuition, airfare and hotel dollars. Scholarships for tuition and lodging were offered. I applied for a scholarship and was very pleased to have been chosen as one of the recipients. I would be remiss if I didn't acknowledge the Canadian Cancer Society, Alberta/N.W.T. Division for their encouragement and willingness to see this as a work related venture.

There were approximately 750 people from all over the world in Chicago. I had chosen my sessions prior to departure

and was thrilled that all were exactly what I had wanted them to be. It is always difficult to play the "guessing game" when choosing sessions from a brochure. I attended workshops and institutes as well as the AGM while there. Sessions included:

- "Staging a World Class Fundraiser Event — with Minimum Effort and Fabulous Results!"
- "Making a World of Difference by Living Your Leader Role"
- "Getting a Project Off The Ground"
- "Ticket Captains & Table Hosts – Using a 'Volunteer Pyramid' to Dramatically Expand your Special Event"
- "Planning the Ultimate Special Event"
- "Preserving Your Purpose ... So You Can Serve The World"
- "AVA Certification Workshop"
- "Strategic Planning for the Volunteer Program"
- "Utilizing Volunteers Effectively: A Training Concept for Reluctant Staff or Staff New to Managing Volunteers"
- "Ten Volunteer Trends That Are Shaping Our Future"

I have returned wanting to be three people. When I entered my office upon my return, I realized I am only one. But — oh — will I ever have new skills to enhance the job I'm already doing.

I am willing to share my experience with everyone. I have the ultimate event suggestion for the Canadian Cancer Society — I couldn't get enough of the speaker's ideas — they were so new for me. I

came home with the complete program for this event — even all the forms, timeline etc. We just have to implement it. It amazed me that the speakers and/or participants were so willing to share what they are presently doing and to give the complete program away to us.

I have been so impressed by the professionalism of the A.V.A. I have attended as well as organized many provincial and national conferences (in a past life) and the Conference in Chicago was extremely well organized and well run during the event. If there were glitches, they were unknown to the participants — a sign of a real professional team!

Thank you for the opportunity given me to attend this Conference. It helped encourage me to “get on with it” and to be proud of the profession and the choice I made to join last year.

Next year at the Conference in October — I hope to be introduced as a new graduate of the CVA program. An interesting note — the new President of A.V.A. International is Sue Woods from Calgary, Alberta. What encouragement for me! (We are just 180 miles away).

A quote from the program sums it up:

“As volunteer administrators, we work from a vision that sees the world as it can be, perhaps as it was meant to be. We see the inherent power and effectiveness in the simple act of one person reaching out to help another. Our world is searching for solutions to serious problems. We as volunteer administrators have witnessed how such problems are solved. We then must become the advocates, the proponents who convince our world that there is reason for hope, that the solutions are in each of us, that our best selves shine forth when we reach out in service to others.”

Colleen Wilson
Revenue Development Coordinator
Canadian Cancer Society
Medicine Hat & District Unit
Canada

1999 Scholarship

Scholarship Paper 2

Angela M. Boseman, IVC

According to receiving the AVA scholarship, I am submitting an action report on the conference. First, I want to thank you and AVA again for such a wonderful opportunity. If I could put the conference into one sentence it would be, "The 1999 ICVA Conference fueled my spirit for the future of volunteerism".

As an Installation Volunteer Coordinator, at a military installation, I come across many obstacles. Networking with other volunteer administrators lets me see how much we all have in common. Attending the military Partnership Meeting was an added bonus to the overall conference. Sometimes you feel as if you are the only one that has problems and then you talk to someone else and hear what they have done in a similar situation.

On Monday, 08 November I attended the "M&M's for Your Volunteer program: Marketing — Management — Motivation" with Ona Rita Yufe, MLA. Not only did she have a great workshop, but also she got everyone involved in the whole process. You were able to take ownership of the end product. If I had to pick one workshop that was worth coming to Chicago for it would be "How to Do Almost Anything with Almost Nothing" with Judy Bottorf. I feel because of all of her life experiences that she was able to give so many wonderful suggestions about doing magnificent things with your volunteer program. Ms Buttorf also involved the entire class. It was great to bounce ideas off of one another.

On Tuesday, 09 November the two

workshops that had the most profound effect on me were "New Ethical Dilemmas for the Millennium" with Linda Graff and "Ten Current trends Impacting Volunteer Administration" with Ken Culp III, Ph.D. We live in a fast-paced society and things are always changing. Some things are not for the better. As a Volunteer Administrator you have to be aware of risk management and outside societal changes. Both speakers gave wonderful thought-provoking interchanges about what we might expect as Volunteer Administrators in the 21st Century.

On Wednesday, 10 November I finished up a great conference with Diane Decker, "Stress Management for Volunteers — Volunteer Burnout Prevention Part I" and "Partnerships to Promote Youth Service" with Jackie Stubblefield. These two topics are near and dear to my heart. I not only am a Volunteer Administrator; I also volunteer much of my personal time to several organizations. Sometimes I know I spread myself too thin and this workshop taught me some new techniques to not become burned out. I have children who are now starting to volunteer and it was wonderful to know that, as a nation there is much support for youth to volunteer.

I have already applied some of the techniques that I learned at the conference to my volunteer program and to myself. I am very energized to do even more with my volunteer program and to get as many people interested in volunteering as possible. I am also glad that we were provided with a list of participants and speakers

from the conference. I also help plan a volunteer conference in Germany and some of the conference speakers would be great at our spring 2000 conference.

Again, thanks to everyone at AVA for the opportunity to come to the ICVA Conference.

Angela M. Boseman, IVC
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Germany

1999 Scholarship

Scholarship Paper 3

Karen Halverson

I would like to take this opportunity to thank the Association for Volunteer Administration for awarding scholarships to attend the International Conference. Without your assistance, my co-worker and I would not have been able to attend. Your support is greatly appreciated!

One experience of the conference stands out as unforgettable. A small group from the conference participated in the volunteer community service project for Cabrini Alive! My co-worker and I were a part of this group and have shared our experience with anyone who will listen. It was a very well organized project and our hosts, Julie and Byron Zuidema, helped to make it the highlight of our trip. The opportunity to make rundown apartments into habitable homes for families in need was both inspiring and rewarding. The conditions we worked in were incomprehensible to most and made this an incredible bonding experience for those who participated. We had hoped to meet more conference goers at the event. I would strongly encourage greater publicity of and participating in future conference service projects. What a wonderful opportunity to share the impact your time has on others. We were able to share this experience with our volunteers upon return as both a motivation and enlightening opportunity.

Overall, the conference was very well organized and the presenters were professional and knowledgeable about their topics. The information provided was very useful and we have already applied

much of it directly in our work. We have presented information to our fellow staff members, the director of our program and the board members of our organization.

Most of the courses gave insight into individual styles regarding various topics (i.e. leadership and training). Knowing your style assists in managing, training and guiding your volunteers effectively. This helps improve management skills with new approaches and teaches you to work with people who have a style different from your own. It was interesting to explore the pros and cons of each style and exchange ideas with people who have different techniques.

The presentation by Sanford Danziger MD and Thomas White JD, "Becoming the Totally Responsible Manager", was outstanding. This was the final course I attended and felt that it was an ideal way to end the conference. Their training focused on maintaining a positive, creative and productive attitude under any circumstance. Learning to realize when you are entering into the "victim mentality" and how to deal with others in this state was very enlightening. This approach places and entirely new perspective on how we react and interact daily in our professional and personal lives. Their information allows us to see how unproductive being in the victim mode is, to be aware of when you are in it and how to get yourself out of it. Their engaging presentation brought a renewed energy to the way I look at my work and how I respond in daily interactions.

Again, thank you for the wonderful opportunity to meet and learn from experts. This was, without a doubt, the best conference I have attended. Hope to see you in Phoenix in October!

Karen Halverson
Child Advancement Project
Bozeman, MT
U.S.A.

1999 Scholarship

Scholarship Sections

Aziki Kokou

Uwavwa Coordinator
Lome

"During the AVA General Assembly I was very surprised at the high level of democracy way of managing affairs. Despite the number of participants, elections had been done without any trouble. I learned a lot from it, and I hope this experience is needed for people like me and other Africans in order to improve the democracy process in the continent (starting from non-governmental organizations and local communities) ... the events I participated in during the two days were useful for me.

I thank the AVA board for its support and especially Katie [AVA Executive Director] who made efforts to provide me the necessary assistance for the success of my stay and my participation in the International Conference on Volunteer Administration."

Karen Kogler

"The greatest strength of the conference was the quality of people in attendance. We who work in volunteer management are great people to spend four days with! Friendly, genuinely interested, supportive, inclusive, encouraging — the participants were as helpful as the organizers and presenters. Strangers became friends; the newcomer was as welcome as the long-time friend. You are to be commended for setting up a conference that built on this strength of its participants.

The conference was my initial experience of AVA, and I look forward to con-

tinuing my connection to your organization. I am investigating CVA certification, and I have considered writing for the Journal on the relationship between church and other non-profit volunteer agencies. I'm also keeping in touch with my local volunteer management group. Since time and money continually restrain, my primary contact outside the walls of my own church will be with other churches. My goal is to encourage other churches to improve their volunteer management, but I now am aware that the AVA is an excellent resource and support in these and all my endeavors. Thanks!"

Reilly Starr

"Fortunately, I had the privilege to take acclaimed author and AVA 1999 Volunteer Award recipient Betty Stallings' session on "Fundraising: Creating the Ultimate Event with the Least Effort and Maximum Results". Her knowledge and professionalism set a standard for the rest of the conference that was surprisingly well met. She provided creative, innovative, and easily applicable ideas for events that our organizations could use with the manpower of volunteers. She acknowledged the retention purpose it gives volunteers, as well as the results it gives for the organization. Her session was an excellent model for the AVA conference. Stallings encouraged group activities and interactive dialogue during her lecture segment. I think it would be fair to say that she exemplified the mission of the AVA conference, as well as met the mission of AVA participants."

Sue Green

AMERICORPS VISTA Volunteer
STARS Program
Toledo OH

"For nearly fifteen years, I worked with sexual assault prevention programs — small non-profits run with lots of volunteer labor. In that capacity, I coordinated hundreds of volunteers for short and long-term projects. We counted on thousands of hours of volunteer labor each year for conferences and special events, mailing, and planning committees, but the job of coordinating them was always in addition to my 'real' job duties. The AVA conference opened my eyes to the possibilities of volunteer management as a 'real' job and a real profession. The workshops provided the hands-on training I was hoping for, but more importantly, they reinforced the positioning of volunteer managers as a profession."

Michael Lee Stills

Volunteer Services Coordinator
Jefferson County Open Space
Golden, CO

"In addition to your scholarship, the information you sent me on how to find your own scholarship led to the first time I had the experience of soliciting funds. As a result, I managed to cover all costs and gained additional financial support from my agency because of the outside sources of money ... I am currently involved in trying to get my hometown to develop a Volunteer Center. As a result, I am learning about all of volunteer groups in my hometown and I am trying to work our situation where I will provide training in exchange for assistance to attend a conference."

Sally Sampson, Director
Volunteer Service Bureau
Springfield, Ohio

"In reflection of the conference; I found the experience was exceptional! I was extremely impressed with the workshop, consultation and institutes that I attended. The knowledge and quality of training is the best I've experiences in my 2 year career. The pleasure of being surrounded with so many other volunteer managers who 'get it' is empowering and something everyone should have the opportunity to experience. For many of us 'volunteer managers' our budgets do not afford us the pleasure of attending such conferences and that is why I am particularly grateful to have been awarded this educational experience."

ABSTRACT

Volunteer Advisory Board involvement is imperative for local ownership in new and innovative programming efforts. Very often, these boards comment to staff, "We don't mind if you do that new program, as long as it doesn't hurt the existing programs." To ensure continuity and on-going resources for new programs, these boards must see new programs as an integral part of the organization rather than as "add-on's." This means some boards must make major changes in the way they operate. In order to help this process, these authors have developed a series of training modules and a process for boards to assess the current degree to which their organizational structure, policies, and programs are inclusive. Based on this assessment, each board develops a plan of action to increase their inclusivity in five major areas. This process not only strengthens the local board, but broadens their perspective in support of the organization's efforts to work with external collaborators.

Helping Volunteer Advisory Boards Move Towards Inclusive Programming for Diverse Audiences

Dr. Susan J. Barkman , Dr. Krisanna L. Machtmes,
and Dr. Pamala V. Morris

Volunteer advisory boards play an important role in today's society. Many of these boards govern organizations that provide a service or educational programming to the public. As societal demographics change, it is imperative that the advisory boards of these organizations change in order to meet the needs of more diverse communities. According to Houle (1997), boards should periodically revise and approve long-range plans for the institution. The problem is that many boards are not representative of the population they serve and have a tendency to make decisions based on tradition and the way things have been done in the past. Very often these boards comment to staff, "We don't mind if you do that new pro-

gram, as long as it doesn't hurt the existing programs." To ensure continuity and on-going resources for new and innovative programs, these boards must see new programs as an integral part of the organization rather than as "add-on's". This ownership is imperative for their success. This means some boards must make major changes in the way they operate. In order to help this process, these authors have developed a series of training modules and a process for boards to assess the current degree to which their organizational structure, policies, and programs are inclusive. Based on this assessment, each board develops a plan of action to increase their inclusivity in five major areas.

Dr. Susan Barkman is currently a Professor in the 4-H Youth Development Department of Purdue University. She has a national reputation in the design of positive youth development with the Cooperative Extension Service and taught these training programs throughout the country. Her current research efforts are in the area of measuring the impact of youth development programs taught primarily by volunteers. In collaboration with Dr. Krisanna Machtmes, Dr. Barkman has developed a "Four-Fold Youth Development Model," for use in designing and measuring the impact of youth development programs. Dr. Barkman has a Ph.D. in Instructional Design from Indiana University. Dr. Krisanna Machtmes is currently the Partners for Better Communities Program Coordinator and Evaluator. She is responsible for evaluating community-based programs including educational web sites. Dr. Machtmes, in collaboration with Dr. Susan Barkman, has developed the "Four-Fold Youth Development Model" for which she is responsible for the evaluation section. Dr. Machtmes has a Ph.D. in Curriculum and Instructional Design, specializing in Adult and Distance Education from Purdue University. Dr. Pamala Morris is currently an Assistant Professor / 4-H/Youth Development Specialist in the School of Agriculture at Purdue University. She has exhibited effective leadership in the areas of cross-cultural education, international programs and service-learning. Her focal point for the past two years has been to increase youth and adult understanding of their need to connect, build bridges and work to create unity. Dr. Morris acquired her faculty appointment at Purdue after she received her Ph.D in curriculum and instructional design (Purdue University).

1. **Audience/clientele** — What are the demographics of the people reached through the organization's programs and are they representative of the population in the community? Does everyone have the same rights, privileges, and opportunities?
2. **Delivery systems** — What are the service or educational methods being used by the organization? Are these methods effective in reaching the diverse population in the community?
3. **Board leadership** — What are the demographics of the board members and are they representative of the population in the community? Does the method for choosing board members involve input from the community?
4. **Human resources** — How are human resources used in the organization? Is there equality in service to all program areas?
5. **Financial resources** — How are financial resources used in the organization? Is there equality funding for all program areas?

This process not only strengthens the local board, but broadens their perspective in support of the organization's efforts to work with external collaborators. It has helped the boards understand their role as stewards to organizational mission, and emphasized their responsibility for the success of the new programs by helping to secure the necessary resources. The volunteer advisory boards that have used this process have broadened their scope of responsibility to all members of their community. It is important to remember that change take time. These authors encourage organizations to take "baby steps" rather than trying to make too many changes at once which may backslide. The board members and staff, as well as existing clientele, all have to buy into this process. Even though changes occur during the first year, movement to a totally inclusive organization may take years depending on where the organization starts and the readiness of

the organization's clientele. This advisory board training is the first step in this effort.

GROUP TYPE AND SIZE:

This training would be acceptable for any organization that has volunteer advisory boards. It is designed specifically for use with organizations who have a mission related to delivering programs and/or services in the community. In order to stimulate discussions and get a variety of perspectives, a minimum of at least 15 - 20 people is recommended. If boards are smaller than this, it is recommended that community stakeholders or clientele be invited to participate. Groups larger than 60 are not recommended.

LEARNING OBJECTIVES:

There are four major objectives of the training and assessment process. Volunteer advisory board members will:

- become more sensitive to and begin to value diversity;
- gain a better understanding of diversity issues in their organization;
- assess the degree to which their organizational structure, policies, and programs are inclusive; and
- develop an action plan for the organization to become more inclusive.

TIME REQUIRED:

The training is divided into three modules totaling a minimum of seven hours. The first two modules require approximately one and half to two hours. The third module requires a minimum of four hours, but can take longer. Based on the authors' experience, an overnight retreat works best for this module. Using that format, the organizational assessment can be done on the first afternoon or evening, and the plan of action can be developed the following day.

MATERIALS:

The following materials are recommended:

- module lesson plans for facilitator

- a set of handouts for each participant
- set of overhead transparencies (Note: Overhead transparencies can be made from handouts.)
- a folder for each participant
- a self-assessment survey for each participant
- a set of organizational assessment instruments for each participant
- kaleidoscope
- flip chart easel and several tablets of paper
- several rolls of masking tape
- lots of different colored magic markers
- index cards (green, blue, and orange)
- county or community map
- statistics about county or community assets and liabilities
- statistics, budget, etc., related to an organization's programs and services
- "Addams Family Values" movie videotape
- overhead projector
- video player and television monitor

PHYSICAL SETTING:

The workshop can be done in a variety of room settings. The most ideal setting is classroom-style in the front of the room with round tables in the back of the room for small group discussion breakout areas.

PROCESS:

Module 1

1. What Is Diversity?

- (Facilitator) Review and learn Ground Rules [handout 1] that participants must follow and respect before workshop begins.
- (Facilitator) Begin the discussion by asking participants to define diversity. Allow 5 to 6 or more participants to give their definition of what diversity means to them. This gives the facilitator an idea of the audience's knowledge level relative to diversity. If time permits, go around the room and ask each person to provide a one-word definition of diversity. After this discussion, provide a working definition of

diversity to broaden the scope and encompass all the ideas that should be discussed during this workshop.

Definition: A kaleidoscope of people who bring a variety of backgrounds, life experiences, styles, perspectives, personalities, values, and beliefs as assets to the groups and organizations with which they interact. [handout 2]

(Facilitator) Emphasize three notable points within this definition. First, it describes diversity as a kaleidoscope, which is different from the traditional melting pot and even salad bowl metaphors. Point out that the melting pot metaphor focused on people of different races and ethnicities blending together and losing their own identities after close contact over a period of time with the dominant culture. Later the salad bowl metaphor was used to emphasize that it was important for each of us to retain our own identity much like the ingredients in a salad. Although this metaphor was popular it failed to acknowledge the tendency for cultural patterns to change through cultural interactions. However, the kaleidoscope more accurately reflects what actually happens. When a kaleidoscope is in motion, new possibilities emerge at every turn, just like the interaction between cultural groups. This metaphor acknowledges that cultures keep changing through their interaction and yet maintain their basic characteristics (Fuchs, 1990). Second, this definition of diversity applies to and includes everyone; it is not exclusive. According to this definition, we are all diverse. Third and final point, diversity is described as an asset, as something desirable, beneficial, and enriching.

- (Facilitator) Refer to the Diversity Wheel [handout 3]. As Loden and Rosner (1991) point out, valuing diversity extends beyond culture to include all primary and secondary dimensions. Discuss the wheel and make sure that participants understand that we are all similar and different on an infinite

number of dimensions. Explain that primary dimensions are aspects of ourselves which we cannot change. Primary dimensions include: age, race, ethnicity, gender, physical abilities, and sexual orientation. These are things people know about us before we even open our mouths because they are physically visible, with the exception of sexual orientation. Secondary dimensions are aspects of ourselves that we have some power to change. People are usually less sensitive about secondary dimensions. Secondary dimensions include: education, parental status, geographic location, religious beliefs, military experience, marital status, income, and work background.

2. *Why Is Diversity Important?*

- a. (*Facilitator*) Discuss the Diversity Comments [*handout 4*]. Place an emphasis on numbers 1, 3, and especially 7. Point out that in order for us to learn we must unlearn and rethink our prejudices and biases. We live in a very prejudicial society, and we all have stereotypes and misinformation. We were all born open minded, but as we grow and develop we take in information and misinformation because we trust others around us. Having the opportunity to be around others who are different from us can give a variety of perspectives to help us test some of our previous assumptions, beliefs, and/or prejudices. During this process, we may find that some of our assumptions have not been accurate, which in turn can help us avoid prejudice, prevent discrimination, and begin to understand, value, and respect each others' talents and gifts. Distribute "The Need To Connect, Build Bridges, and Work Together To Create Unity" [*handout 5*] from Robinson, Bowman, Ewing, Hanna, and Lopez-De Fede (1997). This can provide reading to be discussed during another session.
- b. (*Facilitator*) Connect your organization's mission statement to the importance of diversity.

3. *Valuing Diversity Self Assessment*

- a. (*Facilitator*) Hand out the Valuing Diversity Self-Assessment adapted from Rassmussen (1996) [*handout 6*] to participants before or during the workshop. Ask them to rate themselves honestly and openly. After participants complete the self-assessment, hand out the Valuing Diversity Self-Assessment Scoring Key [*handout 7*] and have them score their own assessment. Participants should not be required to disclose their scores unless they want to do so. This is for their use only. If time permits, participants can work in small groups to discuss their interpretations. The facilitator should ask the following questions:

- What do each of the scoring categories mean to you?
- In which category do you think your organization would like everyone to score?
- How can you use the results in your efforts to better value diversity?

Conclude by saying that most participants will usually fall in the Conventional or Uninvolved categories. However, the organization's emphasis on diversity training is indicative of an effort to encourage more people to become a Catalyst. Participants may want to create a diversity goal for themselves based on any items for which they scored themselves lower than they would like.

4. *Identity Groups*

- a. (*Facilitator*) Ask for the group to agree on confidentiality by a show of hands twice. Tell the participants that you want a show of hands of those who agree not to say to the larger group what each person discusses in their small group. Secondly, ask for a show of hands of those participants who promise not to share the names and other information from today to others who were not present today. Tell participants they are free to talk about them-

selves relative to their thoughts, opinions, and feelings.

- b. (*Facilitator*) Explain that participants will pair up with someone they do not know very well to share any information they can (example of identity groups: gender, race, ethnicity, heritage, family roles, religion, age, sexual orientation, nationality, geographical region, economic class, job, physical capability, hobbies, interests, and etc.). Facilitator should model the process in front of the group. Next, ask everyone to stand, raise their hand, and find a person they do not know very well who still has their hand raised. As people find a partner, they should lower their hand, sit down, and take about one minute each to discuss their identity groups.
- c. (*Facilitator*) After two minutes call everyone back to the large group and debrief by asking the following questions:
- Who found this activity difficult to do? Why?
 - Who found this activity easy to do? Why?
 - What did you learn about yourself from this activity?
 - Are there any final thoughts you want to share with the group?

5. Introductions

- a. (*Facilitator*) Ask participants to introduce themselves based on the following information: (This information should be written on chart paper ahead of time).
- Name
 - Work and/or major and where you are from
 - State one identity group you belong to that we would not know by just looking at you.

Have each person stand. Keep this moving briskly.

6. Group Aerobics

- a. (*Facilitator*) Tell the participants that they are going to celebrate the different

identity groups that each of them belongs to. Tell them that you will call out different categories and when they identify with a certain aspect of that category, they are to stand (or raise their hand if physically challenged). While the group is standing, the whole audience will applaud (practice applauding enthusiastically at this point). Ask the ones who are standing to look around at everyone else standing with them (remind them that everyone standing belongs to the same identity group; therefore, they have something in common).

Categories

Birth order — only child, first born, youngest, middle, twin or multiple birth, adopted, etc.

Birth place — outside U.S. (where?), west of Mississippi, the South, Mid-Atlantic (NY, NJ, MD, DE, DC); New England states; PA, OH, MI, IL, WI, MN, IN, other Midwest states, born at home or outside of the hospital. Note: This category can be modified to include counties and different regions within your state.

Heritage — (Participants may stand several times.) — French, German, English, Irish, African (Teach about how specific area/country is probably unknown because of slavery), Hispanic (where?), Asian [or possibly divide up — Japanese, Chinese, Korean, other Asian], Scandinavian, Italian, Middle Eastern, Greek, Polish, Asian Indian, Canadian, Australian, Russian, Slavic, Native American, etc., Others?

Religion — Roman Catholic, Baptist, Methodist, Assembly of God, Presbyterian, Seventh-Day Adventist, Disciples of Christ, Congregational, Church of God, Nazarene, Episcopalian, Lutheran, Society of Friends (Quaker), Church of the Brethren, Jewish, Baha'I, Shinto, Hindu, Jehovah's Witness, Orthodox, Unitarian, Islam, Traditional, Wiccan; Muslim, Atheist, Agnostic. Others?

Socio-economic class — Three aspects of this category [Read all before asking

people to stand.] raised with “less than enough,” “enough,” or “more than enough.” (Enough is relative and should be defined by each individual).

Undisclosed — The aspects in this category should not be disclosed individually. Explain to participants that if people would disclose any aspects in this category they might be discriminated against in society. Therefore, read all of the statement first, then people ask people to stand for any one or more of them all at once. Please stand if you, a relative, or close friend are: gay, lesbian, or bisexual, divorced, single parent, drug abuser, physically or mentally challenged, mentally ill, cancer victim/survivor, AIDS/HIV infected. After people stand as a group, ask if there is anyone who wants to share the reason they are standing. (Usually several participants will share.) Point out as the group sits down that all of us, if we live long enough, will face a crisis or some difficulty in our life, whether it happens directly to us, to family, or to friends.

Funny/light — [These can be sprinkled throughout this activity.] — Chocoholic; vegetarian; used Q-tip™ this morning; laughed so hard that a beverage came out of your nose; voted in the last election; used dental floss in the last 24 hours; do the body motions when you hear the song YMCA. *Facilitator can add more.

7. *The New Millennium Society*

Note: This is an optional activity for groups that have two hours or more.

- a. Divide the group into teams of 5 to 6 people. (Counting off or using colored dots on name tags are both good methods.)
- b. Ask the participants to form teams and envision being in a society where there are only three types of inhabitants:
 - Loyal Blue
 - Mediocre Green
 - Extraordinary Orange

Ask the team members to work together to develop a list of characteristics that describe each of the three types of inhabitants. Ask each team to select a

reporter and a recorder. Tell them that at the end of 10 minutes each team will report their list of characteristics for each of the three types of inhabitants. The facilitator will record each group's responses on pre-labeled chart paper (one for each of the three colors). Typical characteristics that may emerge during the discussion for *Mediocre Green* are: middle-class, dependable, dedicated, boring, etc.; for *Extraordinary Orange*: artistic, odd, creative, eccentric, weird, unique, etc.; for *Loyal Blue*: wealthy, true, faithful, reliable, devoted, upper-class, etc.

- c. Each color identity's flip chart paper, with a summary of characteristics from all teams, should be visible throughout the entire activity. The entire group should be led in a discussion of the following questions:

- What process did each group use to develop the list of characteristics?
- How does this process compare to the way in which we stereotype in our society?
- Are there any noticeable commonalities or differences between the three groups?

- d. In the next step the facilitator should distribute a sealed envelope to each participant. Each envelope should contain a colored index card. (Try to distribute about the same number of each color.) Participants should be instructed to hold the envelopes carefully and not to open them until they are told to do so. Explain that the contents in the envelopes contain their new identity within the New Millennium Society. Each participant should be instructed to think about how they feel having an identity assigned to them without their input. At this point in the discussion, ask if there is anyone who wants to change envelopes before they are opened. NOTE: Main point to discuss is that we are assigned certain identities at birth, but that we are not given the opportunity to switch or make any changes in our identities.

- e. Next, ask the participants to open and look inside their envelopes without taking out the cards or sharing the contents with anyone else. Have a discussion on how people feel about their new identities.
- f. Ask participants to take out their cards and form groups according to the color of their card. Each group should review the compiled list of characteristics for their color that was provided on the chart paper at the beginning of this activity. Next, each group should discuss and record the characteristics that exemplified the positive aspects of their identity and explain why they are valid. Finally, each group should discuss and record those characteristics that have no validity and explain why not. Each group will present their responses to the large group.
- g. The facilitator should ask if anyone wants to change identity groups. Process this by asking why people were willing or unwilling to change groups.
- h. Ask everyone to return to reality and reclaim their original identity. Debrief this activity by discussing the following questions:
 - How did it feel to be in such a structured society?
 - How was this like or unlike the real world?
 - Why was it so easy to stereotype?
 - How did it feel to know people may be stereotyping you in these ways?
 - What impact does it have on a person if we perceive that person according to what is on the flipcharts?
 - Did one of the identities seem more favored by the group? Why?
 - Did one seem less favored? Why?
 - What role did classism play?
 - Does classism have a negative or positive effect in our society?
- i. Ask participants to provide any final thoughts they might have relative to this activity.

Module 2

1. Introduction

- a. (*Facilitator*) Thank you for coming back to our second board development training. Tonight/today we are going to take a closer look at our community/county situation and what our organization is doing to address those problems.
 - We are first going to draw a map of our community/county to get a better picture of any natural occurring barriers.
 - We will look at where the schools, churches, and other major community stakeholders located.
 - We are then going to take a look at some statistics about our community/county.
 - Then we are going to see where our organization is presently doing programs or providing services.
 All this will help us understand our community/county just a little better.

2. Community/County Mapping

- a. (*Note to facilitator*) For this activity you will want to have a large map of your community/county covered with a separate layer(s) of transparent paper or plastic. If this is unavailable, you can use flip chart paper and draw your own map, but it probably won't be as accurate. The flip chart works okay for rural communities/counties, but it is recommended that boards in urban communities find a map to use. Have this done ahead of the meeting.
- b. Have the board members come up and draw the following things on the map. These are just some suggestions; be sure to add any others that may have an impact on your community/county.
 - Rivers, railroads, mountains, major highways like interstates, national parks, etc. that divide the county into sections
 - Towns and other sites
 - Major industries
 - School districts — Are there any multi-county school districts where youth have to leave county to go to school?

- Churched, synagogues, temples, and other religious buildings/organizations
- Community centers or recreational facilities

Demographic Pockets — If there are any pockets of diversity other than income level, (i.e., race, ethnicity, etc.), mark them on the map. Please note that income level (poverty pockets) will be listed as a risk factor.

Risk Factors — The risk factors can be put on a separate layer of transparent paper or plastic that is taped on top. Mark the following areas:

- Low-income and poverty
- Families on WIC, ADIC or welfare
- Gang activity
- High crime rates
- High school dropout rates
- High unemployment
- Homelessness

You might also want to have the exact percentage rates for these risk factors and note if there are any major differences in certain surrounding communities.

Funding and Economic Development — Explain how the organization's funds (federal, state, and private dollars) are used in the community/county.

- What are the public sector expenditures for children, youth, and families in the community/county? (i.e. schools, court system, extension, libraries, etc.)
- What are the private non-profit expenditures for children, youth and families in the community/county? (i.e., United Way, Shelters, Boys and Girls Clubs, churches, law enforcement, food banks, etc.)
- Economic Development Data (i.e., business and industry, economic development councils)

Your Organization's Programs and/or Services (These can also be called community assets.)

On the map mark the location of the following where these programs and/or services occur. For example, such things as:

- Club Meetings
- After School Programs
- School Enrichment Programs
- Camps
- Urban Gardening Programs
- Shelters
- Food Banks

c. (*Facilitator*) Ask the professional staff to share some data about the following. These statistics will need to be collected and put on overheads, large posters, and or handouts for the board members to review. Use charts, graphs, etc. to make the information easier to understand.

- Number and demographics (age, gender, race, income level, etc.) of audience/clientele by delivery methods/systems over the past five years.
- Number and demographics (age, gender, race, income level, etc.) of board members over the past five years.
- Number and demographics (age, gender, race, etc.) of professional staff.
- Present the organization's financial expenditures for each delivery method/system and personnel over the past five years. Include sources of income.

3. Discussion

a. (*Facilitator*) Lead a discussion on the community/county situation. This begins to set the stage for the board to do an assessment of the organization's structure, policies, and programs to determine the organization's current degree of inclusivity. This is still a brainstorming session at this point. Record suggestions and comments on flip chart for use during the next module. Ask questions such as:

- Are there any parts of the community/county where the organiza-

tion is not doing any programming? Why?

- Is the organization addressing the problem issues in the community/county? If not, is someone else addressing them? Who? Could the organization enter into a collaboration to address this issue?
- How does the organization get input on what programs or services to conduct in the community/county?
- How are we securing funds? Do we have the funds to do the necessary programs? Do we have the needed personnel? How are we utilizing volunteers?

4. *Organization's Values, Mission, and Goals*

- a. (Facilitator) Each organization has its values, mission, and goals. Use transparent overheads to share those with the board members. In general you want to cover three items:
- Overview of the organization's mission
 - Fulfilling the organization's mission in relationship to your community's/county's needs
 - The role of the volunteer advisory board and its members in supporting the organization's mission

5. *Review and Set Stage for Next Module*

- a. (Facilitator) At the next meeting we will be assessing our organization's current state of inclusivity in five major areas:
- Audience/Cientele
 - Delivery Systems
 - Board Leadership
 - Financial Resources
 - Human Resources

MODULE 3

1. *Setting the Stage*

- a. (Facilitator) In general, most people in an organization try to involve others, but sometimes what we say and do and the policies we set are not always inclusive. Show "Addams Family Values"

movie video clip on selecting campers for camp play. Discussion questions:

- What did you see happening?
- Who did the camp counselors select to be the lead roles?
- What did the counselor say about the other kids?
- Did they look like they were having fun?
- Have you ever been the new person in a group? How did you feel? Did you understand the language they were talking? Did they use a lot of lingo?

Think about the scene in this movie as you help assess our organization's current state of inclusivity.

- b. (Facilitator) Explain that most organizations try to be inclusive, but often their structure and policies exclude others. It is important to remember that no organization does everything perfectly. For this reason, we use a continuum to assess the degree to which an organization is inclusive. Describe the continuum [handout 8] using the terms: Exclusive Club, the Passive Group, and the Inclusive Team.

- **Exclusive Club** — The exclusive club is a little like a country club where only certain people with money or social status can belong. The exclusive club often has lots of conflict and runs on crisis management. It is steeped in rules and stagnated because it does not include any outside influences.
- **Passive Group** — The passive group can reach out to diverse audiences, but not everyone has the same rights, privileges or opportunities. The passive group focuses on the status quo. It does have sporadic and scattered efforts to reach new audiences, but program has an "us" versus "them" attitude.
- **Inclusive Team** — In the inclusive team organization, everyone has the same rights, privileges and

opportunities. The inclusive team is dynamic, innovative and visionary. All members are treated as part of the team.

It's important to remember that you can not jump from one end of the continuum to the other. It will only backfire. Trying to move too fast may cause resistance groups to spring up.

2. Board Assessment of County

a. (Facilitator) Break the participants up into five groups. It is beneficial to have someone who has been through this assessment process before to help facilitate the discussion in each of the groups. Using the individual system continuum scale, have each group evaluate one of the following:

- Audience and Clientele [handout 9]
- Delivery Systems [handout 10]
- Board Leadership [handout 11]
- Financial Resources [handout 12]
- Human Resources [handout 13]

The facilitator should have facts, documents, and other necessary data for the group to make an accurate assessment. Have flip chart paper for the group to record their comments. Each group should decide where they think the organization is currently located on the continuum.

b. Have each group report back and mark an "X" on the continuum. The scale for the continuum should range from "0 points" on the exclusive end to "12 points" on the inclusive end. The total group should have an open discussion about whether they agree or disagree on the placement. The group as a whole decides by consensus the final placement on the continuum and the assigned value. This point value enables the organization to quantify location on the continuum and to periodically measure its process at the end of each year.

3. Develop a Plan of Action

a. Based on the assessment, the group should then develop a plan of action for each of the five systems. Remember to take "baby steps"— you need to work on becoming more inclusive over time. You may want to develop a four- or five-year plan and review your progress each year.

4. Assignments to Accomplish Plan of Action

a. If things are going to get done, someone has to do them. Be sure to assign a committee, group, etc. to make sure your goals are accomplished. It is also important to report on progress at every board meeting. If not, the plan will get lost in the everyday shuffle of work.

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APPENDIX

Handout 1	Ground Rules
Handout 2	Definition of Diversity
Handout 3	Dimension of Diversity Wheel
Handout 4	Diversity Comments
Handout 5	The Need to Connect, Build Bridges and Work Together to Create Unity
Handout 6	Valuing Diversity Self-Assessment
Handout 7	Valuing Diversity Self-Assessment Scoring
Handout 8	Inclusivity Continuum
Handout 9	Audience/Cientele Assessment Tool
Handout 10	Delivery Systems Assessment Tool
Handout 11	Board Leadership Assessment Tool
Handout 12	Financial Resources Assessment Tool
Handout 13	Human Resources Assessment Tool

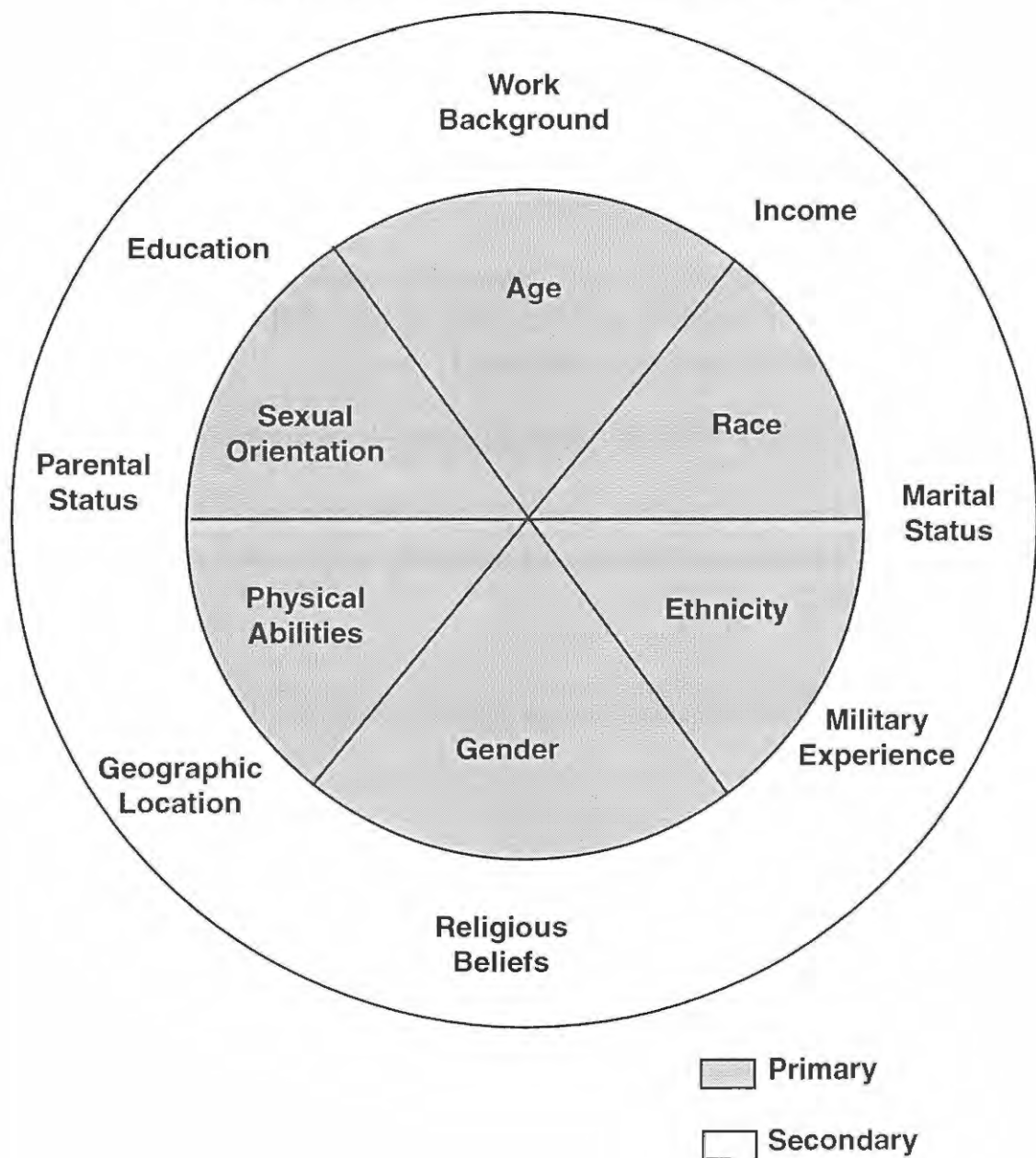
GROUND RULES

- Use “I” statements — own your feelings
- Each person should speak for no more than 2 minutes at a time
- No put-downs — be respectful of others
- No arguing with another person’s feelings
- Use problem-solving behaviors
- Be honest, but tactful
- Keep confidences in this room
- Be present and take responsibility for yourself
- Listen carefully to what is being said
- Feel free to change your mind

DIVERSITY DEFINED

Diversity is a kaleidoscope of people who bring a variety of backgrounds, life experiences, styles, perspectives, personalities, values, and beliefs as assets to the groups and organizations with which they interact.

Dimension of Diversity



Reprinted with permission from author from *Workforce America: Managing Employee Diversity as a Vital Resource*; Marilyn Loden and Judith B. Rosener, Business One Irwin, Homewood, IL, 1991

Diversity Comments

1. By 2050 over 50% of the people in the U.S. will trace their descent from Africa, Asia or Latin America.
2. Mono-culturalism is when each person feels unworthy unless they fit into the dominant culture.
3. In the past America has been referred to as a salad, stir fry, a grocery store, a mosaic, even a melting pot. But more recently we are thought of as a kaleidoscope.
4. Diversity is a tremendous natural/national resource.
5. We must not only learn to tolerate our differences. We must welcome them as the richness and diversity which can lead to true intelligence.

-Albert Einstein

6. Reasons to build an environment that welcomes/celebrates diversity.
 - a. Inevitable
 - b. Necessary
 - c. Just
 - d. Will expand our mental horizons, enrich our personal lives, and make us whole.

- Mark Satin, *New Options for America* (1992).

7. The problem for us is not to learn, but to unlearn.

-Gloria Steinem

THE NEED TO CONNECT, BUILD BRIDGES, AND WORK TOGETHER TO CREATE UNITY

"We, the people. It is a very eloquent beginning. But when the document was completed on the seventeenth of September in 1787, I was not included in that 'We, the people.' I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation, and court decision, I have finally been included in 'We, the people.'"

- Barbara Jordan

African-American Congresswoman from Texas

Who do you hang out with? Are your friends just like you? If you are the kind of person who hangs out with a lot of different people, then you may be able to identify with Maria, who went to an urban high school in Chicago where hanging out with all different types of people was cool. But Maria's parents were transferred to Des Moines, Iowa, and at her new high school, which was predominantly white, being multicultural was un-cool. Maria's parents were born in the Dominican Republic and had a strong identification with the Hispanic culture. When Maria first arrived at the new high school, she tried to make friends with different types of people as she did in her old school. However, at her new school, she was immediately ostracized by her African-American friends because she also hung out with Hispanics and whites. Because her skin color is dark, many of her African-American friends expected her to hang out only with them and shunned her because she refused to drop her other friends.

There is certainly nothing wrong or strange about wanting to hang out with people who look similar to you, have similar backgrounds, similar interests, etc. People who share a lot in common often enjoy being together and that's OK. But hanging out exclusively with one group does limit your exposure to other groups. When you encounter someone from another group, you may not have a firm foundation for understanding and relating to him or her.

Learning about other cultures is one reason people love to travel to eat different foods, see different people and sights, learn some new words and phrases, or master a new language. If you had lived 50 years ago, you might have had to travel for this type of enrichment. Now, this opportunity might be right next door or down the hall or in the cafeteria. But to have this experience, you may have to stretch some, and reach out to get to know someone who is not just like you. In the process, you may discover that you have experiences that are valuable to you not only right now, but beneficial to you later in your career. Employers in small and big businesses are increasingly placing a high priority on the ability of their employees to relate to others and interact well in diverse work teams. Businesses' interests in diversity is not solely based on doing something good for the community, but also on the awareness that our demographics are shifting and that consumers of all colors have buying power. They want to position themselves both locally and globally to be competitive in attracting this diverse market.

In addition to economic reasons for unity in diversity, we need everyone working together to solve our mutual challenges, such as our limited resources, pollution, crime, global competitiveness, and our aging population. Experts in organizational psychology say that a key ingredient for solving problems is having many different perspectives and ideas. Different cultures bring this multi-view to the table, and we need each voice, not only to prosper, but to survive.

Each culture brings something of value to the whole. We are connected as human beings, regardless of our differences, and whatever affects our culture affects the whole. Consider the human body. Each part plays a vital role in keeping us alive. While the parts are different and distinct from each other, they must work together as a team, or else the whole body will begin to break down. If the lungs, the kidneys, the heart, or even the tiny gall bladder is weak, the whole body will become weak. Just as this is true of the individual body, so is it true of the body of humankind. We cannot expect the human race as a whole to thrive when there is weakness and sickness in some of our parts. We must learn to take care of all our parts and to work together to strengthen what is weak. The question is not "Can't we just get along?" but rather "How can we learn to get along?" to enrich our experiences, to prosper economically, to survive, and to grow from a human race into a human family.

Reprinted with permission of authors: Robinson, J.S., Bowman, R. P., Ewing, T., Hanna, J., and Lopez-De Fede, (1997) *A. Building Cultural Bridges*, National Educational Service, Bloomington, IN.

Valuing Diversity Self-Assessment

Rate yourself openly and honestly on a scale of 1 to 5 for each item.

	Never	Rarely	Sometimes	Often	Always
1. I understand the organization's mission to reach a diverse audience.	1	2	3	4	5
2. I regularly assess my strengths and weaknesses in the area of diversity, and I consciously try to improve.	1	2	3	4	5
3. I'm always asking questions. I'm curious about new things and people.	1	2	3	4	5
4. I ask for clarification when I don't understand what someone is saying.	1	2	3	4	5
5. I'm committed to respecting all co-workers, customers, and vendors.	1	2	3	4	5
6. I listen carefully.	1	2	3	4	5
7. I avoid jargon or slang when I'm around those who don't understand my cultural jargon or slang.	1	2	3	4	5
8. I consider the effect of cultural differences on messages being transmitted.	1	2	3	4	5
9. I work willingly and cooperatively with people different from me.	1	2	3	4	5
10. I realize how bonding with my own group may exclude, or be perceived as excluding others.	1	2	3	4	5
11. I check my assumptions about others who are culturally or racially different than I.	1	2	3	4	5
12. I can communicate with and influence people who are different from me in positive ways.	1	2	3	4	5
13. I'm interested in the ideas of people who don't think as I do, and I respect their opinions even when I disagree.	1	2	3	4	5
14. I am aware of my prejudices and consciously try to control my assumptions about people.	1	2	3	4	5
15. I recognize I am a product of my own upbringing, and my way is not the only way.	1	2	3	4	5
16. I work to make sure that people who are different from me are heard and are respected.	1	2	3	4	5
17. I try to help others understand my differences.	1	2	3	4	5

Valuing Diversity Self-Assessment

	Never	Rarely	Sometimes	Often	Always
18. I help others succeed by sharing unwritten rules and showing them how to function better.	1	2	3	4	5
19. I apologize when I've offended someone.	1	2	3	4	5
20. I resist the temptation to make another group the scapegoat when something goes wrong.	1	2	3	4	5
21. I refrain from repeating rumors that reinforce stereotypes.	1	2	3	4	5
22. I believe and convey that non-conventional employees are as skilled and competent as others.	1	2	3	4	5
23. Some of my friends or associates are different from me in age, gender, race, physical and mental abilities, economic status, and education.	1	2	3	4	5
24. I turn over responsibility to people who are different from me as often as I do to people who are like me.	1	2	3	4	5
25. I disregard physical characteristics when interacting with others and when making decisions about competence or ability.	1	2	3	4	5
26. I refrain from repeating rumors that reinforce prejudice bias.	1	2	3	4	5

Total by column _____

Total score _____

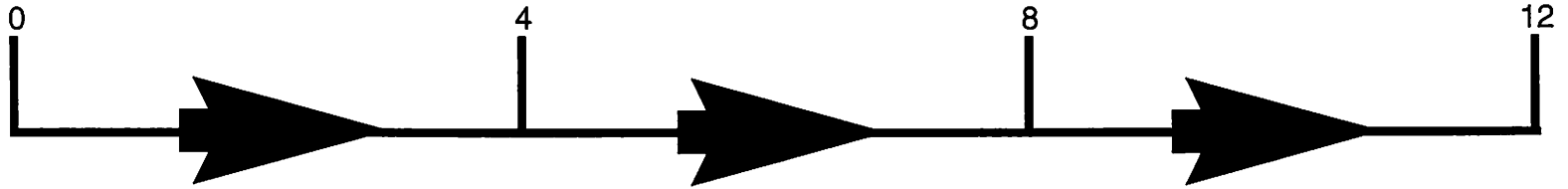
Valuing Diversity Self-Assessment—Scoring

- Incognizant (0 to 36)** Incognizant people don't realize they exhibit biased behavior. They may offend others without being aware of it. They may accept stereotypes as facts. They may even unknowingly be committing illegal acts. An incognizant person's scores can fall in any category because an incognizant person might answer "always" or "frequently" when in reality he or she just does not comprehend biased behavior. Because incognizant people "don't know what they don't know," the only accurate indicator is feedback from others.
- Conventional (37 to 64)** Conventionalists are aware of their prejudices, and that their behavior may offend some people. Nevertheless, they continue with derogatory jokes, comments, and actions and act as though laws and the organization's values don't apply to them. If you fall in this category, not only is it likely that your behavior is damaging workplace productivity, but it could bring legal implications as well. People in this category often use bias in employment decisions and treatment of co-workers—which is illegal. Look at the questions you marked lowest. You might want to create goals which will help you break these habits.
- Uninvolved (65 to 92)** People in this category are aware of biases in themselves and others. They are working to overcome their own prejudices, but are reluctant to address inappropriate behavior by others. They avoid risk by saying nothing, and this behavior is often perceived as agreement. If you fall into this category, look at the questions that you marked the lowest. You may want to create goals to improve those areas. You can also work on ways to become more proactive with regard to others' biases.
- Catalyst (93 to 120)** These people are aware of biases in themselves and others, and realize the negative impact of acting on those biases. They're willing to take action when they encounter inappropriate words, behavior, or structures. They relate to people in a way that values diversity. If you scored in this category, your greatest contribution is to help others value diversity more fully.
- Maverick (121 to 130)** Mavericks are acutely aware of any behavior that seems to be prejudiced. They may even go too far and become involved in reverse discrimination. They have played an important part in helping non-conventional employees, but they pay a price. They may get a reputation that causes people to discount their views. If your score falls in this category, you may be a catalyst but should also examine whether you are coming across too strongly or overreacting. Asking other people for honest feedback may help.

Modified from Rasmussen, Tina.(1997) *ASTD Trainer's Sourcebook: Diversity*, American Society for Training and Development, Alexandria, VA. 1996

INCLUSIVITY CONTINUUM

Where does your organization fit on the continuum?



EXCLUSIVE CLUB

(A little like a country club, only certain people can get in)

Conflict

Stagnation

Steeped in rules

No outside influences

Crisis management

PASSIVE GROUP

(Let others in, but everyone does not have same rights and privileges)

Status quo

Sporadic, scattered efforts

Reaching out to involve others, but "them" and "us" attitude

INCLUSIVE TEAM

(Everyone has same rights and privileges)

Dynamic

Innovative

Visionary

Everyone treated as part of the team

AUDIENCE/CLIENTELE BASE

EXCLUSIVE CLUB

-> Conflict -> Stagnation -> Steeped in rules -> No outside influences -> Crisis management

- Plans for increasing the organization's audience/clientele base are based on increases from the current audience base
- Audience/leadership goal has no specific objectives for diversity for diversity recruitment or retention
- Superficial analysis of populations. Under represented populations
- Anyone other than traditional clientele is not considered for leadership roles
- All media releases, brochures, and newsletters show only "majority" audience/leadership and functions
- Not much collaborative effort except the traditional partners

PASSIVE GROUP

-> Status quo -> Sporadic, scattered efforts -> Tentative, unrewarding plan -> Not much initiative or response except to pressure

- Under-represented populations are responsive for recruiting their own ... But not too many
- New audience/clientele from target areas are expected to conform, are not really involved, and "drop out." Follow-up plans are not in place to aid in retention of clientele
- Present clientele see only token youth and adults from non-white and under-represented groups
- Recognition only goes to long-time supporters and leaders
- Token collaborations are established

INCLUSIVE TEAM

-> Dynamic -> Innovative -> Visionary -> Collaborative -> Responsive

- Audience/clientele/leadership development is long term, mutual responsibility involving staff/volunteers in planning and problem solving
- Community collaboration between extension and other organizations for ongoing mutual benefit
- New ideas and ways of improving are regularly sought after, analyzed, and implemented for positive change
- Retention and responsiveness to needs and interests are constantly being monitored and improved
- Differences are acknowledged, valued, and celebrated
- Media communications reflect diverse audience/clientele base and pluralistic participation

DELIVERY METHODS

EXCLUSIVE CLUB

-> Conflict -> Stagnation -> Steeped in rules -> No outside influences-> Crisis management

- The organization's educational offerings are based only on current interests and abilities of staff and clientele leadership, and stress similarities while discounting differences
- The only "real" programs are main stream programs. Alternatives or innovative programs are the "extras" and not supported
- Location and scheduling of programs, training, and administrative services not responsive to clientele (no consideration of alternatives)
- Non-traditional educational programs offered are considered not "real" programs and "less than", and only for (not with) "those others"
- The organization's culture is not taught to new staff, volunteers, clientele

PASSIVE GROUP

-> Status quo -> Sporadic, scattered efforts -> Tentative, unrewarding plan -> Not much initiative or response except to pressure

- Surveys of current audience are used to perpetuate tradition. New interest/ideas only considered in the context of existing events/resources
- Token representatives from under-represented groups fulfill minimums
- ADA accessibility only done to minimum legal requirements (and then with reluctance)
- Organizational culture unchanging. New clientele must assimilate (for example communication only in English, timelines and location of meetings, religious holidays)
- Staff and volunteer leadership development does not include ongoing curriculum for addressing anti-bias issues, contemporary issues, and disabilities in ongoing extension education

INCLUSIVE TEAM

-> Dynamic -> Innovative -> Visionary -> Collaborative -> Responsive

- The organization's education planning is by and for all (not "alternative vs. traditional")
- Education delivery and focus are customized (not "alternative")
- Successful community collaborations broaden program offerings and participation
- Recognition given for contribution and work towards goals (not for longevity)
- Conflict seen as step toward positive change
- Structure has moved from departmentalized to integrated services for clientele access

BOARD LEADERSHIP

EXCLUSIVE CLUB

-> Conflict -> Stagnation -> Steeped in rules -> No outside influences-> Crisis management

- Diversity goals not specifically expressed, and pluralism not discussed
- Nominating committee and annual slate are not representative of the county potential
- Policies and practices that make it hard for outsiders to “get in” are often not applied to insiders with consistency
- No action taken to ensure easy access for all citizens
- Community trends ignored. Board is “self-contained.” No collaboration

PASSIVE GROUP

-> Status quo -> Sporadic, scattered efforts -> Tentative, unrewarding plan -> Not much initiative or response except to pressure

- Main focus is on audience recruitment rather than retention
- Board members only accepted when they assimilate. Criticism and dissension are discounted or rejected
- Policy-influencing avenues are only offered to “old timers” and the “in group”
- Open discussion from “minority” members is ignored, interrupted, rejected as wrong, unsubstantiated
- Unwritten policies are regular practices; for example, leaders have to be citizens
- Short-tenure programs exist for under-represented populations

INCLUSIVE TEAM

-> Dynamic -> Innovative -> Visionary -> Collaborative -> Responsive

- Board buys in with supportive policies, goals, and public statements
- Change processes are institutionalized for responsive, supportive, and flexible ways of work
- Board has goals for pluralistic interaction and acts on them
- Board reflects full diversity of community and constantly seeks input from a diversity of groups
- Pluralism is fundamentally connected to the mission, business, values and purpose of the organization.

FINANCIAL RESOURCES

EXCLUSIVE CLUB

-> Conflict -> Stagnation -> Steeped in rules -> No outside influences-> Crisis management

- No diversity financial goals, objectives, and/or budget allocations for “non-traditional” programs
- No allocations for wider opportunities for leadership development
- No plan/funds for Americans with Disabilities accessibility to programs
- No funds for meeting the needs of limited resources clientele for materials, transport, or phone expenses
- No plan/funds for program expenses (materials, transportation, phone) expanding education into new audiences
- The organization’s board is self-sufficient. Broad-based community support not solicited. Same donors always asked.

PASSIVE GROUP

-> Status quo -> Sporadic, scattered efforts -> Tentative, unrewarding plan -> Not much initiative or response except to pressure

- No system for financial assistance for audience members with limited resources to participate in “real” or “traditional” programs
- Same vendors get business and or are asked for donations of goods and services
- Outreach supported only by “special” or “extra” funds and only entry level staff (part-time, low-paid)
- No annual giving or special solicitation efforts in “non-traditional” communities
- In funding for outreach, use “other” donors/grants only for “their” community and interest

INCLUSIVE TEAM

-> Dynamic -> Innovative -> Visionary -> Collaborative -> Responsive

- Allocations are sufficient to guarantee evaluation/funding continuity
- Community supporters of the organization seek proposals and fund the organization’s education
- Innovative outreach programs are funded as part of normal board planning
- Collaborative efforts with state/community organizations are sought and encouraged
- Broad-based diversity among vendors

HUMAN RESOURCES

EXCLUSIVE CLUB

-> Conflict -> Stagnation -> Steeped in rules -> No outside influences-> Crisis management

- Standard excuses are applied to efforts of change; "They're not qualified, we tried that, it's not the right way; nobody likes it; it's not my job"
- Staff is threatened or fired for advocating change toward pluralism
- No outside recruitment
- EEO complaints filed against board
- No plan exists for ensuring volunteers/staff represent the diversity of the community

PASSIVE GROUP

-> Status quo -> Sporadic, scattered efforts -> Tentative, unrewarding plan -> Not much initiative or response except to pressure

- Special projects staff/programs are "too expensive" and take away from "ongoing services"
- Staff performance not managed in a consistent and equitable manner
- Special projects staff not authorized to access support (human/financial) from other staff or community
- "Minority" staff are responsible for reaching new audiences
- Training and development opportunities are used to reward some long term staff/volunteers, while offered to newcomers as a "remedial" resources
- Diversity in staff is tolerated, but tension and issues are ignored and fears are unspoken

INCLUSIVE TEAM

-> Dynamic -> Innovative -> Visionary -> Collaborative -> Responsive

- Like networks and coalitions form to support individual identity and organizational strengths
- Aggressive hiring and volunteer appointments reflect people who value diversity and who are empowered as change agents
- Staff and volunteers are given time and support and encouraged to welcome community representation and to be involved in community/outside organizations
- Leadership and management of board fulfill diversity goals
- Selection and retention of staff and volunteers are based on ability to achieve goals, in a pluralistic fashion

The Benefits of a Global Perspective

Bonnie Koenig

INTRODUCTION

Two recent trends that are affecting society at large are also having an effect on the volunteer community. Being prepared for these changes as a volunteer administrator can help you to address them effectively and may even provide an increased depth to your program. These two trends are: 1) The increasing multiculturalism of the work force and 2) The increasing impact of the world on individual countries and our local activities.

Although the concept of multiculturalism (varied cultures within one country) is not completely the same as multinationalism (cultural distinctions as they arise around the world) there are many similarities in how one approaches a sensitivity to and appreciation of differing cultures. As the understanding of one can certainly enhance your ability to understand the other, in this short article (which is designed to raise some preliminary ideas that you may want to explore further vis-a-vis your own organization's volunteers), I will be addressing them together by focusing on common factors. I will refer to this as developing a "global perspective", or a looking outward into the world for perspectives that can enhance your local programs.

BENEFITS TO A MORE GLOBAL PERSPECTIVE

There are many benefits to incorporating a more global perspective into your own leadership approach. Some of these include:

1. Understanding and appreciating the strengths of different cultures can help you to better understand those who currently volunteer for your program who may have a different cultural background than you.
2. Understanding and appreciating different cultures can help to increase the quality of service you provide.
3. Reaching out to other cultures may expand your customer service base by making your programs more attractive or effective.
4. Reaching out to those from other cultures can expand the employee or other pool of people available to volunteer for your program.
5. Learning about and trying different approaches can supply a variety of options for resolving problems or challenges.
6. Lessons learned from colleagues in other countries dealing with similar challenges can provide additional

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knowledge to strengthen your own programs.

Some considerations when developing an international program or building your own global perspectives skill set

To understand other cultures and build relationships of trust takes time and genuine commitment. The results of your efforts may only be seen in the long term, especially if you are dealing with individuals who are not familiar with the 'way of doing business' that is practiced in the U.S. You may find that they will not want to rush the relationship.

Concepts of volunteerism vary around the world. Do not assume that someone from another culture shares your concept of volunteerism. Take time to clarify what you are expecting of the volunteers who are part of your program and to understand their expectations.

You may want to learn more about other cultures/nationalities, especially of the volunteers you manage. Working with those of other nationalities or cultures is about more than just understanding another language. According to Varner and Beamer in their book *Intercultural Communication in the Global Workplace*, "In order to understand the significance of the message from someone, you need to understand the way that person looks at the world and the values that weigh heavily in that person's cultural backpack. You need to understand the meanings that are not put into words, the importance of the words that are used, and the way the message is organized and transmitted."

As a leader, incorporating varying approaches into your programs and/or management style can make those who may first be uncomfortable in your environment feel more at ease. Don't assume others know what you mean or you know what someone else means — when in doubt explain or ask questions. For example, in many Asian cultures it is polite to describe one's abilities in modest ways. If these words are taken at face value and not probed deeper, the skills and strengths of the individuals describing

themselves may remain hidden.

One of our best tools is often that of observation and being willing to try new things. Kofi Annan, the Secretary General of the United Nations who was born in the African country of Ghana tells the story of coming to the United States as a student and experiencing his first Minnesota winter. At first he shunned something used by his fellow students to brave the cold: earmuffs. But he soon learned an important lesson. "Never walk into an environment and assume you understand it better than the people who live there," Annan later commented.

The story of Kofi Annan also illustrates another truism about being successful in dealing with a multicultural or multinational environment: try to understand first before rushing to judgement. We all have our own perspectives on how the world 'should' operate, and we are often quick to judge others by the only standards we may know. Take the time to understand why someone may be approaching a situation differently than you do — you may learn something helpful!

Remember that seemingly little things can make a difference — pronouncing names correctly or using appropriate titles or salutations. Many cultures are very formal — if you start off a new relationship formally you can always make it more informal when it seems appropriate to do so. But if you start off too informally it may make a bad first impression that may be hard to correct.

CULTURAL VARIANCES ON VOLUNTEERING

First endeavor to understand your own culture as a basis of comparison for understanding others. For example, the U.S. is a very individualistic nation — personal property, freedom of speech, and rights of minorities are all concepts to preserve the individual within a society. The individual is seen as the responsible party and individuals (working within organizations) also choose whether or not to vol-

unteer their time. Many other societies place a higher priority on the collective and are willing to give up some individual rights for the benefit of the collective. Where a country is on this spectrum will also affect the approach to volunteerism. A few examples:

- Many cultures have no direct, equivalent term for volunteering. Unpaid work may be bound up with notions of community obligation. A New Zealand Maori quote points out, "You know your place and contribute accordingly."
- In the Muslim world, volunteering is often linked to the religious and spiritual belief in charity. This often translates into compassion for the most vulnerable in society and an obligation to help.
- In Latin America, voluntary action has been a common feature since colonial times, often tied into the Catholic Church. The social welfare organization, funded through religious channels but administered by laymen, is often a common model.

For another perspective on volunteering, in Russia and other countries that were part of the former Soviet Union, one of the legacies of the decades of Soviet influence has been a perspective that the "state" provides. Thus in some areas, the concept of the need to volunteer to help the community is less common than in other communities. The role of nonprofit organizations and volunteerism is now often seen as important to enhancing the public discussion and participation that can encourage poorly functioning state institutions to become more responsive and accountable.

KEEPING TRACK OF INTERNATIONAL TRENDS

In addition to taking the time to get to know the cultural attributes that volunteers in your program may have, there are also advantages to keeping track of international trends. For example, there may be opportunities for your program

through partnering with a group outside of your home country or "lessons to be learned" from other countries that may help to strengthen your local program.

The U.S. Agency for International Development (USAID) recognized this idea and began a program called "Lessons Without Borders" to share some of the good ideas used in projects they funded in other countries back in the U.S. USAID and international development workers in general work in countries where resources are scarce, and therefore, they have had to develop creative, low cost ways to achieve their goals. Lessons Without Borders tries to remind those in the U.S. of what they already know, but sometimes forget, and reinforces the back to basics approach to solving problems.

Management Sciences for Health based in Boston is an example of an organization that has taken the USAID strategy of looking for ways to utilize the lessons it has learned in working overseas back in the health care community in the U.S. Its U.S. programs have focused in the following areas:

1. Utilizing the members of the local community to provide health care education, including using part-time community volunteers to supplement the work of full-time professionals.
2. Matching the work of health care professionals in developing countries to the needs of immigrant populations from the same country that now reside in the U.S. This has included sponsoring a series of conferences with speakers from other countries.
3. Strengthening management systems based on techniques that were developed overseas but that are applicable to U.S. community-based health care groups.

Some ideas on how to keep track of international trends:

- 1) One easy step is to learn about the cultures of the volunteers who are part of

- your program or the communities you serve. Consider holding a brown bag lunch discussion or other forums for the informal exchange of ideas.
2. Attend meetings with international attendees and seek out attendees from other countries. Ask questions about their work and how they approach similar challenges.
 3. Participate on listservs (electronic discussion groups) with international participants. The growth of e-mail and the Internet has made it possible for practitioners (such as volunteer administrators) around the world to communicate easily with each other. One example is a group on volunteer management CYBERVPM which can be found at <http://www.charitychannel.com>
 4. Look at websites that cover international themes in your interest area. The United Nations International Year of the Volunteer site at <http://www.iyv2001.org> would be an example.

Sustaining Civil Society: Strategies for Resource Mobilization, edited by Leslie M. Fox and S. Bruce Schearer, CIVICUS, 1997, Washington, D.C.

Varner, Iris and Beamer, Linda, 1995, *Intercultural Communication in the Global Workplace*, Boston, Irwin Publications

CONCLUSION

First and foremost developing a global perspective is an attitude. It is an understanding that there are varying and equally valuable approaches to many different activities, including volunteering. Once you have this mindset, investing some time in keeping yourself informed as to the global perspectives around you will begin to come naturally and the rewards will become obvious.

REFERENCES

- "Alliance: Building Resources for the Community Worldwide", *Charities Aid Foundation*, Volume 5, #1, March 2000, and Volume 4, #2, June 1999, Kent, United Kingdom
- Culturegram series*, Brigham Young University, David M. Kennedy Center for International Studies, Provo, Utah (4 page country write-ups available for over 100 countries).

THE JOURNAL OF VOLUNTEER ADMINISTRATION

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

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

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

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TITLE OR NAME OF ACTIVITY

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TIME REQUIRED: Approximate time frame.

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