

## THE JOURNAL OF VOLUNTEER ADMINISTRATION

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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The Association for Volunteer Administration, an international membership organization, enhances the competence of its members and strengthens the profession of volunteer resources management. Members include directors of volunteer resources 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 Credentialing, Ethics, Fund Development, Organizational Relations, Communications, Member Services and Network Development. 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 professional 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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## Introduction

*There are two ways of spreading light: to be the candle, or the mirror that reflects it.*

—Edith Wharton, author from the United States

As practitioners and researchers in the field of volunteer resources management, we have the privilege of associating with volunteers who spread their light of hope, caring, and acceptance that brings us closer to a civil society. We also have the obligation to be the mirror for the profession—the mirror that reflects the accomplishments of the volunteers, the mirror that shines with best management practices, and the mirror that projects the image of professionalism and high ethical standards.

In this issue of *The Journal of Volunteer Administration*, you will see many examples of administrators and volunteers whose combined energy helps to further the goal of achieving a civil society around the world.

The Association for Volunteer Administration convened an International Working Group on the Profession during the International Conference on Volunteer Administration held in Toronto, Canada, in October 2001. Representatives from 12 countries spent two days crafting a Universal Declaration on Leading and Managing Volunteers which provides a global statement about the values, beliefs, roles, and contributions of directors of volunteers. This document's strength lies in the cultural diversity and common goals of its authors.

An article about trends in the profession of volunteer administration and a report on the revision of AVA's professional credential highlight the increasing professionalism of the field and future challenges. A look at volunteerism and volunteer management around the world is provided in an excerpt from a report in Japan and speeches given at AVA's annual conference. On a personal level, the article on cultural competency offers practical suggestions for learning more about people from varying backgrounds. Two outstanding volunteer resources managers share their thoughts on the profession in an award acceptance speech and a volunteer manager profile.

This issue concludes with a challenge to all of us to keep the spirit of the International Year of Volunteers 2001 alive. IYV 2001 was a year when candles shone brightly and mirrors captured and spread their light. Let us all bring this light, energy, and enthusiasm with us into 2002 and beyond.

\* \* \* \* \*

I have enjoyed serving as interim editor of this publication for two issues. I am pleased to let you know that Mary V. Merrill of Columbus, Ohio, USA, will be taking over as editor-in-chief beginning with the next issue. Mary has written for this journal many times and is committed to its success and continued improvement.

L. Paige Tucker, CVA, MPA  
Interim Editor-in-Chief



## **International Working Group Develops Universal Declaration on Leading and Managing Volunteers**

While voluntary action is what builds community and civil society, competent leadership is what keeps volunteers effectively involved. Individuals choose to become involved as volunteers often out of spontaneous interest or inspiration, but they continue to be engaged and motivated because of the leadership and organization structures that support them.

As the international professional association for those who mobilize and manage volunteers, the Association for Volunteer Administration convened an International Working Group on the Profession in conjunction with its 2001 International Conference on Volunteer Administration held in Toronto, Ontario, Canada, Oct. 3-6. The working group was conceived as a forum for global discussion about volunteer resources management and its future direction. The name was selected based on the language often used by the United Nations when it convenes international representatives to focus on a particular issue.

AVA's goals for this effort were the following:

- To maximize the International Year of Volunteers 2001 as a springboard for enhancing the visibility of the profession of volunteer administration
- To develop and strengthen relationships among individuals and organizations representing the profession from countries around the globe
- To create a document that complements the Declaration on Volunteering developed by the International Association for Volunteer Effort that can be used by volunteer management leaders everywhere to generate increased support for their roles and their work. IAVE is an international organization, which promotes, celebrates, and strengthens volunteerism worldwide.

Representatives from 12 countries, AVA and IAVE worked together for two days to produce the declaration. Lyle Makosky from InterQuest Consulting in Ottawa, Ontario, Canada, facilitated the process. Makosky presented the declaration to all conference attendees on Oct. 5, and the document was subsequently adopted by the AVA Board of Directors

Specific strategies for how and where to utilize the document are still evolving, but the possibilities are endless. The declaration can be downloaded from the AVA web site ([www.avaintl.org](http://www.avaintl.org)). It is being translated into French and Spanish. AVA encourages use of this document to raise awareness about the roles played by the managers of volunteer resources. Here are just a few ideas to consider:

- Distribute the declaration to colleagues in local networks of volunteer resources managers and discuss the implications.
- Post it in your office or on your organization's bulletin board.

### **International Working Group on the Profession Participants**

Diego Fernandez Otaygi; Argentina  
Golam R. Hiru; Bangladesh  
Carolyn Smith; Canada  
Barbara Laverty; England  
Dr. Katalin Talyigas; Hungary  
Matti Weil; Israel  
Mahen Busgopaul; Mauritius  
Martha Renhel Rangel; Mexico  
Bishnu Bhatta; Nepal  
Roger Tweedy; New Zealand  
Patricia Rowell; United States  
Kenn Allen representing the International  
Association for Volunteer Effort  
Denny Barnett representing the Association  
for Volunteer Administration

- Set up a link from your organization's web site to the declaration, which is posted on AVA's web site.
- Share it in your volunteer newsletter (of special interest to your leadership volunteers).
- Forward a copy to your supervisor, CEO, board members, and fellow staff.
- Use excerpts when preparing reports and presentations.

The declaration is now being disseminated throughout various networks and organizations, including the International Symposium on Volunteering held in November in Geneva, Switzerland.

While financial resources limited the number of participants in the original working group, AVA plans to expand the group to include representatives from additional countries which share the core beliefs and tenets expressed in the declaration. Working group members will continue to serve as liaisons and advisors to facilitate the exchange of information related to the profession, to advise AVA's international activities, and to increase AVA's visibility worldwide.

AVA is grateful to The St. Paul Companies Foundation, Inc. based in St. Paul, Minnesota, USA, whose generous support made it possible for the International Working Group on the Profession to become a reality.

## **Universal Declaration on the Profession of Leading and Managing Volunteers**

As the international professional association for volunteer leadership, the Association for Volunteer Administration envisions a world in which the lives of individuals and communities are improved by the positive impact of volunteer action.

This vision can best be achieved when there are people who make it their primary responsibility to provide leadership in the management of volunteer resources, whether in the community or within organizations.

These "leaders of volunteer resources"\* optimize the impact of individual and collective volunteer action to enhance the common good and enable humanitarian benefit. These leaders are most effective when they have the respect and support of their communities and/or their organizations, appropriate resources and the opportunity to continually develop their knowledge and skills.

With the growth of volunteering worldwide there is a recognition that the time and contribution of volunteers must be respected, and that their work must benefit both volunteers and the causes and organizations they serve.

Thus, we affirm and support the Universal Declaration on Volunteering adopted by IAVE — the International Association for Volunteer Effort — which states "Volunteering is a fundamental building block of civil society. It brings to life the noblest aspirations of humankind — the pursuit of peace, freedom, opportunity, safety and justice for all people... At the dawn of the new millennium, volunteering is an essential element of all societies." (The complete text is available at [www.iave.org](http://www.iave.org).)

As volunteering has expanded globally, the need has emerged for strong leadership and management of volunteers. Increasingly, this is recognized as a professional role.

### **Value and Contribution of Directors of Volunteers**

Directors of Volunteers promote change, solve problems, and meet human needs by mobiliz-

ing and managing volunteers for the greatest possible impact.

Directors of Volunteers aspire to:

- act in accordance with high professional standards.
- build commitment to a shared vision and mission.
- develop and match volunteer talents, motivations, time availability and differing contributions with satisfying opportunities.
- guide volunteers to success in actions that are meaningful to both the individual and the cause they serve.
- help develop and enhance an organizing framework for volunteering.

## **ROLE**

**Directors of Volunteers mobilize and support volunteers to engage in effective action that addresses specified needs.**

**As Directors of Volunteers we strive to:**

- be innovative agents for change and progress.
- be passionate advocates for volunteering.
- welcome diverse contributions and ideas.
- develop trusting and positive work environments in which volunteers and other resources are effectively engaged and empowered.
- ensure the safety and security of volunteers.
- develop networks and facilitate partnerships to achieve desired results.
- be guided by, and committed to the goals and ideals of the cause/mission towards which we are working and to continually expand our knowledge and skills.
- communicate sensitively and accurately the context, rationale, and purpose of the work we are doing.
- learn from volunteers and others in order to improve the quality of our work.

## **CORE BELIEFS**

**As Directors of Volunteers, we hold these beliefs and seek to demonstrate them in our actions:**

- We believe in the potential of people to make a difference.
- We believe in volunteering and its value to individuals and society.
- We believe that change and progress are possible.
- We believe that diversity in views and in voluntary contribution enriches our effort.
- We believe that tolerance and trust are fundamental to volunteering.
- We believe in the value of individual and collective action.
- We believe in the substantial added value represented by the effective planning, resourcing and management of volunteers.

**We also believe that we share the responsibility:**

- to manage the contributions of volunteers with care and respect
- to act with a sense of fairness and equity
- to ensure our services are responsible and accountable
- to demonstrate the practices of honesty and integrity.

***The complexity of the problems the world faces reaffirms the power of volunteering as a way to mobilize people to address those challenges.***

In order for volunteering to have the greatest impact and to be as inclusive as possible, it must be well planned, adequately resourced and effectively managed. This is the responsibility of Directors of Volunteers.

They are most effective when their work is recognized and supported. Therefore, we call on leaders in:

- Non-governmental and civil society organizations, to make volunteering integral to achieving their missions and to elevate the role of volunteer directors within the organization
- Government at all levels, to invest in the sustainable development of high quality volunteer leadership and to model excellence in the management of volunteers
- Business and the private sector, to understand the importance of volunteer management and to assist volunteer-involving organizations in developing this capacity
- Funders and donors, to support the commitment of resources to build the capacity of volunteer management
- Education, to provide opportunities for leaders of volunteers to continually expand their knowledge and skills

We call upon Directors of Volunteers worldwide to accept this declaration, to integrate and embody it in our shared work, and to promote and encourage its adoption.

While we recognize that all countries in the world do not approach volunteer development in the same way, this declaration is intended to encourage all those concerned with the advancement of this profession, to aspire to these statements.

*\*This phrase applies equally to terms like administrators, managers, coordinators and directors of volunteers. For this declaration, the term "Director of Volunteers" was selected to represent these many terms.*

**Developed by the International Working Group on the Profession Convened by the Association for Volunteer Administration, Toronto, Ontario, Canada 2001**

With representation from: Argentina, Bangladesh, Canada, England, Hungary, Israel, Mauritius, Mexico, Nepal, New Zealand, Scotland, United States

## ABSTRACT

*This article presents and compares the findings from two comprehensive surveys of professionals in volunteer administration: a Survey of AVA Membership completed in 1992-93 and an international Survey of the Profession that included both AVA members and non-members completed in 2000. This article details findings from the two surveys in several areas including demographics, professional background of the respondents, their volunteer programs, their attitudes toward their work, organization, and profession, and the effectiveness of their volunteer programs.*

# Survey of Volunteer Administrators, 1992 and 2000: Trends for the Profession

Jeffrey L. Brudney, Ph.D.

Sandra L. Schmahl, MPA

## INTRODUCTION

This article presents and analyzes results from two surveys. The first survey was completed in 1992-93 when the Association for Volunteer Administration and Jeffrey L. Brudney, Ph.D. collaborated to examine AVA membership. The results of that survey were published in *The Journal of Volunteer Administration*, Fall/Winter 1993-94 (Brudney, Love, and Yu, 1993-94). The 1992 AVA Membership Survey provided valuable information regarding the professional background of AVA members, their position in volunteer administration, their volunteer programs, interest in research in the field, and attitudes toward their work, organization, and profession. The second survey was disseminated much more widely in 2000 to practitioners all over the world and was comprised of both AVA members and non-members. The goal was to produce a report that would constitute a "survey of the profession" of volunteer administration. For this purpose, AVA worked with many organizations, groups, and individuals to include respondents from many countries. AVA scheduled the survey project to release the results in conjunction with the United Nations' International Year of Volunteers 2001.

## DESCRIPTION OF THE SAMPLES

The AVA Membership Survey was distributed in May 1992 with a follow-up mailing in November 1992 to the AVA members who had not responded. These two mailings yielded a final sample of 1,042 respondents. The AVA membership at the inception of the survey was approximately 1,550. Therefore, the response rate to the membership survey was 67.2%. For a mailed survey in which the respondent was responsible for supplying the return postage, this rate of response was very good.

In 1999, Brudney and AVA began work on Volunteer Administration: A Survey of the Profession. This was one of the largest surveys of professionals in volunteerism ever undertaken, and almost certainly the most global in reach. The 1,029 individuals who responded to the survey hailed not only from the United States and Canada, nations where AVA attracts the great majority of its membership, but also from 30 other countries. To achieve this level of heterogeneity in response, AVA enlisted the help of the International Association for Volunteer Effort (IAVE), Volunteurope, Junior League International, and other groups and organizations in distributing the survey. AVA also posted the survey on its web site to facilitate response.

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Jeffrey L. Brudney, Ph.D., is Professor of Political Science at the University of Georgia in the United States. He is the author of *Fostering Volunteer Programs in the Public Sector: Planning, Initiating, and Managing Voluntary Activities*, which received the John Grenzebach Award for Outstanding Research in Philanthropy for Education.

Sandra L. Schmahl, MPA, is a candidate in the Doctor of Public Administration Program at the University of Georgia.



The number of people who work in the field of volunteer administration and their demographic characteristics are not well understood. Thus, it is not possible to evaluate the characteristics of the sample that responded to the survey of the profession against a known population of professionals in volunteer administration. Nevertheless, all AVA members received printed copies of the survey in 1999 and again in 2000 to stimulate response. For this organization only, we can chart the response rate to the survey as well as compare the gender and geographic composition of the AVA subsample to the population of AVA members. This analysis yields insight into the representativeness of the AVA subsample with respect to the full AVA membership.

Table 1 presents and compares the response rates from the two surveys. In all, 689 AVA members completed and returned the Survey of the Profession (2000), yielding a response rate of 35.0%. The AVA subsample has modestly greater participation by women (89.8%) than does AVA as a whole (83.3%) and somewhat less by men (9.5% versus 14.5%), although AVA has only recently begun to collect this information from members. With regard to representation of the two countries that supply the greatest numbers of members to AVA, the United States and Canada, the AVA subsample con-

forms very closely to AVA membership. The subsample consists of 92.7% of responses from the United States (versus 94.1% of the AVA population) and 5.7% from Canada (versus 4.3% of the AVA population). Survey respondents live in 48 states and 7 Canadian provinces.

As might be expected — and hoped — given the effort by AVA to reach a broad audience of volunteer management professionals, the Survey of the Profession (2000) attracted a relatively high level of participation outside the United States and Canada. Respondents from other countries constituted 7.3% of the AVA subsample, compared to just 1.5% of the population of AVA. More striking, almost one fifth of the respondents to the Survey of the Profession (19.3%) live outside the United States, Canada, or Mexico.

In sum, the sample of respondents to Volunteer Administration: A Survey of the Profession is large and heterogeneous. Although the lack of information on the population of volunteerism professionals precludes assessment of the overall representativeness of the sample, the subsample of AVA members who responded to the survey seems to mirror quite closely the overall AVA membership with respect to gender distribution and geographic composition.

TABLE 1:  
AVA Member Response Rates

	AVA Membership Survey 1992	Survey of the Profession 2000 (AVA Members Only)*
Gender	92.1% Female 7.9% Male	89.8% Female 9.5% Male
Country:	95.3% USA 3.6% Canada 0.7% Other	92.7% USA 5.7% Canada 1.1% Other

\*The total number of respondents to the Survey of the Profession (2000) was 1,029. The AVA response rate was 35% (n=689).

**TABLE 2:**  
**Demographic Information**

	<b>AVA Membership Survey 1992</b>	<b>Survey of the Profession 2000</b>
<b>Race:</b>	94.1% White 3.4% Black 0.6% Asian 0.9% Hispanic 0.3% Other	80.5% White 3.4% Black 13.0% Asian 2.3% Hispanic 1.0% Other
<b>Education:</b>	34.4% Bachelor's Degree 41.9% Graduate Studies	64.5% Bachelor's Degree 26.7% Graduate Studies
<b>Income:</b>	5.8% Less than \$10,000 13.7% \$10,000-19,999 32.7% \$20,000-29,999 25.9% \$30,000-39,999 10.8% \$40,000-49,999 3.6% \$50,000-59,999 2.1% More than \$60,000	5.0% Less than \$10,000 9.0% \$10,000-19,999 23.0% \$20,000-29,999 27.6% \$30,000-39,999 15.6% \$40,000-49,999 8.0% \$50,000-59,999 4.2% More than \$60,000

## DEMOGRAPHIC INFORMATION

Table 2 shows important demographic information from the AVA Membership Survey (1992) and the Survey of the Profession (2000). In both surveys, the majority of the respondents were female. In the AVA Membership Survey, the overwhelming percentage of respondents were female (91.9%), while 85% of the respondents to the Survey of the Profession were female. In both surveys, the respondents tended to be middle aged. The average age of the AVA Membership Survey respondent was 47 years old. Similarly, the average age of the Survey of the Profession respondent was 45 years old.

In both surveys the respondents were predominantly white. In the AVA Membership Survey (1992), almost 95% of the respondents were white (94.1%), 3.4% were black, and very few were Hispanic, Asian or of another ethnic background (1.8%). While over three fourths of the Survey of the Profession (2000) respondents were white (80.5%), the number of Asian respondents was markedly higher (13.0%). This increase in Asian respondents is a result of the worldwide dissemination of the survey. Within the Survey of the Profession (2000), the respondents are both AVA members and non-members,

and almost one third of the non-member subsample were Asian (31.1%).

In both surveys, an overwhelming majority of the respondents lived in the United States. Just over 95% of the AVA Membership Survey (1992) resided in the United States (95.3%). Despite the international reach of the Survey of the Profession (2000), over three fourths of the respondents lived in the United States (76.0%). The remaining respondents were from 28 countries with 11.2% from Japan, 6.1% from Canada, 1.5% from Israel, and 5.2% from other countries, including Australia, New Zealand, and Ireland.

The respondents to both surveys had attained high levels of formal education. Just over one third of the respondents to the AVA Membership Survey (1992) had a bachelor's degree (34.4%) with another 14.2% completing some college courses. In addition, approximately equal numbers of respondents received a master's degree (21.4%) or completed master's degree level courses (18.8%); almost 2% held a doctoral degree (1.7%). Although nearly twice as many respondents to the Survey of the Profession (2000) had a bachelor's degree (64.5%), many fewer had attended or completed graduate school (26.7%).

In 1992, almost one third of the AVA Member Survey respondents earned between \$20,000-29,999 annually (32.7%). Almost as many respondents indicated that they earned between \$30,000-39,999 annually (25.9%). In 2000, most respondents indicated that their salaries were slightly higher. Most respondents to the Survey of the Profession (2000) earn between \$30,000-39,999 annually (27.6%). However, almost as many respondents reported earning between \$20,000-29,999 annually (23.0%). Sixteen percent of the sample reported earning \$40,000-49,999 (15.6%). Less than 10% of the respondents reported incomes in each of the other five salary ranges: no monetary compensation (3.1%), less than \$10,000 (5.0%), \$10,000-19,999 (9.0%), \$50,000-59,999 (8.0%), and over \$60,000 (4.2%).

To the degree that the results of the two surveys can be generalized to the field of volunteer administration, the occupation appears to attract a group that is predominantly female, white, and middle-aged. Volunteer administrators report high levels of formal education, usually a bachelor's degree or more. Comparison of the two surveys suggests that the typical salary range for volunteer administrators may have increased over the decade from 1992 to 2000 to \$30,000-39,999.

PROFESSIONAL BACKGROUND

The majority of the respondents to both the AVA Membership Survey (1992) and the Survey of the Profession (2000) stated that

prior to entering the field they had not received training in volunteer administration or management. In 1992, over 80% of the respondents had not received training prior to their first work experience (80.4%), while in 2000 the number decreased slightly to 77.8% of the respondents. When asked to describe their present level of formal education and/or training in volunteer administration, however, only 26.1% of the sample indicated that they had no formal education and/or training in volunteer administration. This percentage is slightly higher than those who indicated a similar response in 1992 (22.7%), perhaps because the 2000 Survey of the Profession included respondents from countries where training may be less available than to the 1992 survey respondents. Table 3 compiles the information regarding professional background from the two surveys.

Twelve percent of the respondents to the Survey of the Profession (2000) had completed a certificate or degree program in volunteer administration at a college or university (12.4%), which represented a small increase of 3% since the first survey in 1992 (9.8%). However, an additional 13% of the respondents completed college or university courses in volunteer administration (12.8%), a decrease of more than one third since the 1992 survey (18.7%). Although the vast majority of the respondents completed volunteer administration courses or seminars provided by a non-university source (64.7%), this percentage also decreased since the AVA Membership Survey (76.6%).

TABLE 3:  
Professional Background

	AVA Membership Survey 1992	Survey of the Profession 2000
Training prior to entering VA	80.4% No training in VA	77.8% No training in VA
Training in Volunteer Administration	22.6% No formal VA education 18.7% College VA courses 9.8% College VA certificate/degree 76.7% Non-university courses 9.8% Non-university certificate/degree	26.1% No formal VA education 12.4% College VA courses 12.8% College VA certificate/degree 64.7% Non-university courses 10.6% Non-university certificate/degree

Finally, approximately 10% of the respondents of both surveys attained a certificate or degree from such a program. (Because respondents of both surveys may have attained formal education in volunteer administration through a variety of these sources, the percentages do not sum to 100.0%.)

Therefore, before entering the field, survey respondents typically had not received formal training in volunteer administration or management, yet they seem to value education and training in their profession. The overwhelming majority completed training offered by a university or non-university source since employment.

**PRESENT POSITION IN VOLUNTEER ADMINISTRATION**

Not surprisingly given the goals of these surveys to canvass the field, almost three-fourths of the respondents to the Survey of the Profession (2000) identified themselves as volunteer administrators (74.4%). The sample was also comprised of people identifying themselves as the chief executive officer or head of the organization (4.6%), trainers or consultants (4.7%), and as working within the field of human resources (2.9%). The distribution of respondents by occupation was

quite similar to that found in the 1992 AVA Membership Survey. However, the average respondent had been in her or his current organization for slightly longer (7.47 years in 2000 compared to 7.26 in 1992) and had an increased tenure in her or his current position (5.46 years in 2000 compared to 4.92 in 1992). In addition, a large majority of the respondents continue to be employed by her or his organization on a full-time basis (83.5% in 1992, 83.5% in 2000). Respondents to both surveys estimated that, on average, 70% of their time on the job was devoted to volunteer administration (70.45% in 1992, 70.05% in 2000).

In both surveys, the distribution of respondents by economic sector remained similar. As expected, most respondents worked for nonprofit organizations, about 70% (73.0% in 1992 and 72.2% in 2000). In addition, many were employed by the public sector (about 20-25% in all), i.e. local or municipal government (10.2% in 1992 and 13.1% in 2000), state or provincial government (8.5% in 1992 and 7.8% in 2000) or the federal government (3.7% in 1992 and 4.3% in 2000). A very small percentage of the sample was employed by for-profit organizations (2.9% in 1992 and 2.5% in 2000). Table 4 presents the job titles, tenure, portion of time

**TABLE 4:**  
**Present Position**

	<b>AVA Membership Survey 1992</b>	<b>Survey of the Profession 2000</b>
Job Title	67.6% Volunteer Administrator 6.0% Trainer/Consultant 11.1% CEO	74.4% Volunteer Administrator 4.7% Trainer/Consultant 4.6% CEO 2.9% Human Resources
Organization Tenure	7.47 years	7.26 years
Position Tenure	4.92 years	5.46 years
Time Devoted to VA 1	83.4% Full-time 5.5% Part-time	83.5% Full-time 16.1% Part-time
Economic Sector	73.0% Nonprofit 3.7% Federal Government 8.5% State Government 10.2% Local Government 2.9% For-Profit	72.2% Nonprofit 4.3% Federal Government 7.8% State Government 13.1% Local Government 2.5% For-Profit

devoted to volunteer administration, and economic sector of the respondents to both surveys.

Respondents to both surveys indicated that they work in a great variety of policy domains. In both surveys, social or human services was most commonly cited as an area of involvement (46.3% in 1992 and 38.9% in 2000). In 2000, about one quarter of the respondents said that they work in health care or hospitals (24.1%), a decrease since the 1992 AVA Membership Survey (37.6%). Other areas of high activity included: education (26.9% in 1992 and 23.7% in 2000), youth or youth development (24.8% in 1992 and 21.7% in 2000), community action (16.8% in 1992 and 18.0% in 2000), and fundraising (16.6% in 1992 and 12.3% in 2000). Table 5 summarizes these data.

Policy areas with fewer respondents included: culture and the arts; civic, social or fraternal organizations; environmental and natural resources; parks and recreation; religious organizations; law enforcement; criminal justice; international care or relief; foundations and philanthropy; transportation; emergency medical services; fire protection, and political organizations. (Because organizations might have missions spanning several policy domains, the percentages do not sum to 100.0%).

To summarize, as intended, most of the respondents to both surveys identify themselves as volunteer administrators. On average, they had been working in their organizations for about seven years and in their

current positions for about five years. The vast majority of respondents to both surveys held full-time positions in their organization and devoted most of their time on the job to volunteer administration. Their organizations were commonly in the fields of social and human services, health care or hospitals, education, youth or youth development, community action, and fundraising. They were also involved in a variety of other policy domains. Most of these organizations were in the non-profit sector with a sizable minority in the public sector.

MEMBERSHIP IN ASSOCIATION OF VOLUNTEER ADMINISTRATION

The 1992 AVA Membership Survey, of course, was limited to AVA members. In the Survey of the Profession, however, nearly 70% of the respondents (69.0%) were AVA members. In both samples, the average length of membership in AVA was 4.2 years. In addition, almost two thirds of the respondents to both surveys were satisfied with their membership in AVA (64.9% in 1992, 64.0% in 2000).

VOLUNTEER PROGRAMS

The respondents to the Survey of the Profession (2000) stated that the average budget of their organizations was approximately \$300,000 (\$299,875.82). Survey respondents work in organizations with a mean of approximately 900 volunteers (898.90), and these volunteers contribute an average of 42,000 hours (42,081.85). In addition, the

TABLE 5:  
Policy Domains

	AVA Membership Survey 1992	Survey of the Profession 2000
Social or Human Services	46.3%	38.9%
Health Care or Hospitals	37.6%	24.1%
Education	26.9%	23.7%
Youth or Youth Development	24.7%	21.7%
Community Action	16.8%	18.0%
Fundraising	16.6%	12.3%



respondents to the Survey of the Profession (2000) stated that, on average, in excess of 48,000 clients or consumers were served by their programs (48,859.44). The number of paid employees working within their organizations was, on average, approximately 830 employees (828.77) with approximately a mean of 36 paid employees working directly with volunteers (36.19). In general, the data from the Survey of the Profession (2000) suggest that volunteer programs have decreased in size over the eight-year period, 1992 to 2000.

## ATTITUDES

In both surveys, the samples were asked to respond to a variety of questions regarding their attitudes toward volunteer administration. The AVA Membership Survey (1992) and the Survey of the Profession (2000) examined attitudes of the respondents in 16 areas. In most areas, there was very little change in gross attitudes between the responses of the two samples. Consistently between the two surveys, respondents tended to agree that their organizations were important to them, their jobs were meaningful, they worked hard on their jobs, and other staff regarded volunteer administration as a career.

The most interesting differences pertained to their job satisfaction and their primary profession. Respondents to the both surveys were asked to rate their level of satisfaction with their job in volunteer administration. In the Survey of the Profession (2000), 73% of the respondents agreed that they were highly satisfied with their jobs in volunteer administration (72.4%), which was an increase from 54% of the respondents to the AVA Members Survey in 1992 (53.9%). The increase was similar for both AVA members and non-members and could be attributed to the increased number of respondents viewing volunteer administration as their primary professional orientation or occupation over the last decade (1992-2000). While 65% of the respondents to the AVA Membership Survey

(1992) agreed that volunteer administration was their primary occupation (65.7%), this percentage increased to 71% of the respondents of the Survey of the Profession in 2000.

The increased level of job satisfaction also may be a result of higher levels of education. Educationally, these people may be able to create positions to better meet their needs. In addition, increased levels of education may also lead to increased ability to participate in decision-making. Over three fourths of the respondents to the Survey of the Profession (2000) stated that they had the same level or higher levels of influence in the organizational decision-making compared to other staff members at the same administrative level (79.2%).

In addition, we can speculate that several trends and events occurring in the last decade (1992-2000) may have increased levels of job satisfaction for volunteer administrators. In the context of increasing professionalization of the nonprofit sector, the importance of effective volunteer programs has been given special attention. In the United States the Points of Light Foundation movement and the President's Summit on America's Future both brought extraordinary media attention to volunteer administration. In addition, the service learning movement in high schools and colleges has provided a new role for volunteer administrators. Opportunities to volunteer must be organized and made available to students, thus increasing the need and relative importance of volunteer administrators.

This renewed focus on volunteerism combined with the expansion of service learning in many educational programs has further increased the need for opportunities in which volunteer professionals can interact. Currently, two major annual meetings focus on volunteer administration. The International Conference on Volunteer Administration, sponsored by AVA, and the United States' National Community Service Conference have responded to volunteer administrators' needs.

Increased attention to the field of volunteerism also led the United Nations to designate 2001 as the International Year of Volunteers. More than 124 countries participated in events connected with the largest celebration of volunteers in history. In addition, an increase in the global nature of the field was seen in the data collected through the Survey of the Profession (2000). Almost 20% of the survey respondents were from countries outside the United States, Canada, and Mexico (19.3%).

In sum, increased job satisfaction may be attributed to volunteer administration becoming the primary profession of the respondents and increased education levels. We can also speculate that several trends and events related to the growth of volunteerism may be linked to increased levels of job satisfaction, including the Points of Light Foundation efforts, the President's Summit on America's Future, service learning in high schools and colleges, major conferences on volunteerism and volunteer resources management, and the increased global exposure of the field.

## EFFECTIVENESS OF VOLUNTEER PROGRAMS

Respondents to the Survey of the Profession (2000) were asked to rate the effectiveness of their volunteer programs across several domains. Table 6 shows the effectiveness of volunteer programs from the Survey of the

Profession (2000) in three areas: 1) meeting volunteers' needs, 2) meeting clients' needs, and 3) meeting the goals of the organization. Over half the sample felt that their programs were highly effective in satisfying the needs of volunteers (58.0%). About one third of the respondents (32.1%) indicated that their programs were moderately effective, and 7.6% considered their volunteer programs not effective.

The respondents gave similar responses when asked to evaluate the effectiveness of their volunteer programs in meeting the needs of individuals or groups served by the organization. Approximately 60% of the respondents (63.8%) considered their programs highly effective in this area. One fourth of the respondents indicated that their programs were moderately effective (25.8%), and 7.4% rated their programs as not effective.

When queried about meeting the goals of the organization through volunteer involvement, 61.8% answered that their programs were highly effective. Approximately one fourth of the respondents (23.5%) indicated their programs were moderately effective, and 8.9% of the respondents stated that their programs were not effective.

These high levels of effectiveness could be linked to the organizational support for volunteer programs suggested by the survey respondents. Two thirds of the respondents (66.2%) strongly agreed that the governing

boards of their organizations have shown great support for volunteers, and 70% strongly agreed that high-level executives have shown great support for volunteers and their involvement. Thus, the majority of the respondents to the Survey of the Profession (2000) believe that their organizations have shown great support for volunteers and their involvement.

In sum, about 60% of the sample of professionals in volun-

**TABLE 6:**  
**Effectiveness**

	Survey of the Profession 2000
Satisfying Volunteer Needs	58.0% Highly Effective 32.1% Moderately Effective 7.6% Not Effective
Satisfying Clients Needs	63.8% Highly Effective 25.8% Moderately Effective 7.4% Not Effective
Meeting Organizational Goals	61.8% Highly Effective 23.5% Moderately Effective 8.9% Not Effective

teerism report that their programs are highly effective in meeting the needs of volunteers, clients, and the organization. This high level of effectiveness may be attributed to high levels of support from the governing board and executive level leadership.

## CONCLUSION

In this article, we have presented findings from Volunteer Administration: A Survey of the Profession. It was the first international survey of people who mobilize, lead, and manage volunteers. The article also compares the results with those obtained in an earlier survey conducted in 1992 and confined to members of AVA (Brudney, Love and Yu, 1993-94).

The Survey of the Profession attracted a large and heterogeneous sample of respondents. Because information is not available on the population of individuals who work in volunteer administration, it is not possible to assess the overall representativeness of this sample. Nevertheless, the subsample of AVA members who responded to the survey parallels very closely the gender distribution and geographic composition of the overall AVA membership. Given the scope of its distribution, the Survey of the Profession (2000) has a much larger pool of respondents from many countries than the 1992 survey of AVA members.

Based on the results of the Survey of the Profession, volunteerism practitioners are predominantly female, white, and middle-aged. They have attained high levels of formal education and have an average salary in the range of \$30,000 to \$39,999. Typically, respondents had not received formal training in volunteer administration or management prior to entering the field, but acquire this education and training once in the profession. These results were comparable to those found in the earlier AVA Membership Survey (1992).

Most of the respondents to both surveys see themselves as volunteer administrators and devote the bulk of their work time to volunteer administration. They find their jobs meaningful and gain satisfaction from them. Nonprofit organizations operating in a wide range of policy domains are the main employers of the sample of respondents. Nearly 70% of them belong to AVA. Most of these volunteer administrators consider their programs highly effective in meeting the needs of volunteers, clients, and the organization.

Other findings from the Survey of the Profession intimate that respondents are more satisfied with their jobs in volunteer administration and believe that their organizations have shown great support for volunteers and volunteer involvement. For the most part, the volunteer management professionals reported that their volunteer programs are highly effective in meeting the needs of volunteers and clients and in meeting the goals of the organization. A more detailed analysis and assessment of the Survey of the Profession (2000) is available from the Association for Volunteer Administration.

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## REFERENCES

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- Brudney, J.L. and Schmahl, S.L. (2001). *Volunteer Administration: A Survey of the Profession*. Richmond, VA: Association for Volunteer Administration.

## ABSTRACT

*During 2001 AVA leadership designed and implemented a pilot study to review and revise its professional credentialing program. The goal of this project was to provide a more accessible, current, and legally defensible credential. Results of the pilot study demonstrated that credential candidates found the revised process more user-friendly and attainable. Based on the revision, the Certified in Volunteer Administration (CVA) credential continues to be a professional certification program that is developed and evaluated by topic experts in the field of volunteer resources management. The assessment modules are standardized, based on core competencies identified by members of the profession. The assessment modules review and test knowledge and skills in real-life situations. This includes the measurement of a candidate's ability to structure tasks, produce ideas, and solve problems. References are updated annually to reflect currency. A recertification program ensures that a CVA recipient maintains continuing professional education.*

## A Report on the Association for Volunteer Administration's 2001 Professional Credential Revision Pilot Study

Jacqueline Callahan, CVA

Nancy Gaston, CVA

Renee Hoover, CVA

### HISTORY

The Association for Volunteer Administration's certification program has evolved over the past several decades and is an accepted standard in the field. In reviewing the history of this credential in relation to the profession today, AVA leadership addressed questions such as, "Is the Certified in Volunteer Administration credential reflective of current practice in volunteer resources management? Are the original competencies still relevant? Is the process as accessible and user friendly as it can be? Are there ways we can make it more valuable?"

Many of these questions were prompted by the growing concern that, while interest in the credential was high, there was a significant drop-off in the number of individuals

who completed the process. Since the early 1980s, AVA had utilized a process that required extensive writing skills. Interested individuals made application to the process by submitting a self-assessment that indicated a self-score of satisfactory completion on 75% of the core competencies; a 300-word philosophy statement, and a management narrative of 1,000 words. Following notification of acceptance, the certification candidate could then proceed with the full portfolio. The completed portfolio consisted of a 1,000-word philosophy statement; three 1,000-word management narratives; a 1,000-word behavioral narrative, and a 500-word document of knowledge of the profession and a statement of career and development objectives. Also required in the career and development sec-

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**Jacqueline Callahan, CVA**, is a professional development consultant specializing in certification, continuing education, and governance. She sits on the board of the National Organization for Competency Assurance and is a member of the Membership Committee of the American Society for Association Executives. **Nancy Gaston, CVA**, is an independent trainer and consultant in volunteer resources management, with special emphasis on faith-based organizations and congregations. Gaston is Vice President for Professional Development for the Association for Volunteer Administration. **Renee Hoover, CVA**, is grants manager/organizational development liaison for Community Development Support Association in Enid, Oklahoma, USA. She serves as chair of AVA's Professional Credentialing Committee, is an officer for the Oklahoma United Methodist Church Commission on Religion and Race, and is a member of the National Mentoring Center's Cadre of Experts.

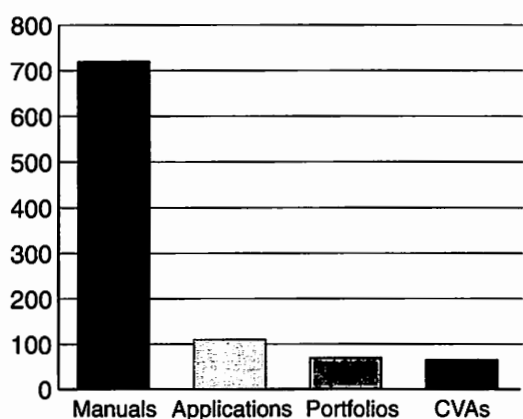
tion were one letter of recommendation and a personal assessment of the portfolio.

Figure 1 demonstrates that for the period June 1993 to October 2000, AVA received requests for 720 certification manuals. One hundred and five applications (15%) were submitted to AVA; 20 (19%) of those were deferred for reasons including insufficient length of service in the profession. Of the 105 applications, 61 (58%) applicants submitted completed portfolios. Fifty-seven of the candidates (93%) submitting completed portfolios, or a total of 54% of the 105 applicants, were awarded the credential, Certified in Volunteer Administration.

In response to the challenge of increasing

**FIGURE 1.**

**Credential Activity for the Period  
June 1993–October 2000**



accessibility and maintaining professional credibility, the AVA Board of Directors approved an assessment and updating of the CVA credential to meet current certification industry standards for credentialing programs. The goal was to develop a current, valid, and legally defensible credentialing program that is less complex, but still meets the standards identified by AVA members as critical to the competent practice of volunteer resources management.

In September 2000, a group of 10 volunteers, all AVA members, met in Baltimore, Maryland, USA, with support from The St. Paul Companies Foundation, Inc., based in St. Paul, Minnesota, USA. The group partici-

pated in a review and confirmation of the CVA job analysis study and edited the core competencies. The job analysis study and core competencies had been completed by AVA volunteers in 1996 and 1998. Nationally recognized expert in the field of credentialing, Jacqueline Callahan, CVA, from Bethesda, Maryland, USA, led the group who met in Baltimore. Callahan regularly provides consultation services to associations and organizations throughout the world as they establish, implement, and evaluate credentialing processes. As a result of this meeting, four products were presented to and approved by the AVA board of directors:

- Standards for the minimally qualified candidate
- CVA core competencies
- Key elements of the revised process (portfolio and exam)
- Committee structure for the credentialing program.

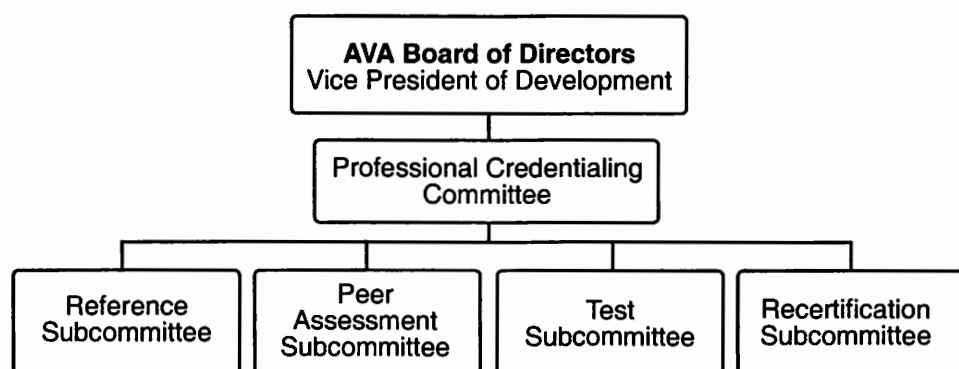
Figure 2 illustrates the credentialing committee structure. Volunteers active in the field of volunteer management staff all committees. Over 50 volunteers contributed their knowledge and experience to the credential revision process. Volunteers working together demonstrated the viability of the committee's performance as an action structure in making decisions that promoted shared responsibility of problems, in confronting and prompting change, and in initiating and sustaining reform efforts over time.

Since October 2000, the Professional Credentialing Committee has continued to develop additional pieces of the credentialing process, which will accomplish the following:

- Retain the peer review process
- Include a standardized measurement to reduce subjectivity during assessment
- Increase accessibility for all eligible candidates
- Ensure portability and flexibility, for ultimate application worldwide
- Remain current and credible



**FIGURE 2.**  
**Credential Committee Structure**



- Be competency and performance-based
- Reflect the standards and best practices of the profession.

In February 2001, the Test and Peer Assessment sub-committees again met in Baltimore, sponsored by the St. Paul Companies Foundation, to develop the multiple-choice examination and clarify guidelines for review of the portfolios. As a result of that meeting, the CVA Assessment Process was finalized and prepared for testing in a pilot study. In its present form, the performance-based CVA program consists of a two-part measurement format to capture a candidate's knowledge and application skills based on practical experience. More specifically, the two components are:

**Portfolio** — The portfolio is equal to 50% of the passing score. It includes a Philosophy Statement of 500 words and a Management Narrative of 1,000 words based on CVA Core Competencies.

**CVA Examination** — The examination is equal to 50% of the passing score. There are 80 multiple-choice questions based on a case study model. All questions are documented to the primary references, and all scores are identified as pass/fail.

Candidates must pass both components in order to earn the CVA credential.

## IMPLEMENTATION OF THE PILOT STUDY

In order to test and evaluate the new credentialing process, a pilot study was conducted from January 30, 2001 to July 30, 2001. Forty-three individuals qualified and were accepted into the pilot study based on the following eligibility requirements:

- Minimum of the equivalent of three years of full-time experience related to volunteer resources management (salaried or non-salaried)
- Minimum of 50% of current position related to volunteer resources management
- Two letters of professional recommendation from supervisors and/or colleagues.

Candidates received a Pilot Study Handbook and Reader to guide them through the pilot study. The handbook included general information, the CVA syllabus, "Tools To Help You Succeed," and information about recertification. The primary references, those texts that provided the correct answers to the multiple-choice questions, were the following:

- *Volunteer Management: Mobilizing all the Resources in the Community*, by Steve McCurley & Rick Lynch. Downers Grove, IL: Heritage Arts Publishing. 1996.
- *From the Top Down: The Executive Role in Volunteer Program Success* by Susan J. Ellis. Philadelphia: Energize, Inc. 1986.

- *Measuring the Difference: A Guide to Outcome Evaluation for Volunteer Program Managers*. Melissa Eystad, Managing Editor, Minnesota Department of Human Services. 1997.
- *The AVA Vision and Mission, Values Statement and Goals and Objectives*.
- *Professional Ethics in Volunteer Administration*
- *The Journal of Volunteer Administration* (Spring, 1998). Managing the Impact of Organizational Change on Volunteers by Arlene Grubbs
- *The Journal of Volunteer Administration* (Summer, 1997). Strategic Visioning in Non-Profit Organizations: Providing a Clear Direction for the Future by James J. Rice

All primary references will be updated annually by the Reference Subcommittee in order to maintain the currency of the credential.

Two conference calls were conducted to provide support to the pilot study candidates. The Credentialing Committee's Peer Assessment Chair facilitated the first conference call which focused on the portfolio assessment component. The Test Subcommittee Chair conducted the second conference call and provided an introduction and overview of the examination. Audiotapes of both calls were made available for purchase by candidates unable to participate in the conference call.

The examination was held May 23, 2001 from 1:00 p.m. to 3:00 p.m., local time; proctored exam sites were coordinated for the candidates. Twenty-six local sites were organized, and individuals proctoring the exam were given clear guidelines for the site and their responsibilities. The intent was to make the exam site as convenient as possible, without long distance travel for candidates.

## REVIEW AND ASSESSMENT OF PILOT STUDY PORTFOLIOS AND EXAMINATION

Based on guidelines agreed upon in February 2001, peer reviewers provided evaluation

and assessment of the pilot study portfolios. Detailed descriptions of the review criteria for both the Philosophy Statement and Management Narrative were provided in the Pilot Study Handbook. The following criteria was used to review the Philosophy Statements:

- The author communicated a personal commitment to volunteerism, volunteer administration, and the profession.
- The author demonstrated an understanding of the impact of volunteerism in today's world.
- The author communicated his/her thoughts, feelings, and ideas in a clear and concise manner.

The following criteria was used to review Management Narratives:

- Clearly demonstrated the author's leadership role in a program or project within the past five years.
- Demonstrated the author's knowledge and application skills required for competent practice in three of the five following areas:
  - Commitment to the Profession
  - Planning and Conceptual Design
  - Resource Development and Management
  - Accountability
  - Responsiveness and Perspective
- Showed evidence of cohesion between the author's philosophy of volunteerism and the author's actions.

Six individuals served as judges to review the cut score study for the examination in May 2001. The rationale of the cut score study was based on The Angoff Method as described in The National Organization for Competency Assurance (NOCA) Handbook (1996). The minimally qualified candidate (MQC) for this study was defined as a volunteer resources staff member with three years of volunteer resources management experience. Participants in the cut score study determined the following:

### **Estimates of Percentages of MQCs**

#### **Answering the Item Correctly:**

There was little variation in the results of the cut score study. The items on the pilot test with some variation hovered around 80%; the lowest test item average was 70.9% and the highest 90.4%. The average for the total test was 80.7%.

#### **Estimates of Percentage of MQCs**

**Passing the Examination:** Estimates of the six judges varied from 70% to 85%; the average was 80%.

Following the examination date of May 23, 2001, Credentialing Committee members participated in conference calls to:

- Review the cut score study and determine the number of items required to pass
- Determine items with poor statistics and which, if any, should be credited to all candidates because the item was faulty
- Review candidate comments and potential impact on questions
- Determine passing score for the exam.

During these calls, Credentialing Committee members were provided a detailed review of examination statistics and comments made by the pilot participants about the exam. The statistics were reviewed based on the number of responses equal to the percentage of total population answering each option; percent correct/total number of population answering the question/item correctly, and high scorers. Five items revealed poor statistics, indicating there was a significant problem with the items, and all examinees received credit for them. All items were reviewed and discussed accordingly. The final result of the cut score study process established a passing score of 78.8% for the CVA exam.

### **RESULTS**

Of the 43 candidates participating in the pilot study, 39 candidates completed the entire process. Of those, 27 candidates passed both the portfolio and examination components and received the CVA credential. Eight candidates did not pass the examination; two candidates did not prepare successful portfolios, and two candidates failed both the portfolio and examination components.

Four candidates did not complete the process. Two candidates took the examination but did not submit a portfolio, and two candidates were granted requests for deferral.

The examination and candidates' results were analyzed carefully. Detailed information regarding candidates' years of experience and item (exam question) responses were reviewed. High scorers (80% or above) had 9.8 years of experience (11 individuals). The two top scorers had 11 and 9 years, respectively. The total exam pool had 8.7 years of experience. One individual had three years of experience, and another had four years.

Following the July 2001 conclusion of the pilot study but prior to announcement of the results, all pilot study candidates were invited to complete an evaluation of the process. The following summary of comments represents the recurring issues addressed by the candidates.

#### **Written Materials:**

- All of the texts are great resources
- Please try to make texts available from the AVA office
- Excellent selection of reading materials
- Combine materials into one comprehensive study guide
- Info content was comprehensive. I would suggest a broader range of reading materials
- The Statement of Professional Ethics flow chart was extremely helpful in understanding, in detail, the core ethical values.

### **Conference Calls:**

- Overall, the calls were a formal chance for us to hear that everyone was experiencing and feeling the same things.
- Very useful! I enjoyed them and learned ideas on how to prepare more effectively.
- The responses were straight-forward, thoughtful, and very professional.
- Good processors with empathy, well-handled.
- Copies were only just so helpful.
- I liked the open communication — felt free to ask questions.
- Perhaps several calls per subject at different times to accommodate different schedules.
- Besides the subject of the call, an agenda of what will be discussed and who the speakers will be would be helpful.

### **Exam and Exam Sites:**

- Thanks to everyone who provided local exam sites! Cannot stress enough “Do not go back and second guess. Your first gut answer is most likely right.”
- Consider having testing across the nation at Eastern Standard Time. This is so as not to have even the slight suggestion that someone in New York could divulge information across the time zones.
- It is not what is taught in school although the graphic process is the same — just terms and explanations that are different.
- A question or two were not complete and I was unsure of what you were actually asking.
- Site, time and proctor were great! I was pretty stressed about the test, but it wasn't as difficult as I expected overall.
- Good exam. Did not know exactly what to expect for difficulty of questions. The questions were very thought provoking and well organized. I took the full time to write and proof read. It was good to know what type of questions would be asked.

### **Portfolio:**

- The philosophy statement was the most difficult part of the portfolio. My philosophy on volunteerism is so internalized, but pulling it out, verbalizing and putting it in writing is so important in helping us all better communicate to others the importance of what we do.
- I appreciated the strict guidelines on what you expected. It gave me structure to work within. I enjoyed this process much more than I expected.
- Very detailed — loved the examples.
- The format and instructions were clear.
- This was the most thought provoking part of the program. I did enjoy putting my thinking cap on.
- Excellent exercise to take a look at what I believe and why. I enjoyed analyzing the project I had done — learned a great deal from doing it.
- Not easy to write which made me have to really think about my philosophy, values, and beliefs. Wonderful experience — thanks so much!
- Worked fine. Tough to stick to word count but it did help tighten things to the bare necessities.
- I was surprised to find that the amount of writing had been cut dramatically.

Candidates' results of the pilot study were distributed on July 27, 2001. Candidates who were not successful in the pilot study were encouraged to seek additional support and continue their efforts towards professional certification. Successful candidates were provided news releases for distribution to local media regarding their credentialing. Letters of acknowledgement to key supervisors and employers were provided for all successful candidates requesting them.

## IMPLICATIONS

This article described a successful pilot study project designed to revise AVA's professional credentialing program. However, to sustain the revision effort and the professionalism of the volunteers associated with the process, several key logistical issues need to be addressed. Considerable administrative time was involved in delivering the credentialing program. AVA leadership now must determine how volunteer, staff, and administrative structures will be coordinated. These include:

- Database management of credentialing data and records
- Ongoing analysis and evaluation process of credentialing data
- Committee staffing and volunteer responsibilities
- Implementation schedule for timelines and recognition efforts
- Ongoing communication with certificants and applicants
- Implementation of a recertification program that will benefit CVAs and the field
- Identification of short- and long-term funding for the credentialing program.

AVA leadership will not be without a historical perspective for assigning these responsibilities. As the credentialing program has evolved, AVA volunteer leaders have accepted key roles in its development. The resources established by these processes will facilitate new leadership. During the revision process, care was given to balance the input of individuals who had recently achieved certification with that of individuals who understood and had experience with the certification history of AVA.

In addition, many individuals who received certification through the pilot study have expressed willingness to serve in one or more of the volunteer opportunities associated with the credential. A mentoring subcommittee has been proposed as a new component for the credentialing structure. For some time, mentors have been available to candi-

dates; however, a renewed emphasis will be placed on the delivery of this volunteer service in a quality, consistent manner responsive to the revised process. Pilot study participants have enthusiastically responded to the opportunity to serve as credentialing candidate mentors and coaches.

Results of the pilot study verify that the credential is now more user-friendly and can be attained in a much shorter time period. The credibility of the credential, as compared to industry standards, has been heightened. Candidates' success may be credited to the excitement of participating in a pilot study with clear and immediate deadlines; significantly reduced writing requirements, and the availability of support via conference calls and credential committee personnel. The study demonstrated AVA's responsiveness to its membership in delivering a revised credential. Further, the study supported the use of an equally balanced, two-component process.

To build upon a renewed sense of enthusiasm for the process and maintain the progress, AVA faces the challenges and opportunities of delivering a complex and professionally vital credentialing program. Deliberations during the revision process reinforced that regardless of service focus, volunteer resources managers who are connected to opportunities for development and recognition of professional knowledge and experience are better equipped to lead and achieve the rewards of a job well done.



**Credential Revision Committee and Subcommittee Volunteers** (includes Certification Technical Advisory Council): Winnie Brown, CVA, Jacqueline Callahan, CVA, Katie Campbell, CVA, Arlene Cepull, CVA, Bruce Cline, Nancy Dean, Ellen Didimamoff, CVA, Christine Franklin, CVA, Cherry Frye, Nancy Gaston, CVA, Emily Harkins-Filer, CVA, Jackie Hart, Jane Hilfer, CVA, Barbara Hook, CVA, Renee Hoover, CVA, Kathy Levine, CVA, John Lipp, CVA, Nancy Macduff, CVA, Lucy McGowan, CVA, Jackie Norris, CVA, Joyce Pokorny, Pamela Robinson, CVA, Harriette Sackler, CVA, Keith Seel, CVA, Tina Sweeten, CVA, Ailsa Thompson, CVA, Mary Beth Tompane, CVA, Marsha Towns, Carol Wargo, CVA, and Melsie Waldner, CVA.

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*(Note: Two participants in the CVA pilot program wrote the following statements.)*

## **Philosophy of Volunteerism**

**Patricia Ann Smith, CVA**

**Assistant Director of Education Services, Desert Botanical Garden  
Phoenix, Arizona, USA**

This is what I believe and think as an individual and as a professional. A kinship exists within communities that is fully expressed through volunteerism. Successful volunteering means partnerships in which all partners fulfill the others' needs, bringing everyone closer together in understanding and ownership. For me, this is the essence of volunteerism.

This philosophy developed early through my parents' example. I remember first volunteering in fourth grade with my parents at a school fundraising dinner. Another time was as a "summer helper" with our town's first Head Start program. Looking back, the challenge, satisfaction, and fun of working with those young children was one of the pivotal experiences leading me into education and teaching. High school and college volunteering reinforced my philosophy; there is unity with others through volunteering.

My professional life now has moved into museum education overseeing the volunteer programs. My position offers support and continuity for successful staff and volunteer partnerships in different departments. I'm constantly motivated through my daily interactions with many dedicated staff and volunteers, seeing volunteers into the right jobs, watching their confidence and skills develop, and seeing staff-volunteer partnerships grow as the volunteers take ownership of the museum's goals.

Recently our volunteers identified three main reasons why they like working at the museum:

- Desire to support the museum and its mission
- The opportunity to keep learning
- The opportunity to meet and interact with volunteers and staff who have similar interests and values.

These reasons are the foundation for our volunteer and staff team approach. It is a "win-win" partnership—the museum provides focus, educational opportunities, and a comfortable atmosphere for two-way communication. The volunteers provide commitment, service, and feedback.

As the volunteers' advocate, I communicate the volunteer motivations to the staff and encourage understanding between both. I advise staff in volunteer job development and supervision standards, also in planning education and communication systems. I review volunteer applications, interview, and work to place volunteers with appropriate staff and jobs. I coordinate development of volunteer training and continuing education, encourage on-going evaluation by staff and volunteers, and serve as counselor and mediator. Building leadership and long-term retention of volunteers is also critical for our program's continuity. Roughly half of our over 500 volunteers have been with us for at least five years or more, and our best recruiters are volunteers!

To be more effective in my work, I'm continuously learning from my "community" of colleagues. I'm fortunate that volunteer management is full of people willing to share their insights through articles, meetings, associations, classes, and conferences. It is also important for me to share. At four different conferences, I've presented "Volunteer-Staff Team Development" and learned from the participants as well. Here again, reinforcing the idea that volunteering enriches all sides, bringing communities closer together in acceptance, understanding, education, and ownership. The rewards far outweigh the time in planning, organizing and, and motivating.

# Philosophy of Volunteerism

By Anthea Hoare, CVA

Trainer/Consultant; Glen Williams, Ontario, Canada

Volunteers and voluntary action have been responsible for almost all of the changes for good in the history of our world. The abolition of slavery and child labour, the protections of our environment, children's aid programs, and the acceptance and support for those with AIDS are but a few examples. Voluntary action has moved mountains, if only rock by rock. However, voluntary action does not just happen. Enabling the ideas, motives, and leadership of volunteers to develop, and to develop effectively, takes a leader and a dreamer. It takes a dreamer who can envision the end goal and a leader who can plan, motivate, and encourage volunteers to reach that goal.

As I was growing up in England, volunteering was part of everyday life. The philosophy of "helping the community," though never articulated, was always there. My mother volunteered, it seemed, for pretty well any cause that needed help, and I learned very early the fun and satisfaction to be found by pitching in and helping wherever possible. My interest in horses led me to enter the Pony Club, my first experience with formal volunteering, and eventually to volunteer management. I became an administrator in my local branch. The joy and satisfaction I experienced in helping youngsters improve their skills soon led me to volunteer in other fields. I was indeed making a difference.

In my role as Coordinator of Community Resources, I believe that it is important that the volunteers I work with obtain that same satisfaction and enjoyment. Volunteer man-

agement is a triangle—the benefits flow freely among the volunteers, the volunteer manager, and our clients/residents. We all gain from each other.

I believe that there is something special that volunteers bring to an organization and that it is a vital part of that organization's health and wellbeing. I believe that a large part of my responsibility is to nurture volunteers and to excite them about their roles in our organizations, in the same way that I was nurtured and excited in my youth.

My early experience taught me that no one person can help another and not experience some benefits to themselves. However, I also learned that without strong, educated, and clear-sighted leadership, voluntary action cannot effectively thrive. Successful organizations and nurturing of volunteers by those of us in the role of leader increases the capacity of people to change things for the better in their communities.

I came in to this profession via a round-about career route—but looking back, it was inevitable that this be my chosen destination; to be a dreamer and a leader. My affiliation with AVA and my provincial group have led me to learn more, to dream bigger, and to lead more effectively.

My mother, God bless her, left a legacy to me more valuable than jewels. She left me a love of volunteering, and an understanding of the need to ensure that voluntary effort is guided and directed in order to accomplish its goals.

## ABSTRACT

*This article presents cultural competency as a critical leadership skill necessary for those who organize volunteers. Models of cross-cultural competence are presented, along with specific ideas for how leaders of volunteers can develop cultural competency.*

# Cultural Competency: Not a Lump Sum of Stereotypes

Nora Silver, Ph.D.

*"Each organization should be concerned with...the cultural dynamics of the communities they are trying to serve and...look at independent communities and not as one lump sum of stereotypes....so that they make an effort to understand each tribe and each tribe's needs...I think that's a step in the right direction..."*

—Volunteer from *Telling the Whole Story*, a diversity study by The Volunteerism Project, 2001)

## VOLUNTEER PROGRAMS, LEADERS AND CULTURAL COMPETENCE

Volunteer programs are often the forerunners of cultural change in organizations. Why?

Because leaders of these programs must learn to weave the talents of many people with different backgrounds, skills, and experiences into the fabric of the organization. The organization is changed by the people involved, and in turn becomes more inclusive and culturally competent.

Part of your job as a person who organizes volunteers is to recognize this force for change and help your organization become more culturally competent.

## CROSS-CULTURAL COMPETENCE: WHAT IT LOOKS LIKE

Cultural competence is the ability to interact effectively with people from different cultural groups. Cross-cultural competence, like most forms of learning, necessitates a change in attitude, skills, and knowledge. Change

takes time and patience. And it takes practice.

People vary in how they learn. Some people learn by action, or trial and error. Point them in the general direction, and let them go. For these learners, the Cultural Literacy Model is helpful. Literacy is a metaphor for cultural competence: you learn cultural competence much as one learns to read. On one end of the scale, there is illiteracy. Illiteracy is cultural blindness, a belief that people are exactly the same, and the myth of the "melting pot." At the other end of the scale—the end we are working toward—is cultural literacy. Moving from being culturally illiterate to being culturally literate is the difference between reading a primer and reading a great work of literature. To become more culturally literate, a person moves from a beginning stage of awareness, through sensitivity, to competence, and ultimately to credibility. The "end goal" of the literacy model is the stage of credibility, in which one has extensive experience and interaction, and trusting relationships with other cultural groups. Credi-

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**Nora Silver** is a respected speaker, trainer, and author on community involvement, inclusiveness and leadership. She holds a Ph.D. in psychology, and has worked with hundreds of nonprofits, foundations, educational institutions, corporations, and government institutions worldwide, from Planned Parenthood USA to Hong Kong Junior Chamber of Commerce to Alaska Association of Nonprofits. Silver is proud to be an Association of Volunteer Administration member who has served on the Pluralism Task Force, authored *Positioning the Profession*, and consulted with the board on organizational inclusiveness. She works full-time in San Francisco, California, USA, as director of The Volunteerism Project, a collaboration of foundations and volunteer centers that works to strengthen, increase, and diversify community service. For more information, visit [www.volunteerismproject.org](http://www.volunteerismproject.org) and see *Telling the Whole Story*, a diversity research study, and *Ready to Respond*, a program to mobilize volunteers in disaster response.

**FIGURE 1:**  
**CULTURAL COMPETENCE CONTINUUM**

Cultural Destructiveness	Cultural Blindness	Cultural Awareness	Cultural Sensitivity	Multicultural Competence
<ul style="list-style-type: none"> <li>• Making people fit the same cultural pattern</li> <li>• Excluding those who don't fit</li> <li>• Fostering assimilation</li> <li>• Emphasizing using difference as barriers.</li> </ul> <p><b>Example =</b> <b>Bureaucratic rules and systems</b></p>	<ul style="list-style-type: none"> <li>• Not seeing or believing there are cultural differences among people</li> <li>• "Everyone is the same."</li> </ul> <p><b>Example =</b> <b>Standardized teaching methods</b></p>	<ul style="list-style-type: none"> <li>• Being aware that we live and function within a culture of our own and that our identity is shaped by it.</li> </ul> <p><b>Example =</b> <b>Ethnic-specific groups and curriculum</b></p>	<ul style="list-style-type: none"> <li>• Knowing that there are cultural differences.</li> <li>• Understanding and accepting different cultural values, attitudes and behaviors.</li> </ul> <p><b>Example =</b> <b>"Menu" plans of employee benefits</b></p>	<ul style="list-style-type: none"> <li>• Having the capacity to communicate and interact effectively with culturally diverse people, integrating elements of their culture—vocabulary, values, attitudes, rules and norms.</li> <li>• Translating knowledge into action.</li> </ul> <p><b>Example =</b> <b>Customized services</b></p>

bility is granted by others and signifies acceptance in the community.

Other people learn by design. These learners need more structure, and sometimes a roadmap. A "mental model" that is helpful for structured learning people who seek to understand cultural competence is the Cultural Competence Continuum (see Figure 1). This model associates cultural competence with skill building. The steps are roughly analogous to the literacy model (awareness, sensitivity, competency, credibility), with the addition of two early steps that precede even awareness. These two steps are cultural destructiveness and cultural blindness.

## CULTURAL COMPETENCE: HOW TO DEVELOP IT

**Practice.** Understanding alone is not enough. Competence takes practice and an alteration of attitude and behavior. Albert Einstein suggested that doing the same thing over and over and expecting different results is the definition of insanity. In terms of developing cultural competence, doing the same thing over and over and expecting a different result may look like action, but it is certainly not movement toward increased competence. To become more inclusive, we must expand

our attitudes and shift our behaviors. We must do something different.

**Discomfort.** Such change can make us feel stupid or at least uncomfortable. This is to be expected. No one claims that change is easy. But included are some ideas of approaches that may be manageable for you.

**Unevenness.** Complete cultural competence is, of course, our goal. The reality is that most of us are not uniformly competent, but rather our competence varies. We are more competent working with some communities than with others. Competence comes—in part—from life experiences. Some of these experiences are beyond our control, such as where we lived when very young, who our ancestors were, who raised us, how much we traveled, and what our early experiences were with people different from us. How we behave and react as adults, however, is in our control and is our responsibility. Competence is like a muscle—the more we exercise it, the stronger it becomes. Cross-cultural competence in new communities becomes easier the more competence we have developed in other communities. Like learning a new musical instrument, the next instrument is easier than the last. As we become experienced with string instruments and woodwinds, and as we mas-



ter the basics of reading music and the art of performance, we become increasingly competent in the world of music. The same goes for the world of cultural competence.

## SELECT ONE NEW BEHAVIOR YOU WILL TRY THIS MONTH

Attitude, Skills, and Knowledge. Competence demands changes in attitudes, skills and knowledge. Try to concentrate on all three types of learning. 1) Embrace the different (attitude), 2) Listen to others (skill), and 3) Learn about other cultures, religions, generations (knowledge).

Some suggestions follow—feel free to add your own.

- Read a book or see a film about someone who is from a culture different than your own.
  - Try renting a videotape such as “What’s Cooking,” “The Joy Luck Club,” “Waiting to Exhale,” “Mi Familia,” “Buena Vista Social Club,” “Witness” or “The Wedding Banquet.”
  - Try reading a book such as *I Know Why the Caged Bird Sings*, *Daughter of Persia*, *Colors of the Mountain*, *The Poisonwood Bible*, *I’ve Known Rivers: Lives of Loss and Liberation*, *A Different Mirror: A History of Multicultural America*, or *Race Matters*.
- Start by reflecting on yourself and your own culture. Note any similarities you have observed between your own and other cultures.
- Go to a cultural event, store, or community gathering place that is new to you.
  - Attend a cultural dance performance, concert or holiday festival.
  - Visit an ethnic neighborhood, an ethnic food store, or an ethnic restaurant.
- Spend some part of your day at a bus station, courtroom, park, laundromat, farmer’s market, or other local institution, observing people.
- If you attend a meeting, practice listening carefully by paying close attention to what

is being said both verbally and non-verbally. Apply that skill particularly when talking with people who have different views than your own.

- Practice patience. The next time you face a trying situation, concentrate on staying calm and stable. It gets easier.
- Attend a special event in a community new to you.
  - Ideas include Special Olympics, Cinco de Mayo, Chinese New Year, and Gay Pride Parade.
- Volunteer and help out in a community different from your own.
  - Try visiting a nursing home, tutoring immigrant children, or helping to organize special events for people with seriously illnesses
- Attend a service at a religious institution unfamiliar to you.
  - Go to a mosque, Catholic or Protestant church, synagogue or temple.
- Read a newspaper or magazine from an ethnic press.
  - Go to a newsstand in your community and purchase a local ethnic-specific newspaper or magazine.

## CULTURAL COMPETENCE: WHY IT MATTERS

So, why bother? Why take any action to develop your cultural competence? Permit me to offer a few ideas. In terms of your own development, you will need to be culturally competent to develop yourself as a person and a professional, as well as to keep your skills current and honed to do the job. As a person, you will understand more about yourself, have new experiences, and get more out of life. As a professional, you will deal more effectively with your organization’s clients, develop more comprehensive policies and procedures, and be more sensitive to people’s needs. You will need cultural competence to lead your organization in inclusiveness and relevance to the community. You will also need this skill to make your organi-

zation a better place for volunteers.

In the broadest of terms, your cultural competence will help you contribute to making the world a better place. And, in the most specific of terms, your cultural competence will allow you to interact with all the people in your community as more than “one lump sum of stereotypes.”

# **The Current Status of Volunteer Activities and Volunteer Coordination in Japan**

**(Excerpted with permission from the report published in 2001 by the Osaka Voluntary Action Center; Kita-Ku, Osaka, Japan)**

People have always been involved in voluntary social activities, regardless of the country or the era. Throughout Japan's long history as well, there have been many prominent individuals active in the field of social activities. Particularly over the past ten years or so, however, more and more ordinary citizens are becoming involved in such social participation activities as a regular part of their day-to-day lives...

The fact remains, however, that the ratio of individuals actually participating in social activities is around 27% (1996 Basic Survey of Social Lifestyles; approx. 33 million persons), or around half that of England and the United States, where the ratio of participation is over 50%. In other words, there is a gap between the desire to participate in such activities and actual participation. The question of how to close this gap has become one of the key issues in terms of Volunteer Management. Among the 27% mentioned above, many people—particularly those involved in activities on a continuing or organized basis—are registered with Volunteer Centers.

Nearly all municipalities in Japan have a Council of Social Welfare, and around 90% of these operate volunteer centers. (Aside from these Councils of Social Welfare, there are also independently operated volunteer centers.) ... There are currently about 3,000 volunteer centers in Japan, even counting only those set up at The National Council on Social Welfare...

The first Volunteer Center (known at that time as a "Goodwill Bank") was established in 1962 in Tokushima Prefecture, and these organizations later spread throughout the

country. The shift to "Volunteer Centers" began in 1968, and a nationwide network of persons specialized in volunteer coordination at volunteer centers was established in 1973, having been given impetus by operation subsidies from the Ministry of Health and Welfare. As these changes progressed, full-time staff specialized in volunteer coordination gradually came to be stationed at the Centers. In the background to this development were aggressive assistance operations going at a national level; even now most Social Welfare Councils rely on grants from national, prefectural, or municipal governments as their main source of funds. The stationing of "professional volunteer coordinators" throughout the country was made possible largely due to the promotion policies of these centers.

The central operations of the Social Welfare Council Volunteer Centers include: providing volunteer-related information; organizing seminars and other events for introduction of volunteering; offering advice and support regarding volunteer activities from individuals and groups; maintenance and rental of necessary equipment such as printing machines and wheel chairs; supporting insurance coverage during volunteer activities and assisting with other forms of accident prevention; creating networks for related organizations; and survey/research activities...

## **VOLUNTEER COORDINATORS BEGIN TO DRAW ATTENTION**

As we have discussed in the earlier sections, volunteer activities have been expanding in recent years in Japan, in a diverse range of fields and involving a wide variety of age

groups. Substantial impetus was added to this trend by the experience surrounding the Kobe Earthquake of 1995, with an increased awareness of the need for volunteer coordination. Along with these changes came a call for the establishment of specialized skills and the placement of volunteer coordinators as paid staff that would take respons[ibility] for these volunteer coordination activities...

### **Special Characteristics of the "Volunteer Coordinator" in Japan**

Terms such as "Volunteer Manager," "Volunteer Director," "Volunteer Administrator," and "Volunteer Organizer," which are relatively common in the United States, are rarely used in Japan. The general term "Volunteer Coordinator" is used to describe all these positions. The "Coordinator" can be divided into the following three types ...

- *Affiliated with Intermediary Organizations (Volunteer Center, etc.)*

Main role is to match persons wanting to become involved in volunteer activities with organizations or individuals in need of volunteers. Takes responsibility for gathering and providing required information, and for conducting volunteer training, etc.

- *Affiliated with Organizations Accepting Volunteers (Welfare Facilities, Hospitals, Museums and NPOs [Non-profit Organizations]/NGOS)*

Responsible for a range of activities related to volunteer management, including: volunteer program development, volunteer recruitment, receiving applicants/interviews/placement, orientation and training, supervision, evaluation meetings, and program evaluation.

- *Affiliated with Organizations that Dispatch Volunteers (schools, companies, etc.)*

With a clear grasp of the needs of the members of the organization in question in terms of targeted volunteer activities, these centers seek out and introduce appropriate locations for activities that

match these needs, and also provide opportunities for preparatory and follow-up training.

Among the three types noted above, the placement of volunteer coordinators in Intermediary Organizations is comparatively advanced. Notably, specialized, paid coordinators have come to be placed in volunteer centers in the social welfare field, and social awareness has also progressed. There has been little progress either within organizations or in society as a whole, however, with regard to specialized positions in other fields and organizations. While there are paid volunteer managers in social welfare facilities and hospitals, the fact remains that in most cases these individuals carry out other functions at the same time.

A network organization was created for persons in specialized volunteer coordination positions in an effort to resolve this issue—namely, the Japan Volunteer Coordinator Association (JVCA), which was established in January 2001. The Association, which is comprised of front-line Volunteer Coordinators involved in activities in a wide range of fields, was established to improve the specialized skills of coordinators, and to promote greater social awareness. Attention will be focused on the Association's activities in coming months and years.

### **The First Appearance of the Volunteer Coordinator**

At the beginning of the 1970s, a hospital volunteer group provided an introduction to the concept and functions of the Volunteer Coordinator position as it existed in American hospitals. As we have already noted, volunteer activities in Japanese hospitals and other facilities were on the increase, but because the staff in charge of volunteer activities at each of these organizations was not clearly defined, there were communication breakdowns between the organizations and the volunteers, and in many cases this created

a barrier to effective volunteer operations. In response to this issue, the "Osaka Volunteer Association," Japan's longest-standing civic volunteer center, began offering "Volunteer Training Courses" in 1976. This was the first time the term Volunteer Coordinator was used publicly in Japan.

### **Trends Over the Next 25 Years**

The latter half of the 1970s saw the first debates on the need for Volunteer Coordinators. From this period, persons involved in the welfare field were drawing attention to the need for Volunteer Coordinators in welfare facilities and hospitals.

In the 1980s, Volunteer Centers operating in Social Welfare Councils proliferated, and Volunteer Center staff began holding independent study meetings in Tokyo and Osaka.

In the 1990s, several texts were published with regard to the role and responsibilities of the Volunteer Coordinator, and a series of reports were presented by government-level committees encouraging the promotion of volunteer participation in the fields of Social Service and Lifelong Education. The Kobe Earthquake of 1995 also brought about a greater overall social awareness of the need for Volunteer Coordinators. Based on the government reports that followed, placement of Volunteer Coordinators began to take place in social education facilities. It was also around this time that progress was seen in the establishment of training systems and the creation of educational materials targeting Volunteer Coordinators in the Social Services field.

Since then, in keeping with the organized growth of NPOs and NGOs in such fields as overseas assistance, international exchanges, and the environment, there has been a growing awareness of the importance of Volunteer Coordinator functions, training systems and universal Volunteer Coordinator theories that are compatible with civic activities in a wide range of fields. Thus began the preparations for the establishment of the "Japan Volunteer Coordinators Association"—a national associ-

ation of Volunteer Coordinators from widely varying fields and organizations.

## **CURRENT STATUS AND ISSUES RELATED TO VOLUNTEER COORDINATORS**

### **Volunteer Coordination in Intermediary Organizations**

In 1985, the Ministry of Health and Welfare began the "Voluntopia Operations," promoting the establishment of Volunteer Centers in Social Welfare Councils throughout Japan, and at the same time began gradually increasing the number of Volunteer Coordinators working as paid employees. Then, from 1994, the ministry began its "Municipal Volunteer Center Operations," promoting the establishment of Volunteer Centers at the municipal level. As a result, as of 1998, there were over 3,000 Social Welfare Council Volunteer Centers, 68% of which had Volunteer Centers working as paid staff. Over the past ten years there has been a growing trend toward making Volunteer Coordinators paid employees, but because these coordinators were not considered "specialists," very often these placements are rearranged as a result of personnel shifts within the Social Welfare Councils.

In the midst of increasing numbers of Volunteer Coordinators, a training system was created at Social Welfare Councils nationwide in the late 1990s, targeting Volunteer Coordinators at volunteer centers. A training program totaling 138.8 hours was thus implemented at Social Welfare Councils on the Prefectural level.

### **Volunteer Coordinators in Organizations Accepting Volunteers**

Hospitals and other welfare facilities began accepting volunteers shortly after WWII, but over 90% of Volunteer Coordinators as these locations carried other responsibilities as well, and their positioning in the organization remains unclear to this day. For this reason, many of these individuals do not receive training as Volunteer Coordinators.

Entering the 1970s, NGOs and other organizations involved in overseas assistance began actively accepting volunteers; the same was true of NGOs in the field of environmental protection starting in the 1980s. There has been further progress in this regard in the 1990s and beyond social education facilities (museums, etc.), but because most of these are public facilities, while the persons in charge of volunteer coordination are paid employees, there is still a problem in that transfers are frequent, which hinders progress in the accumulation of know-how...

Each of the individual facilities and organizations had accumulated its own unique know-how relating to Volunteer Coordination, but this had not reached the point of building a common methodology for Volunteer Coordination ... that could be applied to all organizations accepting volunteers.

The situation in "grass-roots" NPOs and NGOs is much the same. The operational foundations for these organizations are still quite frail, and very few have full-time, paid Volunteer Coordinators. For this reason, while there are strong needs for acceptance of volunteers as a presence to motivate and support paid staff who are few in numbers, and while there is a very strong desire for improved cooperation in the work environment, in reality there are many problems surrounding cooperative work with volunteers, and at present the process of repeated trial and error with regard to Volunteer Management is still ongoing.

### **Organizations that Dispatch Volunteers**

In the 1980s, some companies—notably large corporations—began investigations into the functions of Volunteer Coordination, and established positions for persons in charge of social contribution activities as well as divisions responsible for corporate volunteer activities. The staff involved, however, did not have such a great awareness of being "Volunteer Coordinators."

Since the last half of the 1970s, an increas-

ing number of schools—"Welfare Promotion Schools" or "Volunteer Promotion Schools" that include elementary, junior high, and high schools throughout the country—began focusing energies on volunteer activities as a form of extracurricular activity. Furthermore, since the latter half of the 1990s studies have been conducted with regard to incorporating volunteer activities into mainstream of the school education curriculum (time for comprehensive studies), drawing attention to the issue of volunteer coordination in schools as well.

At the same time, amidst the educational reform being promoted by the government, an emphasis on having students learn through volunteer experiences has brought with it an increasing need for volunteer coordinators in schools. Because the teachers in charge of these activities have never received volunteer coordination training, however, there are currently many cases in which problems arise between the schools and the NPOs/NGOs accepting these students in a volunteer capacity.

Through this report, we have introduced some of the characteristics of the Volunteer Coordinator in Japan, with a focus on a comparison with the functions of the Volunteer Centers in the United States. Even so, there are many aspects of this field that require further study, because the approaches to Volunteer Coordination in Japan are many and varied. This type of research is still in its earliest stages, and we recognize the need for continued research, and the need to make more extensive information available to the individuals and organizations to which it will be of value.

## 2001 International Conference on Volunteer Administration

### International Leaders Share Global Perspectives on Volunteerism

*As part of the 2001 International Conference on Volunteer Administration hosted by the Association for Volunteer Administration, four speakers gave their perspectives on volunteerism around the world. They identified key issues and posed questions about volunteerism that many countries, communities and individuals are facing today or will face in the future.*

### Volunteering Tomorrow: Changes and Challenges

**Speech given by Kenn Allen, Ed.D., founder and president of the Civil Society Consulting Group, LLC and World President  
of the International Association for Volunteer Effort**

In his speech to the joint session of Congress, U.S. President Bush said of September 11, "Night fell on a different world."

As we gather today, we are meeting in the shadow of that night. Our world has changed dramatically. But, empowering people through volunteering is more important today than ever before. As the "on the ground" leaders of the global volunteer community, we share responsibility for ensuring that volunteering has the greatest possible impact on the way we lead our lives. Beyond the work we promote are the values that work represents.

So how do we think about our new world? Yesterday, you heard about critical demographic trends. Today, I want to share with you 10 more ideas about volunteering that are in play around the world - and suggest some of the questions we need to ask ourselves.

**1. Volunteering is the fundamental building block of civil society.** Over the last 10 years, there has been a growing recognition of civil society as essential for free democratic societies. But only now is there a significant understanding that without volunteers, there is no civil society. Without volunteers, there are no NGOs, no private philanthropy, no pressure on government.

*How do we convince funders and policy-makers that an investment in strengthening volunteering has a positive long-term affect on the development of civil society?*

**2. Volunteering and social activism must be reconciled as complementary ways to empower people.** For too long we have either kept them at odds or declared them as fitting under the same umbrella without doing much to bring them together - or to release the energy that can come from that joining.

*In a practical sense, how do we change our own behaviors so that we can engage effectively in mutually beneficial partnerships, particularly with those who are taking political positions that may differ from ours?*

**3. Volunteering is universal, not a phenomenon of Western, Northern, or more developed countries.** Volunteering happens wherever there are people who care and are willing to convert that caring to action. I want to applaud AVA for the significant steps it is taking to become more international.

*How do we begin to invest time and financial resources in more systematic learning across cultures? How do we cap-*



*ture and transmit to "more developed" countries the lessons they must learn from "less developed" countries?*

**4. Volunteering is a powerful response to the spiritual call to service.** It is present in all major religions. In a world searching for meaning, volunteering for and through religious groups is likely to increase.

*Is it possible to both honor religious tenets and find common ground around the work being done by both religious-based and secular volunteers? How do we build our understanding of how people of different religious beliefs view volunteering?*

**5. Effective, sustained, high impact volunteering requires effective management.**

We all know that — but how do we convince others? How do we become agents for change within our organizations, making volunteers an integral part of achieving the organization's mission?

*How can we convince funders, particularly those who operate multi-nationally, to commit the resources that are required to develop the knowledge and skills of local volunteer leaders? How do we ensure that the content of training in volunteer mobilization and management is culturally appropriate and not dominated by "Western" approaches?*

**6. Volunteering needs dedicated national and local leadership organizations.** Volunteering is strongest where there are organizations that take responsibility for promoting and supporting volunteering, not on its own behalf, but to benefit the total community.

*What is the most convincing case that can be made that governments, foundations, and businesses should be investing in the fundamental infrastructure that promotes and supports volunteering? How do we move beyond our own immediate organizational concerns to support the development of the infrastructure we need to support our work and our profession?*

**7. Government can play an important role in ensuring that everyone has the right and the opportunity to volunteer.**

There are five significant ways it can do that: (1) by helping to create a public environment that values volunteering; (2) by removing barriers to volunteering that may exist in law or regulations; (3) by modeling excellence in volunteer management in its own engagement of volunteers; (4) by ensuring the development of appropriate organizational infrastructure to promote and support volunteering, and (5) by finding innovation in volunteer programs.

*How do we prevent government's exploitation of volunteers, either by co-opting them for political purposes or seeking to substitute the work of volunteers and NGOs for the responsibilities of the state?*

**8. Business worldwide is increasingly interested in how volunteering can help it meet its strategic goals.** They recognize that it is good for their workers to be involved as volunteers in the community. They also recognize that it is good for the company itself. And, of course, it is good for the community. This growing interest potentially brings new resources to us. But there is no such thing as a "free lunch." There may well be a cost to us in our independence.

*Is it possible for NGOs to work in partnership with business and remain independent of business? How do we prevent the exploitation of volunteering by business — either by co-opting NGOs or by turning volunteering into a marketing tool? How do we prepare both business and NGOs to work effectively with one another?*

**9. Volunteering empowers people who have been marginalized by their communities.** We know, from experience and from research, the power of volunteering to change the lives of those who volunteer. We know

particularly its power for youth, seniors, and those we usually think of as recipients of service. But, we need to understand that in some parts of the world, their volunteering is an act of courage, one that can expose them to harm?

*Can we act at a global level to build standards that can be agreed upon among international NGOs to ensure the rights, the safety, and the opportunity to perform effectively for our volunteers? How can we change our thinking to ensure that the right and the opportunity to volunteer is extended to all people, regardless of their life circumstance?*

**10. Technology has a tremendous potential to help connect people with one another and with work they can do as volunteers.** But can we really replace the “high touch” that is essential for our work with “high tech”?

*How do we stem the investment of scarce resources in unproven technology when it comes at the expense of program needs? In online volunteer efforts, how do we protect the recipients of services, potentially those who may be most vulnerable, from those who may in some way seek to do them harm? How do we evaluate the value of online volunteering to both those who volunteer and those they serve and of technology generally in the promotion and support of volunteering?*

“Night fell on a different world.” Our work is essential to ensure that the sun rises on a better world, one in which every person can live in dignity, in safety, with opportunity, and with justice — not only here but worldwide.

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## ***2001 International Conference on Volunteer Administration***

### **World Events Emphasize Continued Need for Volunteerism, Personal Reflection**

**Speech given by Paddy Bowen, Executive Director of Volunteer Canada**

On August 18 this year, Statistics Canada (in partnership with Volunteer Canada and the Centre for Philanthropy) released the results of the 2000 national survey on giving, volunteering, and participating.

While donating rates in Canada have remained stable from three years before (the previous survey was done in 1997), volunteering was down — down by 5%, that is 5% less of the population volunteering, that is one million fewer volunteers active in Canada in 2000 than in 1997.

The survey results provide a detailed and fascinating glimpse into the amount, the ways, and the why's of volunteering in Canada. They are worthy of due consideration by charities, governments, and individuals alike.

At the heart of the learning that is presented in Canada is that central piece of information — volunteering is down. It's down across all age groups; it's particularly down among the educated and employed, and it's down to below one in five for older Canadians. Luckily, those who volunteer are volunteering more hours on average. Luckily, we continue to have a subset of "uber" volunteers in Canada — that although 26% of the population volunteers, 7% of Canadians do 73% of all the volunteer work. I don't know for sure, but I think it's likely that we see similar trends in the U.S., certainly the phenomena of more comes from the few.

Of course, we are blessed by the almost incalculable gifts of that hard core of caring Canadians who carry the weight of giving and volunteering. You know these people well

— they have given thousands of hours here and around the world; they sit for years and through difficult times on boards and committees; they commit time they don't have and spend emotion they can't easily spare. They represent the heart and soul and history of our communities and people.

But is it right that such a small percentage of people do so much? Is this an inevitable and fascinatingly predictable version of the old 80/20? What do we risk as a society, but perhaps more importantly as organizations that depend on volunteers when we depend on such a relatively small subset to come through in a pinch? Will they burn out? Will they move on? Will they come to a time when they feel — rightly so perhaps — that they have done their time, that it's time for someone else to pick up the ball? And why don't "we" — charities and non-profits — do a better job engaging and pulling in a greater number of people? Why do the other 19% of volunteers only do 27% of the work? Where are the other 74% of Canadians? Why do only 18% of people over the age of 65 choose to volunteer after leaving the job market? Why do fewer than one in four young people contribute their energy and skills to a community cause?

We can wring our hands and feel ourselves at the whim of fate. We can posit the possibility that a 31% volunteer rate in 1997 was a blip, that 26% is O.K. We can consider changes in the labour market (more Canadians worked in 2000 than in 1997; people work more hours than they used to; a baby

boomer "sandwich" generation just doesn't have the time it used to). These external conditions and forces may well explain the phenomena of lower numbers of volunteers and the shrinking number of core supporters, but they only refer to half of the picture.

Volunteerism is the great invisible machinery that keeps communities in this country and in the U.S. ticking, and yet we rarely pay any attention to it.

If we truly consider volunteers to be a resource, as key to the capacity of our organizations to achieve their missions equal say, to money, or paid staff, then like all resources, it needs to be tended. We need to take time to look closely at the way we recruit, allocate, recognize, and support volunteers.

Knowing that time is the precious commodity — the one thing no one has enough of — do we still seek out volunteers and demand of them unreasonable time commitments?

Knowing that families are hard pressed to find things to do together (let alone —once again — the time to spend together), do we offer them ways to volunteer together?

Knowing that many immigrants to this country have gifts to offer, though perhaps limited language skills, do we adapt volunteer positions and deliberately seek out the non-white, non English-speaking person?

Are our programs ready to involve a group of be-earringed youth?

Knowing that volunteer management is a set of skills, a unique combination of interpersonal and technical abilities, do we invest in hiring professional leaders in volunteerism? More importantly perhaps, do we take the time to ensure that all our staff understand basic dynamics about volunteering and are ready to work alongside volunteers in a seamless and efficient team?

There is much that can be done. Systematically, we need to promote and celebrate volunteering. Organizationally, we need to invest time and effort on our management systems around volunteers, from the board to

the mail room. Personally, we need to think about how we foster and empower the volunteers we work with, and for, and beside.

On September 11 we watched in horror as the world's history took yet another turn toward the brutal, the inhuman. As always at these moments, the best of humanity also rose up before us, and we watched in awe the firefighters and rescuers who gave up their own lives to try and save others, the countless volunteers who stepped forward to work long painful hours, the remarkable efficiency and passion of the Red Cross, The Salvation Army, the United Way and others who swung into action so quickly.

From pundit to "man in the street," we seem to have agreed that the world will never be quite the same again. I believe this is not only true from a practical standpoint (new security measures, changes in patterns of travel, immigration, impacts on privacy laws, armed forces, and the economy) but from an existential one.

Millions of people have not only observed a situation that few could imagine, we have shared an emotional experience that I think will change our inner landscapes as much as our outer ones.

I have watched the progression of many people from "What can I do? Should I go somewhere? Do something? I'll give blood. I'll make a donation" to the deeper and more personal journey that perhaps is inevitable as we work through this collective trauma. "How can this have happened?" "Life is so fragile, transitory." "Where is my life?" "How am I going to make my life more meaningful, more connected? What if that were me, in that plane, that building... would I have been ready to go? What kind of world do I want to live in... what kind of life can I give my children?" These questions haunt us as we work through the days and weeks following the great break in reality that happened just four weeks ago.

September 11 not only changed the world, it changed us. It embarked us on a shared

journey of looking for reasons, hope, a future. And while for many the answer lies in action — action taken by states, by armies, for retaliation and maybe even closure... for many of us the journey is more internal.

In the small part of the universe that I inhabit, all things come down to volunteering. It is my passion, it is the thing I think about when I can't sleep. My staff like to tease that you could poke me in the middle of the night, and I'd wake up and start giving a speech about volunteers. So perhaps it is only my own unique perspective on the world, but I can't tell you how many people have approached me, and Volunteer Canada, with serious questions and a yearning to think about how they, how we, can now start to build a new way. They know from experience or they see from afar that a world where people live and contribute not only within their families, not only within their jobs, but for and with each other, is a better world.

I think it's the world we all yearn for. I know it's the world I want to live in.

I salute all of you for the part you play to help make that better world. I thank and celebrate the millions of volunteers that help make our countries remarkable, and I stand with you, looking ahead, ready to build and live in that brand new world.

## ***2001 International Conference on Volunteer Administration***

### **Volunteerism in Korea**

**Speech given by Lee Dae Kun,**

**Director of the Federation for Volunteer Efforts in Korea, Inc.**

Volunteerism as a concept of mutual help had existed already in the olden times in our history for more than 1,000 years—helping one another with farming, building and renovating houses and so on. Occasions of marriage and funeral were not exceptions. The beautiful tradition had long existed and remained as a part of our life even today.

Even if there were many good-hearted people helping the needy and social welfare institutions such as orphanages, home for the aged and handicapped for free, for a long time they were not called volunteers but merely understood as “good-hearted people.”

When the Red Cross movement started in the 1960s, it contributed to organized volunteer activities, but it was still very limited to areas such as relief work and disaster.

In the early 1960s, the English word of “volunteer” was first introduced into our country when universities established [courses] for “social work” of American theory. The word “volunteer” was always used among people involved in social work and volunteer services until our own word “Jawon Bongsu” for volunteer was found in the 1970s. When recruiting and training volunteers, the trainers always began to explain the meaning of the English word “volunteer” to transmit the principles of volunteerism. But now the English word is only seen in books and used when teaching social welfare and volunteerism in school.

Therefore, we can say that volunteer, as a modern concept, was not recognized until the 1970s. Around that period a few voluntary

organizations were established and committed to development of volunteerism in our country. In addition, the Seoul Olympic Games were supported by a large number of volunteers in 1988 and contributed very much to boost volunteerism in Korea.

Recently, volunteerism is regarded with increasing importance in view of rapid social change, especially social problems such as youth problems, environmental issues, crimes in relation to urbanization, and also the increasing number of the aged and the retired.

Traditionally, volunteer services in our country focused on the social welfare institutions, but today volunteer activities have spread to very broad areas and almost every sector of our society, involving education, culture, environmental issues, disaster, health/medical care and the public sector. These volunteer activities are being carried out by volunteer organizations (centers), groups, social welfare organizations, universities, schools, and religious groups.

#### **VOLUNTEERING IN THE SCHOOL SYSTEM**

In 1995 the educational authorities adopted the “Student Service Program” for the purpose of teaching humanity for youth into middle school education, which required 60 hours per year. Now the number of hours is decreased to 20 hours, and the program is included in the extracurricular. The reason was that students did not have enough time to do so much volunteer activities in a year. My opinion is that students are not too busy

with their school work to do so much volunteer service, but there was a lack of an effective supporting system for the "Student Service Program."

For high school students it is not a requirement, but the number of high schools that require certain hours of volunteer activities is on the rise. Also the number of universities teaching volunteer [management] is increasing, and the Campus Compact was established in 1996.

## SITUATION OF VOLUNTARY ORGANIZATIONS

During the last 10 years of time, several volunteer organizations and about 190 volunteer centers throughout the country have been established. Half of the centers are run by the administrative authorities and the rest by non-profit organizations and religious groups. All volunteer centers receive more or less financial support from the authorities, but the amount is only a small portion of their total budgets.

## CORPORATION VOLUNTEERING

We had several relatively large volunteer programs by some major corporations, but it has now very much shrunk due to recent tough economic situations.

## SITUATION OF VOLUNTEER MANAGEMENT

As the number of volunteer organizations, including volunteer centers, have rapidly increased and through their efforts focused mostly on recruiting and training volunteers, the number of volunteers has very much increased. One recent survey shows 14 percent of the total population. Naturally, the problem of how to manage volunteers has emerged, and training programs and workshops for volunteer leaders were initiated here and there by volunteer organizations.

In September 1999, the Academy Course for the Volunteer Administrator, the first of its kind in our country, was established by the Federation for Volunteer Efforts in Korea. The

course was endorsed by the Association for Volunteer Administration. The course lasts for three months and consists of lectures, report writing, practical training, workshops, and a paper test. Application requirements for the course include volunteer experience of more than 500 hours. Qualified social workers and school teachers who are in charge of their volunteer program are also eligible. Now the seventh Academy Course is underway.

The Certificate of Qualification as Volunteer Administrator is given by the federation to those who successfully complete the course. The number of volunteer administrators who have completed the course now reaches to almost 500 throughout the country. As a result, the Korea Association of Volunteer Administrators (KAVA) was established with support from the academy last year.

Slowly, but steadily, the people who are involved in volunteerism are beginning to understand the importance of the role of the volunteer administrator. However, it will take much more time until it is positioned as a profession. A majority of people still considers that volunteer activity is the use of one's free time rather than a social responsibility as a citizen.

Since we have just sown the seed of volunteer administration, it will be a challenge for us how to take good care of it for the healthy growth and flowering in the future.

Therefore, international cooperation is very much desirable in terms of promoting volunteer administration. As you may know, the first AVA Asia-Pacific Regional Conference, sponsored jointly by AVA and the Federation for Volunteer Efforts in Korea, will be held in Pusan in April 2002. Twenty-six countries in the region have already showed interest in participation, which is very encouraging.

We are going to use the Pusan AVA International Conference as a valuable opportunity to help people realize the importance of volunteer administration.



Finally, we are sure you will greatly contribute to the promotion of volunteer administration by joining us and sharing your noble expertise, experiences, knowledge, and skill with volunteers in the region. We will be looking forward to meeting all of you once again in our beautiful city—the city full of hospitality—Pusan.

## ***2001 International Conference on Volunteer Administration***

### **Volunteering in the United Kingdom**

**Speech given by Barbara Laverty, United Kingdom Director of Volunteer Partners for CSV (Community Service Volunteers)**

Thank you very much for inviting me to speak about volunteering in the United Kingdom. I am with you as an imposter! The intended speaker from the UK was to have been the Executive Director of CSV, Mrs. Elisabeth Hoodless who I know is well known to many of you. Unfortunately, Elisabeth was unable to attend this year's conference and asked me to make this presentation on her behalf.

CSV is the leading organisation in the UK providing volunteering opportunities for people of all ages. The things I will talk about under the headings you have given me all relate to CSV, but they are representative of the issues facing all volunteer involving organisations in the UK at this time.

By way of background, some information about CSV. Last year we provided over 4.5 million hours of volunteer input through our eight nationwide programmes. These programmes are: Volunteering Partners (my own programme), Training and Enterprise, CSV Media, RSVP (Retired and Senior Volunteering Programme), CSV Environment, CSV Innovations, and CSV Consulting.

#### **CONNECTING GLOBALLY**

CSV hosts Volonteurope – the largest social action network in the European Union. This year's conference is to be held in Budapest next week and I have been delighted to meet several delegates here who will be attending. [This conference was held in October 2001.]

CSV is the largest "importer" of volunteers

from Europe through the European Voluntary Service initiative, whereby we place volunteers in full time opportunities away from their homes. The volunteers give six months to one year of their time, and they receive accommodation, food or a food allowance, and weekly pocket money. Three hundred volunteers from six European Union countries have been placed by CSV in the first two years of the programme.

CSV has overseas partnerships with over 20 countries around the world. Volunteers come to the UK from countries as diverse as Japan, Paraguay, the United States, and Turkey. We are also involved in connecting professionals involved in volunteer management around the world and have taken part in international exchanges to promote learning and development.

The UK Government is committed to citizen involvement and supports with funding the systematic involvement of volunteers across areas of public service, including health and social care, education, emergency services (including the police), and the prison service. The government has also demonstrated a commitment to supporting volunteering opportunities for all ages. The Millennium Volunteers programme is a government-funded initiative focused on providing volunteering opportunities for 16 to 24 year olds in the UK. The theme of the programme is to ask young people to "build on what you're in to" in order to help others. Awards are made for 100 and 200 hours of service. The Experience Corps for 40 to 65 year olds has just

been established with government support and will be developed across the UK.

We are particularly proud that the UK government will be introducing citizenship into the National Curriculum in schools for five to six year olds in September 2002 — including practical service. CSV has been promoting citizenship in schools for many years so this national approach is very welcome.

CSV organises Make a Difference Day (MADD) in October each year — a day of action across the UK, funded this year by Barclays Bank (\$291,000 CD) and the Government (\$87,000 CD). This is a wonderful opportunity for people who have no previous volunteering experience to try something out and get started. Research done by the National Centre for Volunteering in the UK tells us that half of the population of the UK (20 million people) currently volunteer and that half of the other half (11 million people) would volunteer if asked. MADD is one way we can ask people to get involved.

## DIVERSITY

CSV believes that every individual has something to give their community — no offer of service is turned down. We believe that volunteering can bring about social change through its effect on individuals, organisations and systems. Our policy of non-rejection is very powerful. Many people, particularly youngsters who come to us have already been told that they do not “measure up” to what is required; they do not have the right qualifications or they have been in trouble with the law and are not trustworthy.

We believe it is important to give a positive response to all individuals who put themselves forward to volunteer, and we make a commitment to finding them appropriate volunteering placements. On a daily basis, volunteers demonstrate qualities that are not adequately measured by formal qualifications or that do not seem commensurate with their backgrounds. They tell us that their lives have been transformed through volunteering. We

take very seriously the responsibility of ensuring a good match between volunteer and volunteering opportunity and also our role in challenging preconceptions relating to age, disability, qualifications, and experience.

CSV is tackling social exclusion through tailoring volunteering opportunities for people who have disabilities; have been in prison or in trouble with the law; who have a history of substance misuse; who are from minority ethnic groups, or who live in isolated rural communities. As one example, we have a project providing volunteering opportunities for people with learning disabilities. These people previously felt excluded from community life because each day they travelled a long distance to an Adult Training Centre. Through the volunteering opportunities they now have, they are able to participate in local community life and make a contribution. In fact, they have changed from simply being receivers of care to being caregivers themselves.

## TECHNOLOGY

A challenge for us in the UK, and I am sure for you, too, is how to keep up with the “instant” world that is accessible through information technology. We are increasingly using a wide range of media to enable people to have instant access to volunteering opportunities. People can submit their details to CSV via e-mail and can sign up for Make A Difference Day from the web site.

CSV Media has “action desks” in all 36 BBC local radio stations and staffed partnerships with 76 radio and television stations. We are able to provide on-line mentoring services and have established “Mediabridge” as a means of providing support over the internet to people who are keen to develop skills in media related work.

## PROFESSIONALISM

CSV contributes to policy formulation and implementation at national, regional, and local levels. CSV has its 40th birthday next year. It has a long history of involving volun-

teers — the knowledge and experience built up within the organisation is shared in the interests of promoting volunteering and community involvement. Across CSV programmes, we are actively involved in training for project supervisors and staff in organisations receiving volunteers.

CSV Consulting is involved in national debates around standards and quality in volunteering and issues such as the development of accreditation for volunteers. CSV Consulting hosts an annual conference in the UK called the Institute for Advanced Volunteer Management. It provides an opportunity for in-depth study and reflection for those who have moved on beyond stage one in volunteer management!

## PARTNERSHIP

Partnerships are at the heart of everything we do in CSV. In many situations we act as intermediaries between the volunteer and receiving organisation, therefore, we could not do our job in any other way than through partnerships! It is increasingly the style of service delivery across all sectors in the UK for agencies to be required to demonstrate partnerships working in order to secure funding. In CSV we have significant partnerships with social care services, health services, education, police, libraries, charities, and businesses in order to deliver volunteering opportunities.

## CHALLENGES

In being passionate about volunteering, the key challenge for us is how we ensure that the 11 million people in the UK who would volunteer if asked get to hear about something that would appeal to them. We need to be able to adapt quickly to the demand and people want us to take a flexible attitude. They want to be able to volunteer when it suits them and not necessarily on a regular basis. Mass recruitment of volunteers by some organisations in the UK has not worked because there has not been the infrastructure

to deal with huge numbers of requests to volunteer. We know that people want a fast response — very often someone who wants to volunteer wants to start today, not in three or six months time!

Many organisations wish to involve volunteers, but we have a significant challenge in helping them to understand what it means to involve volunteers and provide training so that the experience is positive on both sides. Increasingly, volunteers are being involved in new areas of work, and we need to understand the context and the volunteer role that are required. The possibilities are endless.

In CSV we put a great deal of emphasis on the role of the volunteer manager (what we call Volunteer Director). Understanding and managing risk is a key area of their work and one where we must always be vigilant. The protection of vulnerable people is always a challenge and a high priority whether the vulnerable person is a volunteer or a client in a receiving organisation.

In conclusion, I believe it is an exciting time in the UK to be involved with volunteering. There are many opportunities for us to demonstrate how volunteer involvement can bring a new dimension and a qualitative difference to service delivery. And, we know that volunteering changes lives. I'll leave you with a quote from Adam, a CSV volunteer: "I've become a lot more confident in myself, and I now have a completely different attitude towards people with disabilities. I see them as individuals rather than just a label. Being at CSV has been a life-changing experience, and I'll never forget one bit of it."

## ***2001 International Conference on Volunteer Administration***

### **Acceptance Speech**

**Given by Jackie Norris,**

**2001 Harriet Naylor Distinguished Member Service Award Recipient**

Everyone should have a good friend and colleague like Jill Friedman Fixler. I want to thank Jill for her continuous support and to my other friends and colleagues who provided support for my nomination: Marlene Wilson, Jane Justis, Mike Durkin, Marlene Casini, Chris Franklin, and Bruce Cline. Nothing means more than the appreciation and respect of people I respect so much.

It's tradition with this award that those selected have an opportunity to deliver a message to our colleagues from up here on the stage. In thinking about what my message might be, I thought about the messages I've been given over the past 20 years—those that have been particularly meaningful.

The message from Marlene Wilson, not necessarily spoken, but always modeled by her, of enthusiasm for the profession and her colleagues and mentees, of warmth and a wonderful sense of connection with all those she touches. She touched me very early on, and continues to be the person I most admire in this community of professionals.

Messages delivered by many other wonderful colleagues such as Betty Stallings, Joan Brown, Trudy Seitza, and Nora Silver. Messages about keeping and using your sense of humor, connection, relationships, thoughtfulness, genuine caring, and limitless support.

I think of Susan Ellis many years ago, when Jill Fixler and I asked her what AVA could do for us, and she said: "You're asking the wrong question! It's what you can do for your profession!" I think of Chris Franklin and Jackie Callahan, mentoring me all along the way with their supportive leadership,

never hesitating to tell me what they really thought.

And that's what we do for each other here in AVA, our professional association.

As I think about all I've gained from my involvement in AVA and this profession, I can't help but think of how important it is that all of us continue to offer our encouragement and support to our new and emerging leaders, such as the ones you're going to meet in a few minutes from Denver!

It's that "give back" time of life for me, and I believe it's so important that this profession continues to flourish and grow. Those of us who've been around for a while must make a commitment to providing encouragement, mentoring, and support to the next generation of leaders.

I came of age in the 1960s, and got involved as a young adult in several different movements: civil rights, the Vietnam War protests, and the women's movement. But this movement, that of moving our profession forward, is the movement I've stayed with for most of my adult life. My hope for those of you here today, who are new to the profession, is that you will choose to make this your movement, and take it with you wherever you go, until we no longer have to convince executive directors, board members and funders that volunteerism is not free! And that we are not only volunteers (for most of us are somewhere in our lives!), but managers of volunteer resources—that what we do is more than worth the investment we are asking them to make in us, our development,

and the programs and people we manage and lead.

Finally, the most important benefit I've received over my years in this profession is the incredible gift of relationships with all of you and my colleagues back home. That's what keeps us all going, in the end. Especially at this time, when we value even more our family and friends, for they are what truly enrich our lives. My wonderful daughter, Betsy, is here with me today to share my pleasure at receiving this award, and that matters to me, of course, almost more than anything.

Thank you again for the honor of being in such great company and for being able to count you all among my respected and much appreciated colleagues.

## Ruth M. Buell: Profile of a Volunteer Resources Manager

*Ruth Buell was the recipient of the 2001 Volunteer Administrator of the Year Award presented at the International Conference on Volunteer Administration in October in Toronto. Buell has worked in the field of volunteer resources management for nearly 20 years and is known worldwide for her successful volunteer program at the Monterey Bay Aquarium in Monterey, California, USA. She is always eager to help her peers and is committed to improving the profession.*



### **How long have you been a volunteer manager? What jobs have you held?**

I have been in the not-for-profit field since June 1974, and working in the field of volunteer management for 19 years.

Before coming to the Monterey Bay Aquarium, I served as the executive director of the Volunteer Center of Monterey County. Previously, I served as a senior director for the Office of Training and Human Development under the YMCA of Chicago, organizing and coordinating staff development and training for the YMCA staff in Illinois and central Indiana in the United States. It was this experience that led me into the field of professional volunteer management. Prior to that, I served as the senior director of Youth and Family Programs for the Naperville Family YMCA in Naperville, Illinois and as the director of Women, Family and Outreach Programs at the Streator Family YM-YWCA in rural Streator, Illinois.

### **Most volunteer managers developed their skills in other positions or jobs. What was your path?**

As a transfer high school student from Southern California to Wheaton, Illinois, a very conservative community, I needed to find a way to become involved in my new setting. This began with my introduction as a day camp counselor for the BR Ryall YMCA in Glen Ellyn, Illinois. I quickly advanced from the senior camp counselor to the position of camp director, which I held during

my college summers. It never occurred to me to consider a major in recreational studies with an emphasis in non-profit studies. My YMCA mentor, Patrick Lynn, convinced me to pursue this, and I completed my degree at George Williams College. My work with the YMCA quickly introduced me to working with volunteer boards of directors and committees, which included capital campaigns and a building campaign.

When I worked for the Naperville YMCA, I was the first woman in Illinois to manage our 800 member Indian Guide-Princess Program, comprised of fathers and their daughters and sons. That was my first introduction to the management of volunteers on a large scale. My career path with the YMCA led me to the Office of Training and Human Development, a Division of the YMCA of Chicago. We had received a significant grant from the Kellogg Foundation to create a training program to better prepare YMCA professionals to work with volunteers. It was at that time I found my career path into the world of volunteer management.

I met my fiancé and moved to Las Vegas, Nevada, USA. It was quite a culture shock for me to leave the protected world of the YMCA and move to such a lively city. After trying to "save" young girls on the street from prostitution, I decided to volunteer full-time for Planned Parenthood. It gave me the opportunity to experience being a volunteer for a nine-month period. This experience made me sensitive to issues of volunteer-staff



relations and the necessity for clear boundaries between staff and volunteers.

After one year in Las Vegas, we were transferred to Monterey, California. I held the position of volunteer coordinator for the Monterey County Volunteer Center, serving 200 not-for-profit agencies, and later became executive director. During this tenure, I learned to develop relationships with other non-profits, write grants, work closely with United Way and other funders and manage a budget. In addition, I created a widely recognized court-referral community service program. One of the opportunities I had was to work with the Monterey Bay Aquarium in helping to develop their volunteer program.

During the last 14 years, I have been involved in the selection and training process for more than 3,000 volunteers to fill over 100 different jobs from volunteer guide to otter sitter at the Monterey Bay Aquarium. I have continued to serve as a volunteer consultant to most of the emerging aquariums in the United States in the last decade and frequently consult on volunteer issues in California.

### **What were your successful programs? What techniques were particularly effective?**

A lot of things make the aquarium special, certainly our exhibits, our staff and our conservation work. But our volunteer program has to be one of the most outstanding features of the aquarium. Of course, I am a bit biased. Our volunteers, with their priceless time, talent, and commitment, are invaluable partners with the aquarium.

By the end of 2001, we estimate that over 900 volunteers will have donated more than 124,000 hours. We could look at this as an annual gift of almost \$2 million to the aquarium, because that's one way to express the value of our volunteers' contribution. However, volunteer contributions go way beyond dollars and cents. They provide the face and voice of this aquarium to reach out to our

guests.

Our volunteers' presence is felt everywhere at the aquarium. You'll see them on the Habitats Path, inside the tanks, outside the exhibits, and behind the scenes. The combined expertise, skills, and life experiences that these volunteers bring to the aquarium could not be purchased at any price. Our volunteers are our most precious resource, and the aquarium and guests all receive it as a gift.

I attribute the excellence of our volunteer program to the tremendous support that has always been provided by our board of directors and senior management staff. All model volunteer programs have one major component in common: support from the very top. The aquarium's founders and board of directors demonstrate their philosophy and beliefs in volunteerism, which translates directly into monetary support of our volunteer program. We are blessed to have a team of 10 full-time staff members who are dedicated to the human resources and education of our volunteers.

Our volunteer management team knows each volunteer by name and something about each person. The sense of family begins with the initial recruitment meeting and is carried through the training and orientation of each volunteer. Our commitment to treating each volunteer as a respected and integral member of the aquarium family has become a hallmark of our program.

Each member of our volunteer team is a key player in contributing to the success of our mission to conserve the world's oceans. They understand the importance of being present for their shift or having a substitute replace them so their shift team and our guests are not let down. We celebrate birthdays and the addition of new members to their families; we mourn deaths and care for each other through illnesses. For many volunteers, we provide a family away from home, as well as a place to further the conservation of our fragile planet.

## **What has been your greatest challenge and how did you approach it?**

Learning that it is okay to ask for help! A professor at my alma mater, George Williams College, gave us a writing exercise to answer these questions: what does it feel like to give help, ask for help and receive help? The easiest for me to answer was the first question. As a volunteer manager, I have excellent interpersonal skills and enjoy the opportunity and challenge of helping staff and volunteers I work with. However, my challenge has always been the latter two questions.

Approximately three years ago, I found myself gradually slipping into a depression. I thought I was covering it well at work, trying to be my perky self and be ever present. However, in reality I wasn't. I would go home for lunch, fall asleep, and not return for two hours. I'd come home from work exhausted and go to bed, not to rise until the next morning. So while I was trying to be present for my job, I was not at all present for my husband or two daughters, now ages 17 and 12.

When concluding a performance evaluation with our volunteer coordinator, I asked her what I could do for her. She had two words for me, "Get healthy!" That was my wakeup call. I was no longer hiding my depression, and it had affected my personal relationships both at home and at work. That conversation led me to get the professional help I needed. I had a full psychiatric evaluation, have been under the supervision of a doctor, and have been taking anti-depressant medication ever since. It was the best gift I could have given myself, my family, my colleagues, and my employer.

## **What is your sense of the direction of volunteerism and volunteer resources management in the 21st century?**

Volunteerism is more important than ever before. After the attacks by terrorists in the United States on September 11, folks from all walks of life have given their time and

resources, from making and serving sandwiches to giving money to donating their blood. We need to continue this momentum by providing opportunities for our citizens to stay involved, whether it be short term, a special project or an ongoing position. People need to know that they can and will make a difference in the lives of others or in the stewardship of our planet. As volunteer managers, we need to think again about how we utilize volunteers and begin to think of new, creative, and collaborative ways that volunteers can make a difference in our communities and organizations.

We must learn how to collaborate with one another by sharing resources such as training opportunities and physical space. Given the current economic situation, we need to demonstrate to our donors and funders that not only can we mobilize volunteers, but we can also share resources with our counterparts. What would happen if similar non-profits held joint recruitment and training sessions for volunteers interested in serving in conservation and environmental agencies? At the conclusion of this orientation and training session, representatives could talk about the needs of their agencies. Then volunteers could choose the agency with which they felt an affinity and matched their specific interests.

## **How does what you are doing fit with your own personal philosophy?**

It is my philosophy to enjoy the work I am doing and to have a partnership with my employer and the community in which I live. To ensure that I am making a significant contribution to the aquarium, local community and beyond, I volunteer my time and serve as a resource consultant to other non-profits in the development of their volunteer programs, as well as working with new and emerging aquariums around the world.

As a member of AVA, I continue to be involved in the direction of a workshop for volunteer managers from aquariums, zoos,

science and natural history museums as well as the cultural arts. This workshop is held before AVA's International Conference on Volunteer Administration.

Working at the Monterey Bay Aquarium has been a dream come true. I am able to be a part of a first-class, world-renowned institution and utilize my skills in volunteer administration. It has also blended well with our family. My husband is a charter volunteer, and he conducts dive and feeding shows every other week. My daughter, Lizzy, has been a volunteer guide since age 13 and now works as a receptionist after school in Advanced Ticket reservations. Volunteerism is a family affair!

# **The End of the Beginning**

**Sharon Capeling-Alakija, Executive Coordinator, United Nations Volunteers  
on the occasion of International Volunteer Day, December 5, 2001**

**(Reprinted with permission from Team IYV, UN Volunteers)**

On this day, 5 December 2001, many would say we have reached the end of the road. Yes, this is the official close of the International Year of Volunteers (IYV), and we, the millions of volunteers from all walks of life and regions of the world, have reason to celebrate. But we are now turning down another road — a freeway lit not only by the brilliance of our successes during this historic year, but also by bright hopes for things to come.

Before we move into 2002, we should pause for a moment to take stock of all that has happened by and for the volunteers during this incredible year. You, the volunteers, have formed more than 200 IYV committees at the city, state, and national levels to recognize and promote volunteering. You have launched aggressive and effective publicity campaigns with stamps, flags, coins, posters, songs, and widespread media coverage. You have taken the message of volunteering from villages to the tops of volcanoes. You have done it all. And you have been heard.

Through your efforts this past year, numerous national governments, the Council of Europe, the Inter-Parliamentary Union and the United Nations have passed resolutions and enacted legislation that will support volunteering at national and international levels in the years ahead.

It has been a privilege for us at the United Nations Volunteers programme (UNV) to serve as focal point for IYV 2001. You have inspired us in ways too numerous to mention. Where we could, we have offered our support and acted as a hub of information.

During this, the first UN year powered by the Internet, more than 19,000 volunteer organizations and individuals have registered on the IYV web site. This represents a huge, active constituency to shore up and advance the volunteer spirit all over the globe.

You are all probably asking what happens next? Do not be surprised at the amount of work ahead of us. Now is our chance to assess our best volunteer practices and pull together our studies of national volunteerism, our best arguments for better conditions for volunteers, our proposals for pro-volunteer legislation and our strategic vision for a global volunteer network. This will position us to be effective in encouraging governments and the UN system to take further steps in support of volunteers as time goes on.

We at United Nations Volunteers remain at your disposal, and we are eager to work with you in the months and years to come. Stay with us as we step into a new era, where villagers and lawmakers together embrace volunteer action in all its forms.

Congratulations and thank you, volunteers everywhere.

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