

THE JOURNAL OF VOLUNTEER ADMINISTRATION

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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*.

For further information about the Association for Volunteer Administration, contact us at:

P.O. Box 32092, Richmond, VA 23294, U.S.A.

Phone 804.346.2266

Fax 804.346.3318

E-mail: avaintl@mindspring.com

Web site: www.avaintl.org

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Inquiries relating to subscriptions or to submission of manuscripts should be directed to

The Journal of Volunteer Administration c/o AVA,
P.O. Box 32092, Richmond, VA 23294, U.S.A.

Phone 804.346.2266

Fax 804.346.3318

E-mail: AVAintl@mindspring.com

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Editorial

Most people in companies are 'operational thinkers.' Sometimes they just need a little help in strategic thinking. Having a futurist is like getting an insurance policy against being blindsided by something in the future.

Steve Millert, business futurist, Battelle, Columbus, Ohio based research and development institute.

No one can predict the future. Looking into a crystal ball, reading tea leaves, or charting the stars are not useful techniques for planning ahead. But, organizational success depends upon our ability to adapt to an unpredictable future. One approach to looking forward is to look backwards, and to study history and trends.

The articles in this issue encourage us to be futurists and strategic thinkers, looking backward at a variety of trends from demographics to technology, then looking forward to position our programs and ourselves for what lies ahead. David Johnson, with the World Futurist Society says, "You can't predict with certainty what will happen but you get some sort of idea by looking at the trends already in play."

Contemporary trends in volunteerism give us interesting insights into changes that are occurring and suggest potential strategies for making volunteer organizations more efficient and competitive. The first two articles, while not written by colleagues for the journal, are summaries of current research by two highly respected organizations in the United States and Canada.

The Independent Sector has been tracking giving and volunteering patterns in the United States for almost 15 years and provides an excellent long-term view of the charitable behavior of Americans. The Canadian Survey of Giving, Volunteering and Participating is the second such survey conducted by Statistics Canada. Though it does not have the longevity of the Independent Sector research, it offers a rich source of data on charitable giving, volunteering and participation in Canada. These reports offer us an excellent snap-shot of the current status of volunteering in the United States and Canada, while highlighting patterns and trends.

The first article by R. Dale Safrit and Mary Merrill describes 10 major trends they believe are currently influencing volunteerism in the USA. Some of the trends pose serious challenges and others offer promising opportunities. All have major implications for the management of volunteer resources.

Two short articles from Canada and the Netherlands, developed for the International Year of Volunteers in 2001, speak to the ongoing interest in identifying trends in volunteerism. Interesting patterns begin to emerge when combined with the research from Independent Sector and Statistic Canada, and the Safrit and Merrill article.

The next two articles explore issues of diversity as a major trend of the future. The Leadership Institute for Active Aging offers insight for engaging the vast numbers of baby boomers who will be entering retirement in the years ahead. The article by Pam Morris explores the attitudes of 4-H youth advisory board members regarding an initiative to make 4-H youth development programs more inclusive. Both of these articles challenge us to explore existing organizational cultures and programs that engage volunteers and encourage us to embrace change to leverage the potential of critical human resources.

Laurie Moy takes us into the world of virtual volunteering, sharing best practices for working with today's online volunteers. And Linda Graff offers a commentary on the increasing need for effective risk management policies and strategies for volunteer programs. These authors challenge us in specific ways to respond to trends and move into the future, finding new ways of engaging and protecting valuable human resources.

The articles in this issue present possibilities. It is up to each of us to take the next step.

As the new editor I want to thank the many people who have stepped forward to help make this publication the premier journal for the management of volunteers, community engagement, and volunteerism. We are committed to bringing you applied research and best practices that lead the field of volunteer administration to greater excellence in practice. We have many challenges. An international journal must not only focus on issues of worldwide interest, but must also be sensitive to the needs of non-English speaking readers. When possible and appropriate, we will offer articles in multiple languages as we have done in this issue.

This is our modest beginning. Please know we are a work in progress. As we evolve, we will make every effort to provide you with a credible, high quality, useful publication.

Mary V. Merrill
Editor

Abstracts

- ***Giving & Volunteering in the United States: 2001 Key Findings***
Independent Sector

Independent Sector's *Giving & Volunteering in the United States 2001* is the seventh in a series of biennial national surveys that reported trends in charitable behavior. For the 1.23 million charities, social welfare organizations, and religious congregations in the United States, giving and volunteering is at the heart of citizen action and central to their ability to serve their communities. This comprehensive study demonstrates once again the everyday generosity of Americans.

- ***Caring Canadians, Involved Canadians: Highlights from the 2000 National Survey of Giving, Volunteering and Participating***
Statistics Canada

The National Survey of Giving, Volunteering and Participating (NSGVP) is the most comprehensive survey of charitable giving, volunteering and participation in Canada. It records how Canadians 1) give money and other resources to individuals and to charitable and non-profit organizations, 2) volunteer time to charitable and non-profit organizations, and 3) participate in organizations and civic life. The NSGVP was developed through a partnership of federal government departments and voluntary sector organizations.

- ***Management Implications of Contemporary Trends in Volunteerism in the United States and Canada***

R. Dale Safrit, Ed.D. North Carolina State University
Mary V. Merrill, LSW, Merrill Associates

The authors identify 10 contemporary trends in volunteerism in the United States and Canada based upon documented societal trends, published literature, and 45 years of combined experience in volunteer management. The trends include: (a) Increasing rates of volunteer burnout; (b) increased competition among organizations for a decreasing number of volunteers; (c) an emphasis by volunteers on the human touch; (d) workplace changes; (e) episodic volunteering; (f) the professionalization of the volunteer corps; (g) an emphasis on diversity; (h) new forms of volunteerism; (i) liability issues and risk management; and (j) technology broadening volunteer opportunities. Critical management implications are discussed for each trend. The authors conclude that administrators of volunteer programs must practice strategic thinking so as to maintain the long-term viability of their programs.

- ***Top 10 Trends in Volunteering in Canada***

Paddy Bowen, Executive Director of Volunteer Canada

This listing of the top 10 trends in volunteering describes issues both philosophical and practical, summarizing the challenges and responses that many of us in the field of volunteer development have identified over the past years. Some of these issues relate to volunteers, others to professional administrators of volunteer resources. A number of these issues are in fact the practical responses to trends in volunteering, rather than the trends themselves. (English and French versions)

- ***Are You Trendy?***

The Dutch Foundation for Volunteer Management

A listing of trends affecting volunteerism as identified by the Dutch Foundation for Volunteer Management (sVM) and the Dutch National Volunteer Center, and presented at the 16th International Association for Volunteer Effort Conference on Volunteering, Amsterdam, January 2001.

- ***The Leadership Institute for Active Aging: A Volunteer Recruitment and Retention Model***

Laura Wilson, Director, Center on Aging, University of Maryland

Jack Steele, Director of Development, Center on Aging, University of Maryland

Estina Thompson, Assistant Professor, Department of Public and Community Health, University of Maryland

Cathy D'heron, Executive Director, Area Agency on Aging of Palm Beach/Treasure Coast, Inc.

Baby boomers want and expect more from their volunteer experience. They are eternal optimists about the future, exude a "we can do anything" spirit, are individualistic in their personal pursuits, openly question authority and are reformers. Baby boomers are redefining the meaning of retirement and volunteer service. Attracting and retaining baby boomers as volunteers will require organizations to redefine and reframe their message. The University of Maryland Center on Aging in collaboration with the Corporation for National and Community Service and AARP facilitated the development of several national demonstration models to determine the best practices in recruiting and retaining baby boomers as volunteers, including The Leadership Institute for Active Aging, a service learning model implemented in West Palm Beach, Florida through the Area Agency on Aging of Palm Beach/Treasure Coast, Inc. The history, conceptual thinking, curriculum and program administration approaches are detailed with outcome measurements.

- ***A Political Multicultural Approach for Volunteer Advisory Boards***

Dr. Pamala Morris, Assistant Professor/4-H/Youth Development Specialist, School of Agriculture, Purdue University

The purpose of this research was to document and interpret the attitudes of Indiana 4-H/Youth Development volunteer council board members, Extension administrators, and professionals (paid state and county level personnel) toward the incorporation of a political multicultural approach into the 4-H/Youth Development program curriculum. Twenty-two participants were interviewed and documents were collected from four counties and the state 4-H office in order to understand the participants' perspectives toward the infusion of this approach. The findings revealed that attitudes must be changed before a political multicultural approach can be infused successfully into the 4-H/Youth program. A comprehensive training program including everyone from administrator to volunteer leaders must be planned and implemented. The training should emphasize building relationships, since relationships create the real structure and texture of the organization.

- ***Tapping Global Resources: A Guide to Involving and Managing Online Volunteers***
Laurie Moy, Online Volunteer Coordinator for People With Disabilities Uganda

This paper examines the benefits, implementation, and management of online volunteers for People With Disabilities Uganda (PWDU). By drawing on my experiences as Online Volunteer Manager for PWDU, I hope to introduce the reader to the concept of involving volunteers online. I also provide guidelines that have helped in PWDU's management of more than 150 online volunteers working on several projects. This article outlines the benefits for both the organization and the volunteers, and it provides information on how an organization can begin to involve online volunteers.

- ***Making the Case for Risk Management in Volunteer Programs***
Linda L. Graff, Linda Graff and Associates, Inc.

Recent changes in volunteerism and in the larger society have created a new context for volunteer programs. As volunteers are asked to take on increasingly responsible work, and as society in general grows increasingly litigious, many volunteer programs are experiencing the dual influences of increased risk and increased liability. As a consequence, it is argued that risk management is no longer optional in the management of volunteer programs, particularly wherever volunteers are asked to perform important, complex work, and where volunteers work directly with vulnerable clients.

ABSTRACT

Independent Sector's Giving & Volunteering in the United States 2001 is the seventh in a series of biennial national surveys that reported trends in charitable behavior. For the 1.23 million charities, social welfare organizations, and religious congregations in the United States, giving and volunteering is at the heart of citizen action and central to their ability to serve their communities. This comprehensive study demonstrates once again the everyday generosity of Americans.

Giving & Volunteering in the United States: 2001 Key Findings

VOLUNTEERING IN THE UNITED STATES

- Forty-four percent of adults over the age of 21 volunteered with a formal organization in 2000. Of these formal volunteers, 69 percent reported they volunteered on a regular basis, monthly or more often.
- Volunteers to formal organizations averaged just over 24 hours per month of volunteering time.
- An estimated 83.9 million adults formally volunteered approximately 15.5 billion hours in 2000.
- The formal volunteer workforce represented the equivalent of over 9 million full-time employees at a value of \$239 billion.
- People who regularly attended religious services volunteered at a much higher rate. Fifty-four percent of regular attendees volunteered, as compared to 32 percent of those who did not attend religious services on a regular basis.
- Women were more likely to have volunteered than were men (46 percent and 42 percent, respectively).
- No differences were found in the number of monthly hours volunteered based on youth experiences, religious attendance, household giving patterns, age category, gender, race, or ethnicity. The amount of time people volunteered is independent of many of the differentiators examined in the giving and volunteering surveys.
- Fifty percent of all people were asked to

- volunteer. Individuals who were asked to volunteer were much more likely to volunteer (63 percent) than were those volunteers who had not been asked (25 percent).
- Ten percent of those with Internet access, 60 percent of respondents, used the Internet to search for volunteer opportunities, learn about volunteer organizations, or engage in other similar activities. Three percent of those with Internet access reported volunteering over the Internet, doing such things as mentoring, tutoring, or website development.

THE POWER OF THE ASK

Percentage Who Volunteered

Volunteered when asked	63%
Volunteered even though not asked	25%

VOLUNTEERING IN THE UNITED STATES, 2000

Percentage of adults who volunteered	44%
Total number of adult volunteers	83.9 million
Average weekly hours per volunteer	3.6 hours
Annual hours volunteered	15.5 billion hours
Estimated hourly value of volunteer time*	\$15.40 per hour
Total dollar value of volunteer time	\$239.2 billion
Percentage of adults asked to volunteer	50%
Percentage of adults who volunteered when asked	63%

Note: All volunteering numbers are for individual adults over the age of 21 who report service for an organization (excluding informal volunteering).

* The hourly value of volunteer time is updated yearly by Independent Sector, and is based on the average hourly wage for nonagricultural workers, as published in The Economic Report of the President (2001 Edition), increased by 12% to estimate fringe benefits.

Independent Sector is a nonprofit, nonpartisan coalition of more than 700 national organizations, foundations, and corporate philanthropy programs, collectively representing tens of thousands of charitable groups in every state across the nation. Its mission is to promote, strengthen, and advance the nonprofit and philanthropic community to foster private initiative for the public good.

GIVING IN THE UNITED STATES

- Eighty-nine percent of households gave charitable contributions in 2000.
- The average contributing household gave \$1,620, or 3.2 percent of household income. Household giving included gifts of money, property, stocks, and other items of value.
- About 42 percent of respondents reported they both gave and volunteered, with another 46 percent of all households reporting they contributed only. This compares with about 10 percent who neither gave nor volunteered and 2 percent who volunteered only.
- Households in which the respondent also volunteered gave substantially more than households in which the respondent did not volunteer. For giving households, the average contributions were \$2,295 from volunteers and \$1,009 from non-volunteers.
- Fifty-six percent of households were asked to contribute in 2000. Of these households, 95 percent actually contributed, compared to 79 percent of the households that were not asked.
- The average donation from contributing households asked to contribute was \$1,945, significantly more than the \$1,109 average contribution from non-asked households.
- Adults who became involved with giving and volunteering in their youth (before the age of 18) maintained that involvement into adulthood. Higher percentages are givers as adults, 92 percent compared to 82 percent of those who did not give and volunteer in their youth, and the average household contribution is much higher, \$1,869 compared to \$1,219.
- Households with people who attend religious services on a regular basis, at least once or twice a month (53 percent of the respondents) gave more than twice as much annually as those who were not regular attendees (\$2,151 and \$964, respectively).

ECONOMIC OUTLOOK: ANNUAL HOUSEHOLD CONTRIBUTION

Are you worried about not having enough money in the future?

No	\$2,205
Yes	\$1,201

GIVING IN THE UNITED STATES, 2000

Percentage of households contributing to charity	89%
Average annual household contribution*	\$1,620
Percentage of household income given*	3.2%
Average contribution among volunteering households*	\$2,295
Percentage of households asked to give	56%
Percentage of households that gave when asked	95%

Note: All giving numbers are for households.

* Based on contributing households only.

YOUTH INVOLVEMENT INFLUENCES GIVING

Annual Household Contribution by Youth Involvement

Yes	\$1,869
No	\$1,219

ANNUAL HOUSEHOLD CONTRIBUTION BY RELIGIOUS ATTENDANCE

Attend Religious Services Regularly

Yes	\$2,151
No	\$964

- Relating to the general state of the U.S. economy, households in which the respondent reported being worried about having enough money in the future gave significantly less than those that do not worry. The average household contribution from "worried" households was \$1,201, while the average for "unworried" households was \$2,205. Fifty-nine percent of the respondents reported being worried about the economy.
- Among the 60 percent of respondents with Internet access, 13 percent used the Internet to find out about charitable organizations. Of this subgroup, 12 percent actually made a donation via the web. While online giving is likely to grow in the future, these online donors still repre-

sent a small portion of the online community (less than 2 percent).

METHODOLOGY

The *Giving and Volunteering in the United States 2001* survey was a telephone survey of 4,216 adult Americans 21 years of age or older conducted in the months of May through July of 2001 by Westat, Inc., for Independent Sector. The interviews asked about individual volunteering habits in the 12 months prior to the survey and about household giving during the year 2000. For the purposes of this report, volunteering is dated 2000.

The data collection and sampling methodology for this survey represent a significant change from those used in prior *Giving and Volunteering* surveys. Some of the major changes include:

- The 2001 survey used a different survey company than past surveys (Westat instead of Gallup), and used a different survey methodology (a random national digitized dialing telephone survey rather than a block clustering method and in-home interviews).
- A change in the weighting procedures was implemented with the 2001 survey. In this survey Independent Sector used two different weighting schemas, one for households and one for individuals. Respondents were asked two very different sets of questions, one set related to household giving and the other to personal volunteering. For this reason, all giving data were weighted to represent the number of households, 105 million, and all volunteering data were weighted to represent the non-institutionalized adult population, 195 million.
- Another major change is that this survey was of adults age 21 and over, while previous surveys included people age 18 and over. This change has the effect of removing from the analysis people at the lower end of the giving scale, but also reduced

the volunteering figures by excluding 18-to-20-year-olds.

- Finally, this year Independent Sector refined the survey instrument, including clarifying the wording of some of the questions. The new wording was intended to help respondents better understand the survey questions and assist recall, therefore allowing the capture of more accurate data.

The above changes, taken in total, mean comparisons to prior *Giving and Volunteering* studies cannot easily be made. While Independent Sector understands the importance of maintaining trend data, the cost of conducting in-home interviews became prohibitive. Thus originated the decision to make a number of other improvements in the survey and methodology as new trend-line data is established beginning with this survey.

ABSTRACT

The National Survey of Giving, Volunteering and Participating (NSGVP) is the most comprehensive survey of charitable giving, volunteering and participation in Canada. It records how Canadians 1) give money and other resources to individuals and to charitable and non-profit organizations, 2) volunteer time to charitable and non-profit organizations, and 3) participate in organizations and civic life. The NSGVP was developed through a partnership of federal government departments and voluntary sector organizations.

Caring Canadians, Involved Canadians: Highlights from the 2000 National Survey of Giving, Volunteering and Participating

Statistics Canada

INTRODUCTION

Caring Canadians, Involved Canadians tallies the results of the 2000 National Survey of Giving, Volunteering and Participating (NSGVP) to provide a 'snapshot' of voluntary and civic action in Canada.

THE RESULTS

Compared with the 1997 NSGVP, the results of the 2000 survey present a picture of increasing financial contributions on the part of Canadians and a decline in the number who devote discretionary time to volunteer activities. The survey also shows that those who do volunteer are volunteering more time.

In 2000, almost 8 in 10 Canadians aged 15 and older (78%) donated funds to support the work of charitable and non-profit organizations, the same as in 1997. More than one in four (27%) Canadians volunteered their time, down from 31% in 1997. This represents a drop of roughly one million people since the last survey.

However, Canadian donors and volunteers boosted their contributions to charitable causes during this period. Giving climbed by 11% for a total of almost \$5 billion while total hours contributed by volunteers rose to 1.1 billion, an increase of 5% from the 1997 level.

Although most Canadians gave money or time to help their fellow citizens in 2000,

some gave much more than others. A small number of highly engaged people provided the bulk of support in the country. Fewer than 1 in 10 Canadians contributed 46% of the total dollar value of all donations and 40% of all volunteer hours. The voluntary sector continues to depend heavily on these core supporters.

GIVING IN 2000

The likelihood of making a charitable donation and the amount donated are influenced by a variety of factors, including the financial capacity to give, values and attitudes related to giving, and opportunities to give. Charitable giving tends to vary across the population with age, sex, education and income. The full report, *Caring Canadians, Involved Canadians*, documents these variations in detail. Here are some examples:

- Religiosity—or level of religious commitment—is associated with a heightened incidence of charitable giving and larger donations, both to religious organizations and to other types of charitable and non-profit organizations.
- The top quarter of donors accounted for 82% of the total donations.
- Although donors with higher household incomes made larger donations, they tended to give a smaller percentage of their pre-tax household income.

What has changed since 1997?

- The total dollar value of donations increased since 1997, largely because of a combination of population growth and an increase in the size of the annual average donation—\$259 in 2000, up by 8% from 1997.
- Donors made fewer donations overall, but made larger individual donations.
- Residents of Prince Edward Island and Manitoba increased their average annual donations by over 25%.
- Although Canadians with a university degree continued to give the most—\$480 per year, on average—their rate of donating declined from 90% to 84%.
- Religious organizations received the largest portion of the total value of donations. They were given \$2.4 billion, or 49% of the total value of donations, virtually unchanged from the 51% donated to these groups in 1997. The percentage of Canadians making donations to religious organizations declined from 35% in 1997 to 32% in 2000.
- Health organizations received the highest number of individual donations (41%) followed by social service organizations (20%) and religious organizations (14%).
- The most common ways people made donations were by giving to door-to-door canvassers (15%), responding to requests through the mail (15%), and sponsoring someone in an event such as a walkathon (15%). In 2000, donors made 20% fewer gifts in response to door-to-door canvassing.
- More donors had concerns about charitable fundraising in 2000. Slightly less than half said they didn't give more money to charitable and non-profit organizations because they didn't like the way requests were made (compared with 41% in 1997) and 46% said they didn't think the money would be used efficiently (compared with 40% in 1997).
- Almost half of all donors (49%) said they would contribute more if they could get a better tax credit, up from 37% in 1997.

VOLUNTEERING IN 2000

Canadians who volunteer their time, energy and talents to charitable and non-profit organizations play an important role in improving their communities and the lives of others:

- Just over 6.5 million people, or 27% of Canadians 15 and older, volunteered their time and skills to a charitable or non-profit organization.
- The total number of hours volunteered was just over one billion.
- Volunteers contributed 162 hours over the year, on average.
- Seven percent of all Canadians gave 73% of all volunteer hours.

What has changed since 1997?

- With fewer Canadians volunteering, the total number of hours volunteered fell by 5%.
- In almost every province, the volunteering rate declined while the average hours volunteered increased.
- One of the greatest declines in volunteer participation was among those who had a university degree (from 48% to 39%).
- The volunteer time contributed in 2000 equalled 549,000 full-time year-round jobs—29,000 fewer than in 1997.
- Higher levels of household income increased the likelihood of volunteering. Only 17% of people with household incomes under \$20,000 volunteered, compared with 39% of those with incomes of \$100,000 or more. However, volunteers with the lowest levels of household income gave the most time.
- Although Canadians who attended weekly religious services were much more likely to volunteer than those who did not, the volunteer rate among this group has fallen from 46% to 41% since 1997.
- More than one half of volunteers (57%) helped to organize or supervise events for an organization and about 4 in 10 served on a board or committee. Forty percent took part in canvassing, campaigning or fundraising.

- Almost all volunteers said the reason they volunteered was to help a cause they believe in. About 8 out of 10 volunteers wanted to put their skills and experience to use. Over two-thirds said they had been personally affected by the cause supported by the organization.
- Younger volunteers were more likely than other age groups to volunteer because their friends volunteered or to improve their job opportunities or explore their own strengths.
- Lack of time was the reason given most frequently by volunteers for not volunteering more (76%) and by non-volunteers for not volunteering at all (69%). The next most frequently given reason was being unwilling to make a year-round commitment (34% of volunteers, 46% of non-volunteers).
- The percentage of volunteers who said they didn't volunteer more because they contributed money instead of time rose to 24% from 19%. This reason was given even more frequently by those who did not volunteer at all—38% compared with 33% in 1997.
- The 2000 NSGVP asked Canadians about mandatory community service for the first time. Over 7% of those who volunteered said they were required to do so by their school, their employer or the government.
- Employer support for volunteering seems to be on the upswing. In 2000, more employed volunteers (27%) said their employer let them modify their work hours in order to volunteer, and more said they had received recognition from their employer for their volunteer work (22%).

PARTICIPATING IN 2000

Not only do Canadians contribute volunteer time and make charitable donations, they also support each other and their communities by joining nonprofit groups and organizations, participating in their activities, keeping informed about news and current affairs, and expressing their political preferences through voting:

- Just over half of all Canadians belonged to at least one organization or group, such as a community association, service club or union. This was the same as in 1997.
- People who participated in organizations were much more likely to give and to volunteer than were those who did not.

What has changed since 1997?

- Participation fell among Canadians with a university degree and among those with household incomes of \$100,000 or more, paralleling declines in volunteering among these groups.
- More than one in every five Canadians belonged to a work-related organization such as a union or professional association, up slightly from 1997.

CARING AND INVOLVED CANADIANS

Canadians give, volunteer and participate to support and connect with individuals, groups and communities. While most Canadians make some contribution of time or money over the course of a year, some give much more than others. And those who provide one kind of support, such as charitable giving, are also more likely to provide other kinds of support, such as volunteering. What emerges from the 2000 NSGVP is a portrait of a society in which most citizens contribute modest, although important, levels of support, but which also depends heavily on the contributions of a small core of particularly engaged citizens.

ABSTRACT

The authors identify 10 contemporary trends in volunteerism in the United States and Canada based upon documented societal trends, published literature, and 45 years of combined experience in volunteer management. The trends include: (a) Increasing rates of volunteer burnout; (b) increased competition among organizations for a decreasing number of volunteers; (c) an emphasis by volunteers on the human touch; (d) workplace changes; (e) episodic volunteering; (f) the professionalization of the volunteer corps; (g) an emphasis on diversity; (h) new forms of volunteerism; (i) liability issues and risk management; and (j) technology broadening volunteer opportunities. Critical management implications are discussed for each trend. The authors conclude that administrators of volunteer programs must practice strategic thinking so as to maintain the long-term viability of their programs.

Management Implications of Contemporary Trends in Volunteerism in the United States and Canada¹

R. Dale Safrit, Ed.D.

Mary Merrill, L.S.W.

INTRODUCTION

The concept of volunteerism in North American society has evolved dramatically during the past two centuries (Ellis and Noyes, 1990). What historically began as individualized, altruistic behaviors founded upon strong religious tenets has evolved into a contemporary social movement driven by a wide range of individual motivations, and organizational and governmental incentives. According to Vineyard (1993), volunteerism and volunteer programs today are emerging "into a new maturity. . . a maturity which is vastly different from older patterns of 20 and 30 and 90 years ago" (page 3). According to Vineyard, this "new maturity" for volunteer programs is necessary due to the rapid and continuous global changes facing contemporary society.

While the fundamental social concept of volunteering has remained relatively

unchanged, the applied cultural and organizational contexts for volunteerism changed dramatically during the final 25 years of the 20th century (Ellis and Noyes, 1990). These contexts continue to evolve today owing to the unprecedented nature of change in present-day society. However, many present-day managers of volunteers find it an ongoing challenge to monitor these evolving contexts and to adapt in response the volunteer-based programs they administer.

On the basis of documented societal trends, published literature and over 45 years of combined personal experience in volunteer management, the authors suggest the following 10 contemporary trends in volunteerism in the United States and Canada, each with accompanying critical management implications. For the purposes of this discussion, we define "volunteer" as "anyone who contributes time, energies, or talents to an orga-

R. Dale Safrit, Ed.D. is an Associate Professor and Extension Specialist in the Department of 4-H Youth Development at North Carolina State University, providing leadership to continuing professional education for 4-H professionals and 4-H teen programs. He is a former faculty member at The Ohio State University where he taught undergraduate and graduate courses in volunteerism, leadership, non-profit program development and strategic planning, and administration, and conducted applied research related to volunteer leadership and organizational change in non-profit organizations.

Mary Merrill, LSW, President of Merrill Associates, is an internationally respected consultant and trainer in non-profit management, specializing in volunteer program management and non-profit board development. A licensed social worker, Merrill works to strengthen leadership and organizational structures that support volunteerism and civic engagement. She is adjunct faculty at The Ohio State University where she teaches the Institute for Leadership and Volunteer Management. Merrill is currently working with the developing NGO sector in Armenia.

nization, group or individual (other than a family member) for which they are not paid" (Safrit, King, and Burcsu, 1994, page 3). Thus, on the basis of this operational definition, we suggest that the trends identified are applicable to the entire range of volunteer-based programs, from all-volunteer grassroots efforts, through individual programs delivered by volunteers within larger non-profit organizations, to non-profit and government agencies that are almost entirely dependent upon unpaid volunteer staff for organizational operations and client services. While we believe the trends also have relevance to larger social movements and registered charities, they are focused primarily upon the active engagement and sustainability of unpaid and uncoerced individuals working towards such ends rather than any underlying philosophical tenets driving their volunteer actions.

Furthermore, we suggest that the trends identified are valid only for the United States and Canada. While our preliminary scholarly dialogues and informal professional discussions suggest their possible relevance to Great Britain and other Western societies, we have not established either a conceptual or data-supported basis for such a premise. Rather, we would encourage our volunteer administration colleagues in other countries, societies and cultures to consider their trends and critically evaluate their possible implications for their specific contexts.

INCREASING RATES OF VOLUNTEER BURNOUT

Until the end of the past decade, the percentage of Americans who volunteer initially declined, while the total number of hours volunteered remained fairly constant (Independent Sector, 1990, 1992, 1994, 1996b). The 1998 Independent Sector survey reported the highest ever level of participation in volunteering (55%) yet the average number of hours volunteered per week fell to an all time low of 3.5. Although there are increasing

numbers of people volunteering, fewer volunteers are contributing a constant number of hours, greatly increasing the risk of individual volunteer burnout. A 1994 study of volunteers in five Ohio Urban Centers found that 42% of adults currently volunteering, and 27% of adults currently not volunteering gave "Think I've done enough" as a reason for not volunteering or for not volunteering more (Safrit, King, and Burcsu, 1994, page 14).

The 1997 Canadian National Survey on Giving, Volunteering and Participation (Ministry of Industry, 1998) reported a 40% increase in the absolute numbers of volunteers since 1987. Reflecting a pattern similar to that in the United States, the total number of volunteers increased while the average annual hours contributed per volunteer decreased. "One third of volunteers... accounted for 81% of the total hours contributed" (page 28). Approximately 30% of Canadian volunteers echoed U.S. volunteers in suggesting they felt they had already made their contributions and that this was a reason for not volunteering more.

Life pressures, particularly those of time and family, limit the availability of traditional volunteers. Baby boomers (individuals born between 1964 and 1943) are facing new pressures in their lives as they find themselves caught between two generations; they are frequently sandwiched between the needs of their children and the needs of aging parents. "Many are wrangling with issues surrounding care of elderly parents... Their young adult offspring continue to put demands on their time and energy... Still other Boomers waited until later in life to have children" (Zemke, Raines, and Filipczak, 2000, page 85). This leaves the boomer generation with limited, often inflexible, discretionary time to devote to volunteer activities (MacKenzie and Moore, 1993).

The people of Generation X (those born between 1960 and 1980) tend to be very inwardly focused and less inclined to get

involved (Putnam, 2000). They place a premium upon personal time and often view volunteering as taking away from time spent with friends and family (Putnam, 2000). This generation faces personal and professional pressures as they build both their families and careers.

Organizations must find ways to structure volunteer work that will allow people greater flexibility to move in and out of volunteering as work and family pressures affect their lives. Volunteer positions may need to be redesigned into smaller work segments that can be shared by two or more people. Greater attention may need to be given to rotating volunteer tasks to avoid individual burnout. More attention needs to be given to personal and professional development opportunities for volunteers that will increase individual effectiveness while maintaining personal interest. Job sharing and team volunteering would encourage longer-term individual volunteer commitments with shared responsibility.

INCREASED COMPETITION AMONG ORGANIZATIONS FOR A DECREASING NUMBER OF VOLUNTEERS

MacKenzie and Moore (1993) and Independent Sector (1996a) document the increasing number of registered charities and grassroots organizations in North America. Larger numbers of organizations lead to more opportunities and more choice for individuals interested in volunteering. Additionally, there is greater competition among organizations for volunteers, as non-profits become more sophisticated in their approaches to marketing and volunteer recruitment. The Canadian government's promotion of volunteerism as a way for young people to gain work skills and experience, and the increasing emphasis on, and changes in, the health care system have created new emphases on the roles of volunteer work.

According to a survey conducted by the United Parcel Service Foundation (1998), professional associations in both the United

States and Canada are becoming concerned about increasing opportunities for volunteerism. More than half of the respondents stated they were attracted to organizations with a reputation for good management that effectively used volunteers' talents. They also found that poor volunteer management was frequently cited as the reason why people stopped volunteering.

The increased publicity and public awareness generated by national events such as the President's Summit on America's Future in April 1997 have highlighted the wide range of issues and problems facing today's communities. There has been unprecedented growth in the number of self-help groups and grassroots, community-based organizations. This growth reflects a larger societal trend towards individuals seeking local solutions to local problems.

Highly effective volunteer organizations will emphasize their mission and priorities in terms of the problem or issue they are addressing. They will have a positive vision, clearly articulated and widely shared, of the role of volunteers within the organization. Volunteers will be viewed as valuable human resources, and volunteer assignments will be more clearly aligned with the ultimate mission and vision of the organization (Allen, 1995).

AN EMPHASIS BY VOLUNTEERS ON THE HUMAN TOUCH

Recent research has documented the human-focused motivations for volunteers (Independent Sector, 1996b; Safrit, King, and Burcsu, 1994) and their preferred types of volunteer activities (e.g., "working directly with others" [Safrit, King, and Burcsu, page 11]). The primary reason given by volunteers for volunteering is "I feel compassion towards people in need" (Independent Sector, page 4). In the Ohio urban volunteerism study, 99% of respondents reported that "helping others" was their primary motivation for volunteering (Safrit, King and Burcsu, page 13). Seventy-

four percent of Ohio's urban volunteers indicated that they had worked directly with others. Other types of volunteer activities in which volunteers were engaged included fund raising (50%), general support (50%) and leadership (42%). Seventy-five percent of Canadian volunteers reported an interest in helping people directly, and 94% cited compassion towards people in need as a prime motivator for volunteering (Ministry of Industry, 1998). Canadian volunteers were engaged in similar activities, including supervising activities or events (50%), fund raising (44%), leadership (38%), and general support (28%).

In increasingly impersonal, technology-driven workplaces, employees often find themselves isolated from human contact. Additionally, work and career requirements often separate families geographically. Volunteers are attracted to activities that allow them direct interaction and one-to-one contact with the recipients of their services. Several studies conducted by psychologists, physicians, and sociologists have found that one-to-one volunteerism promotes, maintains and enhances good health and prolongs life expectancy (Electronic Library, 1997).

Volunteers are looking for meaning, value and enrichment in their lives through the one-to-one contact of volunteer work. This poses problems for volunteer organizations that do not offer opportunities for direct volunteer-client contact. They must increase their efforts to connect volunteers to the overall mission of the organization, highlighting the contributions of volunteers to the improvement of the human condition. In all cases, organizations must strive to monitor and clearly report the impact of volunteer activities and services on the people being served, and ultimately on the community at large.

WORKPLACE CHANGES

Several workplace trends suggest that an increasing pool of potential volunteers is being created, resulting from the growing

number of skilled yet unemployed (often by choice) individuals, from the increasing frequency of employees working out of their home, and from early retirement incentives (MacKenzie and Moore, 1993). Since 1975 Canadian society has experienced a 50% increase in the number of people retiring before the age of 55 (Ministry of Industry, 1998). Unemployed adults are engaging in volunteer work to fill time between jobs and/or as opportunities to sharpen their work skills and experience. Today's worker is experiencing increasing pressures to make mid-career changes and is viewing volunteer work as an opportunity to explore new careers and develop new skills. Home-based businesses are one of the fastest growing segments of the American workplace. Self-employed workers are less connected to the traditional structures that promote volunteer activities. However, they often have more flexible work schedules and are seeking opportunities for connections within the community that will highlight their individual skills and professional interests. Increased numbers of women in the workplace have eroded the traditional pool of daytime volunteers. Seventy percent of women born between 1946 and 1964 are employed full time outside of the home (Sheehy, 1995). Many of these women are having their first children in their 30s and 40s, and are under increasing pressures to balance home and career. "Among [working] volunteers there is trade-off between time spent working and time spent volunteering" (Putnam, 2000, page 119). People from Generation X place great value on creating a balance between personal and professional lives.

These workplace changes call for more opportunities to be created for flexible, short-term volunteer assignments that can accommodate people with limited time. Corporate and employee volunteer programs seek opportunities for group projects that can be coordinated and accomplished through the workplace. Organizations should develop potential group projects for these workplace

volunteers. Current views of organizational management and leadership are affecting the choices people make in their volunteer activities. Participative decision making and teamwork have replaced authoritarian management styles in the for-profit workplace; volunteers are seeking similar management styles in non-profit organizations. They tend to avoid authoritarian management and large bureaucratic institutions, and are seeking volunteer organizations that treat them professionally and include them in the planning and decision-making phases of the work. Volunteers expect organizations to have clearly defined volunteer assignments, appropriate volunteer training and support, and standard processes for evaluating volunteer performance and progress (MacKenzie and Moore, 1993). Today's volunteers are increasingly interested in the impact of their contributions.

EPISODIC VOLUNTEERING

Research suggests that volunteers are seeking quality, short-term volunteer opportunities repeated annually rather than time-intensive, ongoing volunteer responsibilities (Independent Sector, 1990, 1992, 1994, 1996b; Safrit, King, and Burcsu, 1994). Respondents in the Ohio urban volunteer study reported being too busy to volunteer (81%) or to volunteer more (83%) as the primary barrier to volunteering. Seventy-one percent of non-volunteers stated that volunteering "requires too many hours" and 66% believed volunteering "requires a long term commitment" (Safrit, King and Burcsu, page 14). Canadian respondents also reported that they "do not have extra time" to volunteer (69%) or to volunteer more (74%), and 50% of Canadian non-volunteers stated they were "unwilling to make a year round commitment" (Ministry of Industry, 1998).

Episodic volunteering has been defined as "service of short duration" performed on a once-only basis or work on a specific project or assignment that recurs annually (Macduff, 1990, page 15). This type of volunteering

focuses on the short-term nature of the involvement; it has been increasingly promoted among young professionals and employee volunteer programs that encourage and support one-time projects that can be easily accommodated to a busy lifestyle. Short-term opportunities also have wide appeal among student groups looking for service projects that correspond to specific school time frames. Additionally, these short-term projects may have greater appeal among new workplace retirees who are seeking opportunities to stay connected with the community and their personal interests while retaining the freedom and flexibility to travel and pursue long time hobbies.

Organizations that can creatively design and manage volunteer opportunities that allow individuals to make meaningful contributions in non-traditional time frames are more likely to attract a wider, more diverse range of volunteers. Episodic volunteers will require different approaches to volunteer job identification, screening, orientation and training. Offering such opportunities presents new possibilities for attracting families, young professionals, students, church and service club groups and clients of the organization as volunteers.

THE PROFESSIONALIZATION OF THE VOLUNTEERS CORPS

Early retirement incentives (Nichols, 1990) and an increased emphasis on volunteerism through the workplace (Points of Light, 1995) suggest an increasingly professional pool of actual and potential volunteers. The Canadian Ministry of Industry (1998) reported that 42% of current volunteers have university degrees and 29% have high school diplomas, and Independent Sector (2000) reported that U.S. college graduates are 60% more likely to volunteer. Large numbers of Americans have experienced buyouts and early retirement, leaving them in positions of financial security and increased free time (Dychtwald, 1990). These are frequently

high level managers who continue to seek opportunities to utilize their professional skills and fill free time through volunteering as a substitute for paid work (MacKenzie and Moore, 1993). Record numbers of professionals will enter retirement in the next decade, as baby boomers move into their 60's. It is predicted that with early retirement and increased longevity, retirement may represent as much as one-third of an individual's entire life (Fisher and Schaffer, 1993). There will be increasing emphasis on volunteerism as a mechanism for making a smooth transition from work to retirement. Increased numbers of skilled, educated volunteers are seeking volunteer opportunities through workplace volunteer programs. Frequently viewing themselves as consumers of volunteer opportunities, these workplace volunteers want to know the return on their investment of time and resources. They want good-quality, meaningful volunteer opportunities that have a measurable impact.

This increased demand for accountability has placed new pressures upon organizations to design and implement processes for measuring and reporting the impact of volunteer services. Organizations need to be creative in developing volunteer opportunities that call upon corporate/workplace volunteers to build the capacity of the organization itself, as well as to provide services to clients. Workplace volunteers can contribute professional marketing, evaluation, technology, accounting, and other career skills to help organizations develop processes that strengthen and support their mission. These volunteer professionals will present new challenges for managers of volunteer programs. Many will have come from high-level management positions where they have delegated work and managed other employees. They will be accustomed to assuming leadership roles and to having professional freedom to act independently. *Fortune Magazine* recently reported on the frustrations that can occur when retired, high-powered baby boomer executives have to

adjust to the limited resources and (often) bureaucratic structures of non-profit organizations (Tanz and Spencer, 2000). Organizations will be challenged to find meaningful opportunities for these volunteer professionals that will creatively harness their skills and resources while giving them the freedom to act creatively. "For volunteerism to work in an age of retiring boomers... non-profit agencies will have to abandon some of their hide-bound practices" (Tanz and Spencer, page 3). Volunteer managers will struggle to find a delicate balance between the needs of these volunteer professionals and the need of the organization's paid staff and management to have authority over the volunteer professional's work.

AN EMPHASIS ON DIVERSITY

Volunteer organizations are actively reaching out to ever more diverse client groups while simultaneously attempting to recruit and retain volunteers from diverse socio-economic backgrounds (Independent Sector, 1996b). "Rapid demographic shifts in race/ethnicity and age distributions are changing the composition of American society, and all organizations need to re-examine their ways for doing business to meet resulting challenges to traditional ways of thinking and acting" (Kolkin, 1998, page iv). Independent Sector (2000) reported a significant increase in the number of Hispanics, African Americans, and people with incomes under \$20,000.00 volunteering in the United States. The Canadian Ministry of Industry (1998) also reported one in every four volunteers as being from a cultural background other than English or French; 20% of these volunteers reported less than a secondary education, and 22% reported incomes under \$20,000.00. While American and Canadian communities are reflecting a growing diversity, the volunteers continue to be predominately white, middle-aged females. There is increasing pressure on volunteer organizations to reflect a broader cross-section of the societies in which

they function. Highly effective volunteer programs recognize the value of involving people from all sections of the community, including those that volunteer organizations seek to serve (Allen, 1995).

We know that the most effective recruitment strategy is a personal invitation (Independent Sector, 1996b), but the danger of this approach is that, by relying on current volunteers to invite new volunteers similar to themselves, organizations will perpetuate existing volunteer demographics. Organizations will need new approaches to volunteer recruitment, based on differentiated marketing strategies that target recruitment efforts to produce greater diversity. This will require moving beyond the current circles of volunteers to develop strategies for attracting and retaining volunteers who reflect the larger diversity of culture, socio-economic status and age. Two groups in particular warrant increased marketing and targeted recruitment efforts: corporate or employee volunteers and retirees. The welfare reform movement will present new opportunities for involving a wider diversity of volunteers. These new types of potential volunteers, however, have specific needs and expectations that will have to be addressed. Volunteer managers may find themselves working with volunteers who have vastly different work skills.

The current volunteer corps may resent the incoming volunteers from diverse backgrounds, who may have different customs and views. Traditional ways of managing volunteer programs may cause resentment among both traditional and diverse volunteers and paid staff. Successful diversification of volunteer programs will require the agency to give significant attention to making itself ready for diversity before actually recruiting the volunteers. Issues that will affect the ability of diverse individuals to be involved as volunteers include flexible hours, location and accessibility. As the majority of today's volunteers are working full or part time (Independent Sector, 1996b), non-traditional hours

for volunteer service would offer increased opportunities for involvement. The question of accessibility concerns not only the physical accessibility of a volunteer's work space, but also whether a volunteer is reimbursed for fares, childcare, or out-of-pocket expenses, thus making volunteering accessible to those on fixed or limited incomes (MacKenzie and Moore, 1993).

NEW FORMS OF VOLUNTEERISM

Various government-initiated programs established over the past decade provided minimal financial stipends and other material incentives to encourage individuals to serve their communities through volunteerism. Service learning, national service and AmeriCorps are terms used to refer to various U.S. government-initiated, volunteer-focused programs. The term service has been used since the early 1900s when referring to various forms of public service (Ellis and Noyes, 1990). The U.S. Civilian Conservation Corps of the Great Depression era was based upon the concept of stipended service. In 1960 the U.S. Congress created the Peace Corps and VISTA as international and national service programs that provided minimal financial stipends for those who enrolled ("volunteers").

There have been many proposals put before the U.S. Congress in subsequent years to promote and expand service through such programs as the Retired Senior Volunteer Program (RSVP), Foster Grandparents and Senior Companions. The National Service Trust Act of 1993 appropriated the funds for AmeriCorps and service learning programs while bringing together all domestic volunteer service programs under one funding source, the National Corporation for Service. All of these volunteer-focused programs are government initiated and, with the exception of service learning, offer varying amounts of monetary stipend to service participants. These service programs join with more traditional volunteer programs and organizations

as ways for citizens to become involved in solving social problems and to contribute to the health of society through volunteer service. Service learning is an educational approach that integrates community service into the formal learning curriculum. In addition to these forms of government-initiated service, courts have for many years used mandated community service activities as an alternative sentence for non-capital criminal offenses. Volunteer program directors are asked to develop time specific volunteer opportunities for convicted offenders. Although many of the offenses involved are misdemeanors, organizations may need to assess the potential risks associated with these community service placements. Furthermore, there are increased reporting and accountability requirements.

Canada has aggressively promoted volunteerism as a means of skills development and career exploration for young adults preparing for the job market. The merits of mandated service learning and mandated service are currently being debated. These initiatives place new pressures on organizations and volunteer professionals to develop volunteer opportunities that focus on skill building and learning.

Although within American and Canadian society the vocabulary of volunteerism continues to involve, through the emergence of national service, service learning, corporate social responsibility, lay ministry and civic responsibility, each of these new forms of volunteerism values the concept of doing something for the common good without concern for personal profit.

LIABILITY ISSUES AND RISK MANAGEMENT

Organizations are becoming increasingly conscious of the risks inherent in programs delivered by volunteers, and are beginning to design organizational strategies and policies to manage these risks better (Jackson, White, and Herman, 1997; Lai, Chapman, and Steinbock, 1992; Non-profit Risk Manage-

ment Center, 1992, 1994; Tremper and Kahn, 1992; Tremper and Kostin, 1993). An increasingly litigious society has increased the concern of individuals about their potential liability as volunteers. Some people cite the fear of being sued and having personal assets at risk as one reason why they do not volunteer (Kadlec, 1998). In 1997 the U.S. Congress passed the Volunteer Protection Act, granting individual volunteers immunity from personal liability in certain well-defined instances. This legislation does not, however, free organizations from the obligation to introduce policies and procedures that will safeguard paid employees, volunteers, and clients. Programs that serve children, elderly people, or other vulnerable groups must be especially cognizant of the risks inherent in volunteer-delivered programs.

Risk management is the process of acknowledging and controlling risks in order to protect people and resources. It looks at vulnerable elements of the program that can lead to an active threat, and takes appropriate steps to control the risk. It is the process of developing good day-to-day operating policies, procedures and training (Merrill, 1998). Five risk management techniques are recommended: risk avoidance, risk acceptance, risk transfer, risk reduction, and risk prevention (Safrit, Merrill, and McNeely, 1995). These techniques should be systematically incorporated into volunteer management through identification of volunteer responsibilities, volunteer recruitment and selection, volunteer orientation and training, volunteer utilization and supervision, and volunteer evaluation. A well constructed, professionally administered volunteer program will have implemented sound procedures for risk management as part of its management structure. Volunteer organizations must take the time to identify potential risks and to address them as challenges, rather than accepting them as barriers to volunteer involvement. "Volunteering and volunteer work has changed dramatically in the last few years... As paid and unpaid

staff perform more sophisticated duties, and as they work more directly with increasingly vulnerable populations, there is a concomitant increase in the dual burdens of responsibility and liability on the organizations that deploy them" (Graff, 1999, page 146).

Some volunteer administrators believe that concerns about legal liability and the desire to manage risk are beginning to dominate decision-making by volunteers and volunteer managers. Establishing procedures to manage risks and protect all organizational assets, both human and material, is a proactive management approach for today's volunteer manager. Volunteers, clients and staff must collaborate to develop risk management policies that strengthen, rather than hinder the organization's ability to carry out its mission effectively and efficiently.

TECHNOLOGY BROADENING VOLUNTEER OPPORTUNITIES

We are in the midst of a global technological revolution that is affecting every area of our lives. Few question the changes in today's workplace brought about by computers, modems, fax machines, cellular phone, etc. Although volunteerism is still in the early stages of development where cyberspace is concerned, new means for electronic access to volunteer opportunities are beginning to proliferate (Volunteer Canada, 1998). Distance will no longer be a factor when people consider which organization to choose as a site for their volunteering; physical location will be less of a factor when individuals think about where to perform their volunteer activities. The time of volunteering will change as people work in one time zone but serve customers in a different time zone.

Through on-line marketing, individuals will be deluged with information about potential volunteer opportunities and organizations. The power of the computer to search for and classify organizations according to the volunteer-delivered programs they conduct and the clients they serve will lead such

organizations to focus more closely on their societal niche, their specialty or uniqueness in addressing social and community concerns. As more people work out of their homes, their willingness to travel to other areas for volunteer work may decrease (Cairncross, 1997). Organizations will need to re-evaluate their activities in order to find creative opportunities for drawing upon these new "techno-volunteers" to provide both organizational and client services.

The Internet provides innovative ways for organizations to post information and volunteer opportunities and to recruit new volunteers. Independent Sector (1998) reported for the first time that 1% of survey respondents learned about volunteering via the Internet. "Through its VolunteerMatch.com web site, launched in November 1997, ImpactOnline has placed over 35,000 people with local organizations across the county" (Lerner, 1999, page 1). An Ohio Library survey reported that 70% of the state's residents reported that they use the Internet three or more times per week (Casey, 2000). Internet technology has brought us "virtual volunteering" and "online volunteering" where volunteer tasks are completed via the Internet from home or work computers (Ellis and Cravens, 2000). New distance learning techniques via the Internet can revolutionize training, off-site volunteer supervision and on-going support. These on-line networks enable "content for one" training opportunities that can provide specialized volunteer orientation and training exactly when and where it is needed (Cairncross, 1997, page xii). List servers and chat-rooms offer volunteer administrators opportunities to communicate directly and immediately with professional and volunteer colleagues (Hawthorne, 1997), share information, discuss issues of common concern and (in general) strengthen the profession of volunteer administration through peer learning. "The horizontal bonds among people performing the same job or speaking the same language in different parts of the world will

strengthen" (Cairncross, page xii). These Internet connections will bring a global perspective to local volunteer work, allowing professionals and volunteers to share innovative programs and cutting edge approaches to social problems.

Volunteer organizations that have limited funds for computer technology will find themselves lagging behind as technology continues to shape our work environment. It is important also to remember that access to and knowledge of computers may be limited among some client groups. As the new generation of "tech-teens" enters the workplace, they will demand more and more opportunities for virtual volunteering. Limited funding for social services will continue to be a problem for many organizations. In addition, we are only just beginning to address the issues of risk management associated with many virtual volunteering opportunities. Another consideration is the increasingly impersonal nature of Internet connections and volunteer opportunities. Although distance learning and virtual volunteering may be attractive options for some, they seem to contradict documented research that suggests that volunteers prefer "working directly with others" (Safrit, King and Burcsu, 1994, page 11). This exciting new dimension to volunteerism will require careful monitoring and research in the months ahead to assess volunteer satisfaction as well as client impact. Organizations should continue to offer opportunities that emphasize the human touch, while at the same time exploring the new options of virtual volunteering through technology.

A NEW CHALLENGE FOR ADMINISTRATORS OF VOLUNTEER PROGRAMS

No one can predict the future accurately. However, the justification for futuring as a managerial tool is that it enables organizations to: (a) accurately assess and monitor current data on organizational effectiveness and productivity; (b) reflect upon such information within the larger and ever-changing

contexts of the organization's surrounding culture and society; and (c) reposition and modify the organization's policies, programs and procedures so as to achieve the best "fit" with these changing contexts. Thus, we suggest a critical new professional responsibility and competency for the managers and administrators of volunteer programs: strategic thinking. According to de Kluyver (2000), strategic thinking focuses on:

taking different approaches to delivering customer value... to create value — for shareholders and other stakeholders — by satisfying the needs and wants of customers (pages 4 - 5).

Vineyard alluded to this competency when, as a volunteer administrator herself, she stated:

As the rapid pace of change escalates in the wider world, we find ourselves having to adapt to the impact of those changes on our daily work and the roles we play in leading volunteer energies (page 179).

Although this competency is anchored firmly in the fundamental management competencies of leading, planning, decision making and controlling (Kreitner, 1995), we believe that it also requires higher levels of critical analysis and thinking. Successful volunteer administrators of the future must be able both to analyze the environments of their programs and synthesize this analysis into new ways of managing and leading. According to Safrit and Merrill (2000), it will require the personal capacity to embrace and feel comfortable dealing with rapid and (most often) unpredictable change.

We must develop the personal capacity to approach change and the ambiguity that will always result from it as merely new ways of doing business within contemporary volunteer organizations... Our roles and responsibilities will then expand to become leaders of learning organizations where change is seen as an opportunity to institutionalize learning... (page 36)

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ENDNOTE

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This listing of the top 10 trends in volunteering describes issues both philosophical and practical, summarizing the challenges and responses that many of us in the field of volunteer development have identified over the past years. Some of these issues relate to volunteers, others to professional administrators of volunteer resources. A number of these issues are in fact the practical responses to trends in volunteering, rather than the trends themselves. (English and French versions)

Top 10 Trends in Volunteering in Canada¹

Paddy Bowen

Being the Executive Director of Volunteer Canada during IYV has provided me with some unique privileges. First among these has been the opportunity to criss-cross the country “speechifying,” as my highly respectful colleagues like to tease me. Engaging in a lively and protracted discourse on volunteering over the past year (in fact over the six years I’ve been at Volunteer Canada) has given me what I hope is a pretty good feel for the issues and challenges that exist. While the International Year of Volunteers (IYV) 2001 is of course a time to celebrate and promote the remarkable phenomenon that volunteerism is, I have become convinced that the year also calls on us to think seriously about volunteering itself... I culled my memory for the insights and experiences shared with me by people across the country. The resulting top 10 trends in volunteering describe issues both philosophical and practical. Some of these issues relate to volunteers, others to professional administrators of volunteer resources. A number of these issues are in fact the practical responses to trends in volunteering, rather than the trends themselves. Taken together, I believe the following list summarizes the challenges and responses that many of us in the field of volunteer development have identified over the past years.

1. Much comes from the few

(Credit goes to Michael Hall of the Canadian Centre for Philanthropy and author of *Caring Canadians, Involved Canadians: Highlights from the 1997 National Survey*

of Giving, Volunteering and Participating for coining this phrase and doing much of the research that explores it.)

In short, the issue is that while one in three Canadians does some volunteering in a year, a very small minority of Canadians (less than 10 percent) do most (or three-quarters) of the work. This über-volunteer phenomenon presents many challenges and keeps changing. As this newsletter goes to print, new statistics will be released that will illuminate further this significant fact of volunteering life.

2. Volunteers have (or seem to have) changed

- more young people volunteer to gain work-related skills;
- more seniors who travel or have multiple activities have less time available for concentrated volunteering;
- more new Canadians volunteer in order to develop work experience and practice language skills;
- more people with disabilities seeking meaningful ways to participate in community life are now volunteering.

3. Volunteer job design is the best defense against demographic and funding changes

4. Mandatory volunteering

Mandatory volunteering has created more ‘volun-tolds’ (i.e. people involved in

mandatory volunteering programs like Workfare, Community Service Order, school mandated community work).

5. Volunteering by contract

Volunteering by contract is an emerging phenomenon that sees a volunteer commitment as a negotiated and mutually beneficial arrangement (by contract) rather than a one-way sacrifice of time by the volunteer.

6. Risk management

7. Importing corporate and public sector management practices into the voluntary sector

This trend leads to greater interest in things like:

- standards, codes of conduct;
- accountability and transparency measures around program administration;
- demand for evaluation, outcome measurement, even import measurement;
- professionalization of individuals working in the field of volunteer management.

8. **Managers of volunteers / administrators of volunteer resources need to be taken more seriously within the cohort of paid professionals in the voluntary sector**

9. **Challenges posed by the volunteer governance model of the voluntary sector**
This challenge is caused, in part, by the increasing complexity of the voluntary sector and the inherently contradictory roles expected of board volunteers (i.e. board volunteers as overseers and strategic vision setters).

10. **Volunteer development needs to be taken more seriously by the voluntary sector**

Les dix principales tendances du bénévolat

Paddy Bowen

Directrice générale de Bénévoles Canada

1. Beaucoup provient de si peu

(Michael Hall du Centre canadien de philanthropie et auteur du document *Canadiens dévoués, Canadiens engagés, Points saillants de l'Enquête nationale de 1997 sur le don, le bénévolat et la participation* est le génie derrière cette phrase et l'instigateur de nombreuses recherches qui en ont découlé.)

Voici un résumé de la situation: bien qu'un Canadien sur trois fasse du bénévolat chaque année, une très petite minorité de Canadiens (moins de 10 pour cent) fait la plupart (les trois quarts)

du travail. Ce phénomène de super-bénévolat pose de nombreux défis et évolue constamment. Au moment d'imprimer le présent bulletin de nouvelles statistiques seront publiées et éclaireront davantage cet important fait du bénévolat.

2. Les bénévoles ont (ou semblent avoir) changé

- De plus en plus de jeunes font du bénévolat dans le but d'acquérir des aptitudes liées à leur travail.
- De moins en moins de personnes âgées

ont le temps de faire du bénévolat car elles voyagent beaucoup ou participent à différentes activités.

- De plus en plus de nouveaux Canadiens font du bénévolat afin d'acquérir de l'expérience de travail et d'exercer leurs connaissances linguistiques.
- De plus en plus de personnes handicapées qui cherchent une façon de prendre part à leur vie communautaire font maintenant du bénévolat.

3. La conception de tâches bénévoles est la meilleure défense contre les changements démographiques et de financement

4. Bénévolat obligatoire

Le bénévolat obligatoire a augmenté le nombre de personnes impliquées dans des programmes de bénévolat obligatoire comme les programmes de travail obligatoire, les ordonnances de service communautaire et les travaux communautaires obligés par les établissements d'enseignement.

5. Bénévolat contractuel

Le bénévolat contractuel est un nouveau phénomène selon lequel l'engagement bénévole est un arrangement négocié (contrat) mutuellement avantageux plutôt qu'un sacrifice de temps à sens unique de la part des bénévoles.

6. Gestion des risques

7. Intégration de pratiques de gestion du secteur public et des entreprises au secteur bénévole

Cette tendance mène à un plus grand intérêt pour les éléments suivants :

- normes, codes de déontologie;
- mesures de responsabilité et de transparence appliquées à la gestion des programmes;
- demandes d'évaluation, de mesure des résultats et même de mesure de l'intégration;
- professionnalisation des particuliers qui travaillent dans le domaine de la gestion des bénévoles.

8. Les gestionnaires de bénévoles et de ressources bénévoles doivent être pris plus au sérieux dans la cohorte des professionnels rémunérés du secteur bénévole

9. Défis posés par le modèle de gouvernance du bénévolat du secteur bénévole

Ce défi provient en partie de la complexité accrue du secteur bénévole et des rôles contradictoires inhérents aux bénévoles de conseil (c.-à-d. les bénévoles de conseil en tant que superviseurs et concepteurs d'une vision stratégique).

10. Le développement du bénévolat doit être pris plus au sérieux par le secteur bénévole

ENDNOTE

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A listing of trends affecting volunteerism as identified by the Dutch Foundation for Volunteer Management (sVM) and the Dutch National Volunteer Center, and presented at the 16th International Association for Volunteer Effort Conference on Volunteering, Amsterdam, January 2001.

Are You Trendy?¹

The Dutch Foundation for Volunteer Management

The following 10 trends affecting volunteerism in the Netherlands were identified by the two national organizations in the Netherlands that support volunteer work: The Dutch Foundation for Volunteer Management (sVM) and the Dutch National Volunteer Center. These trends were presented at the 16th International Association for Volunteer Effort Conference on Volunteering, Amsterdam, January 2001.

1. Hedonism and consumerism are growing, but there is also a growing need for reciprocity and collective experiences.
2. The lifelong fixed identity disappears, but the need to find something of your own grows.
3. Information: All knowledge is becoming available at anytime, anywhere. The passing on of information is no longer dependent upon local organizations.
4. Higher demands for quality from governments, volunteers and customers. Does this lead to growing professionalism and are volunteers willing to go along?
5. Is there a growing gap between rich and poor in the volunteer community, between possession of knowledge and not having access to knowledge? Will volunteer work be only for those excluded?
6. Globalization leads also to localization: To keep people involved, volunteer work is transformed into close-to-home pieces and bits.
7. There will be more intertwining of volunteer work and other sectors: politics, commercial sector and others.
8. The physical forms of organizations will disappear; organizations will be more and more brokers between people with the same field of interest.
9. Time becomes more fluid: clear separations between time to work, time to care, free time and volunteer time disappear.
10. The growing recognition of diversity of people requires skills in dealing with difference. At the same time people look for orderly organizations with likeminded people.

ENDNOTE

¹Reprinted with permission of stichting VrijwilligersManagement (Foundation for Volunteer Management), P.O. Box 12080, 3501 AB Utrecht, The Netherlands.

ABSTRACT

Baby boomers want and expect more from their volunteer experience. They are eternal optimists about the future, exude a "we can do anything" spirit, are individualistic in their personal pursuits, openly question authority and are reformers. Baby boomers are redefining the meaning of retirement and volunteer service. Organizations must now compete with each other to attract and retain a better educated, diverse and outcome focused baby boomer generation. Attracting and retaining baby boomers as volunteers will require organizations to redefine and reframe their message. The internal operational paradigm of service must be refocused to include the transference of knowledge from the workplace to meaningful community service, provide a role for decision-making within the organization and generate flexible meaningful roles that facilitate personal growth and service learning. The University of Maryland Center on Aging in collaboration with the Corporation for National and Community Service and AARP (formerly known as American Association of Retired People) facilitated the development of several national demonstration models to determine the best practices in recruiting and retaining baby boomers as volunteers, including The Leadership Institute for Active Aging, a service learning model implemented in West Palm Beach, Florida through the Area Agency on Aging of Palm Beach/Treasure Coast, Inc. The history, conceptual thinking, curriculum and program administration approaches are detailed along with outcome measurements.

The Leadership Institute for Active Aging: A Volunteer Recruitment and Retention Model

Laura Wilson, Jack Steele,
Estina Thompson, and Cathy D'heron

INTRODUCTION

The first wave of baby boomers, 77 million strong, begins to turn 65 in the year 2011 (Older Americans, 2000) and they are unlike any other previous generation. Their collective voice has affected and will continue to affect public policy and consumer spending and will redefine retirement and leisure. The future of senior service and volunteerism will be dramatically impacted by current demographic trends. These trends are having a riveting impact on our entire social and economic infrastructure. Baby boomers are not attracted to many of the traditional roles

often relegated to volunteers such as stuffing envelopes, answering the telephone or making photocopies. Existing organizational cultures and programs that engage volunteers will need to change in order to leverage the potential of this critical human resource.

The normative or traditional approach to volunteerism has not kept pace with these social, economic and technological trends and the values of the new generation of volunteers. The traditional approach embodies an over reliance on, and perpetuates several myths: (1) that the community understands what your organization is all about; (2) that

Jack Steele is the Associate Executive Director of Retired and Senior Volunteer Programs International and development officer for the Center on Aging at the University of Maryland College Park. Prior to coming to Maryland, he served as Associate Executive Director of the Palm Beach/Treasure Coast Area Agency on Aging in Palm Beach County, Florida. He holds a master's degree in gerontology.

Laura Wilson has been Director of the Center on Aging at the University of Maryland College Park since 1987. The focus of her research, evaluation and demonstration projects has been senior service and volunteerism. She has been the project director for the National Eldercare Institute on Employment and Volunteerism, technical assistance provider to Experience Corps for Independent Living and project director for the AmeriCorps National Skills provider for Independent Living. She is a member of the Association of Volunteer Administration.

Estina Thompson is an Assistant Professor in the Department of Public and Community Health at the University of Maryland. She is an affiliate faculty member of the Center on Aging and specializes in barriers to accessing services.

Cathy D'heron is Executive Director of the Area Agency on Aging of Palm Beach/Treasure Coast, Inc., in Palm Beach County, Florida. The volunteer program division of this Area Agency administers the Experience Corps for Independent Living project, a Foster Grandparent Program and an RSVP program. She holds a Master's Degree in public administration.

existing recruitment plans that have worked well in the past will continue to attract a new generation of volunteers; (3) that retention strategies such as annual recognition breakfasts will be enough to retain future volunteers; and (4) that the marketing of "one size fits all" service opportunities such as bus drivers or other low performing menial tasks will be sufficient to attract a new better educated, younger and highly individualistic volunteer. Organizational loyalty and brand name recognition, once a hallmark feature in the recruitment and retention of senior volunteers is less important to the new generation of volunteers. The resultant changes have insidiously eroded the once solid and dependable base of senior volunteers. A convergence of issues including an ever changing definition of retirement, a scarcity of young senior volunteers, increased competition for volunteers among organizations, governmental assistance straining to respond to increases in human needs, and the complex issues associated with creating change in volunteer-based organizations compels us to rethink our traditional approaches to the recruitment and retention of volunteers.

The need for change is now, before the vast majority of baby boomers begin to consider retirement. Exactly how baby boomers might respond to the years normally correlated with retirement is as lacking in predictability as the cohort of boomers themselves. What we do know is that the boomers, as the next generation of retirees, are better educated, healthier and have more financial resources. Shaped by a variety of shared experiences (e.g., Vietnam War, Watergate, Civil Rights Movement, Women's Movement, Environmental Movement), baby boomers reflect distinct life values that directly impact their expectations about the future. They tend to be eternal optimists about the future exuding a "we can do anything," spirit are individualistic in their personal pursuits, openly question authority, are reformers, and seek experiences that provide personal growth

and adventure (Keefe, 2001). Volunteerism is not viewed as a stationary, end of life commitment to fill one's free time. Retiring professionals now seek volunteer jobs as prestigious as their paying ones and want to participate in experiences that enhance and maintain their job skills (Tanz and Spencer, 2000).

The new generation of volunteers will expect more from their volunteer experience. Existing volunteer programs tend to focus on traditions and compliance, relying on individual and organizational loyalty. They often engage individuals seeking to volunteer in basic non-technical service-oriented tasks. Tried and true methods of volunteer recruitment have not changed significantly nor has there been large-scale innovation in incentives or retention activities.

To attract and retain the diverse group of potential volunteers that the boomers represent, diverse methods of recruitment and retention based on changing attitudes and emerging trends are needed. Developing innovative approaches which provide baby boomers with awareness of community-based needs while simultaneously responding to their own preferences for personal development and networking need to be tested now before the bulk of the boomer wave arrives.

One such innovative approach for recruitment and retention of the age 50+ volunteer has been implemented and tested over the last three years. The Leadership Institute for Active Aging was developed as a part of a national demonstration grant supported by the Corporation for National and Community Service and AARP (formerly known as American Association of Retired Persons) with technical assistance provided by the University of Maryland Center on Aging. The Leadership Institute is based at the Area Agency on Aging of Palm Beach/Treasure Coast, Inc. in West Palm Beach, Florida.

The Leadership Institute for Active Aging provides the format to develop and test innovative approaches for recruiting a new genera-

tion of professional volunteers to expand the scope of volunteerism among community-based organizations. The Institute model (a) integrates and utilizes the expertise of institutions of higher learning, (b) expands community capacity to provide increased services to seniors, (c) creates a sense of community and camaraderie among volunteers, (d) offers volunteers more flexibility and more options for community involvement, (e) provides an organized infrastructure to attract and train a continuous stream of volunteer leaders, (f) provides an environment for active healthy aging, and (g) engages the volunteer in life-long learning and community service.

DEVELOPMENT OF THE INSTITUTE

The Leadership Institute for Active Aging created an advisory group to serve as a think-tank for program development by engaging the expertise of a broad spectrum of community partners. Membership includes community agencies, area agency advisory council members, volunteers, retired professionals, institutions of higher learning and area agency staff. This advisory group evaluated the merits of existing volunteer best practices, explored the reasons why service is not an attractive option for baby boomers, and assessed community need before choosing the Leadership Institute model.

As a part of the planning process, considerable time was spent in carefully selecting a program name to attract a diverse group of participants and to create a marketing niche with broad appeal to the younger 50+ individual. Each word was designed to convey or impart a mental image to attract applicants and ultimately volunteers. The feedback from leadership institute students confirmed the significance of selecting a strategic name. The word "leadership" was attractive to those seeking an opportunity to reengage in meaningful work where they could apply their life-long professional and personal skills. The word "institute" signified continuous learning, a strong core value for the boomers and

near boomers. The word "active" resonated with those individuals who had become disenchanted with their retiree lifestyle of endless golf games and social clubs. The word "aging" is a time neutral term (versus elderly, older, senior) that progresses from birth and does not seek to designate a specific age cohort.

Three over-arching objectives were designed to determine the success of the Leadership Institute for Active Aging: (1) create a leadership model to expand community capacity to meet identified needs; (2) attract and retain experienced individuals through meaningful life-long learning and civic engagement activities; and (3) ensure replicability.

The Leadership Institute for Active Aging model is a framework to offer volunteers more flexibility and options for civic engagement, and better utilization of their professional skills. The Institute is also designed to offer communities expansion of services to older persons in the community in support of independent living, and to strengthen collaboration among community organizations.

RECRUITMENT OF PARTICIPANTS FOR THE INSTITUTE

The Leadership Institute accepts a total of 25 students per class. The application and screening process was intentionally designed to be competitive, mirroring the process of applying for a professional paid position. The first recruitment campaign netted over 75 applications attesting to the strength of the words "leadership," "institute," "active," and "aging." The ad in the local newspaper took a non-traditional approach to recruitment. It included words such as "learn and gain new skills," "cost of tuition underwritten," "a unique opportunity," "want to become involved in your community," and included a picture of active individuals over age 50. Many applicants were retired professionals who wanted to apply their skills in a meaningful productive environment. They

included retired CEOs, nurses, educators, marketing specialists, professional trainers and mid-level managers from various corporate sectors. An initial screening was conducted by telephone to ascertain the applicant's suitability for the program and their commitment to community service. Applicants successful at this stage were sent an application and scheduled for a team interview with staff and members of the Leadership Steering Committee.

Applicants were not given a specific volunteer assignment at the beginning of their institute experience. Applicants were challenged to discover their own special gifts and abilities and to create their own unique market niche within the community service system. This allowed for individualism, a hallmark trait of the next generation of retirees. Applicants later revealed that they appreciated the intensive application and screening process, which signified the importance of the program, therefore adding value to the experience.

Another program incentive designed to attract the baby boomer generation and current retirees was that of partnering with local institutions of higher learning. The pursuit of life-long learning opportunities has broad appeal to those applying to the Institute. The partnership between the Area Agency on Aging and local institutions of higher learning provides benefits for both organizations. The Area Agency on Aging receives free space, access to instructors and assistance with curriculum development. The institution of higher learning receives access to a new market of students, is able to showcase its programs and services and can have a participatory role in community extension services. Leadership students readily embrace the higher education learning environment, making comments such as "I feel young again," "I like being around the younger generation," "it's great going back to school," and "I can't wait to tell all my children and grandchildren that I'm going to college." The

higher education setting enhances the volunteer experience and further communicates value to the students. All classroom learning takes place on a college or university campus in the local community being targeted for both leadership recruitment and volunteer service delivery.

LEADERSHIP INSTITUTE TRAINING PROGRAM AND CURRICULUM

The Leadership Institute for Active Aging includes 80 hours of classroom training followed by a four-week internship in a community-based organization that focuses on the prevention and intervention of health related needs, the environment and social services. The intensive integration of life-long learning skills with meaningful service opportunities is intentional, designed to produce a committed long term volunteer who is more likely to engage in civic activities and community support services. The program is based on the concept that volunteers who are highly knowledgeable concerning community resources, have a good sense of their own self worth, and who understand the dynamics of volunteerism are more likely to make an ongoing volunteer commitment to communities to expand and enhance service capacity. Students report that if the program had focused solely on traditional volunteer roles they would not have been interested. What they like about the Institute is that they play an active role throughout the process, are provided numerous opportunities to express their opinion, participate in various aspects of program design and are provided choices for volunteer opportunities.

CURRICULUM DEVELOPMENT

The intent of the curriculum, which reflects the values of volunteerism and community service, is to be academically challenging, provide broad life-application and provide a forum among students for significant interaction that focuses on problem solving and community resources.

There are four categories of information in the core curricula. They are community resources, the aging process, self-worth and volunteerism.

- **Community Resources** provides information on navigating the aging network at the national, state and local level, the mental health community, program specific eligibility programs, local service matrixes, neighborhood based programs, long-term care options and the role of civic organizations.
- The **Aging Process** engages students in learning about disease and disability issues, normal versus abnormal aging, care giving, elder sensitivity training and prevention and intervention health issues.
- The **Self-Worth** track includes information on cultural diversity/competence issues, coping with loss, disengagement/reengagement theories, completing personal development profiles, understanding depression and affirmation of life-long learning.
- **Volunteerism**, the fourth core curricula area included leadership development training, conflict resolution skills, volunteer management, recruitment and retention strategies, understanding service impacts and outcomes and an overview of various organizational cultures.

INTERACTIVE LEARNING

Active student participation is an essential part of the adult cooperative learning experience. Students work in teams on creative problem solving activities and other group exercises resulting in an enhanced understanding of leadership, team work and collaboration skills. These small group experiences create camaraderie among students and facilitate the importance of understanding different learning styles and the art of interpersonal negotiation. The Institute includes continuous exposure to knowledge about various community organizations and resources. This occurs on two levels: (1) students are advised

of other community training opportunities and are encouraged to attend special conferences and seminars; and (2) representatives from community organizations are invited to make presentations about their programs during the course of The Institute. Presentations from representatives of these organizations are interspersed throughout the eight-week curricula. As a result of their participation in the training, some service organizations requested that the Leadership Institute be expanded to allow their staff or volunteers to attend. Several organizations who have been recipients of Institute graduates have commented that the graduates of the Leadership Institute are better prepared to serve, and receive more intensive training regarding community resources and managerial skills than their professional paid staff. These comments reflect a gap in terms of service training and readiness by existing service organizations and presents new challenges and opportunities to develop expanded service models. A separate community capacity track or service readiness track would complement and strengthen the Institute model while simultaneously provide a valuable community service. This added component is under active consideration for further development.

VOLUNTEER INTERNSHIP

Internships are most often thought of as continuous learning opportunities for students completing an undergraduate or graduate program. The obvious intent is to provide the student a structured learning environment that allows them to actively apply their accumulated years of learning. Volunteerism should be no different. Providing the Leadership Institute students an active service learning internship is key to retention and high quality service. It also elevates, adds value and professionalizes the volunteer experience, which are important points in attracting the baby boomer volunteer. After eight weeks of classroom instruction, students become actively involved in community

service by completing a four-week internship program at a pre-approved community organization. Approved service organizations must designate a direct supervisor or coach, have pre-approved position descriptions, actively engage volunteers in the decision making structure of the agency, provide a variety of service learning opportunities and provide volunteers the same opportunities for agency participation as that of paid staff. Students throughout their coursework are asked to consider where they want to serve in the community. A transitions coach is assigned to work with each student to help them determine their individual interests and then match those interests and skills with a local service organization. The coach follows them through their internship to assess the appropriateness of the match and to facilitate the communication process between the agency and the volunteer/student. Service opportunities can be categorized in three major areas:

- **Community-based services:** those organizations providing direct service opportunities such as respite care and adult day care;
- **Career Transitions:** those individuals seeking a seamless transition from work to community service and those wanting to reengage in the work force on a part-time basis may engage in activities such as volunteer generation, marketing and community organizing; and
- **Mentoring:** those wanting to participate in inter-generational activities. Students are asked to commit to providing between 15-20 hours of volunteer service each week. Throughout the internship, students participate in reflective sessions that provide a forum for information sharing and peer collaborative problem solving.

GRADUATION

A graduation ceremony culminates the 12-week program. Family members, host organizations, the media, institutions of higher

learning and invited national, state and local representatives attend the graduation ceremony. Students vote to determine who will speak on behalf of the class at the graduation ceremony. Students who entered the program with little knowledge about community resources and civic engagement opportunities are now ready for service opportunities to meet community needs. Many students continue to serve in their internship sites while others develop new service activities. All are encouraged, beginning with their acceptance into the program, to make a sustained service commitment after graduation.

OUTCOMES

What does this model teach us about attracting and retaining a new younger generation of retirees? The answer to this question is best understood by asking three other questions? (1) Does a volunteer leadership model expand community capacity to meet identified needs? (2) Does combining life-long learning and civic engagement attract and retain experienced older persons? (3) Is this model replicable?

Does a volunteer leadership model expand community capacity to meet identified needs? Through student exit interviews and program evaluation, we have learned that the word "leadership" evokes feelings of self-worth, transference of skills and the opportunity to shape the environment. This aspect of the model, as reported by the students was an integral factor in attracting and recruiting a high level professional volunteer. Students did not want to participate in the traditional roles often ascribed to volunteers such as answering the telephone, stuffing mailing envelopes or other menial low skill tasks. This requires organizations wanting to tap into a new younger generation of volunteers to rethink and reframe their approach to volunteers and to assess internal paradigms of operation. Volunteers graduating from the Leadership Institute are seeking to participate

in the life of an organization, have influence in the decisions that impact their responsibilities, be recognized as resources within the organization, be given the same respect and opportunities as other paid employees and perform in a way that the impact of their work is measurable.

The first four classes of the Leadership Institute for Active Aging graduated 92 volunteers. Those 92 volunteers provided nearly 43,000 hours of service to over 7,200 individuals in the community. Over 24,000 hours of service have been provided in direct service activities such as respite care, companionship, medical insurance assistance, and literacy tutoring. Approximately 19,000 hours of indirect service have been rendered, including community organizing activities, crime prevention, marketing, public speaking and intervention and prevention services. The overall financial contribution to the community is valued at \$660,661, based on the Independent Sector estimate of \$15.39 for the hourly rate or value of volunteer time (Independent Sector, 2002). Current projections are that by the end of the fifth year, 172,560 hours of service will be rendered in the community at an estimated value of over \$2,500,000. Future initiatives include a specific focus on volunteer generation training to further increase the number of volunteers and service hours performed, thus increasing the impact in the community.

Agencies recruited as placement sites for Leadership Institute graduates have expressed high satisfaction with the quality, commitment, and capacities of these volunteers. During the first three years of operation, regular meetings were held with placement agencies in order to obtain continuous quality assurance feedback about how best to make the Institute work for them. In a written survey and an in-depth telephone interview with a sample of 15 agencies, 85 percent were satisfied or very satisfied with their connection with the Institute. Agencies report that Institute volunteers have assisted them in increasing services, developing

new and needed services, and increasing public awareness regarding services rendered.

The Institute graduates were interviewed by telephone twice for their response to the training and volunteering they have experienced. In keeping with the goal to expand community capacity, approximately 70 percent of the graduates of the first four classes went on to volunteer in community agencies after their internship. Those that did not go on were often deterred by personal illness or the illness of a family member. The average number of post graduation volunteer hours per month reported by Institute graduates was 47.

Does combining life-long learning and civic engagement attract and retain experienced older persons? The leadership model demonstrates that meaningful life-long learning opportunities are a strong factor in attracting and retaining younger retirees. Participants indicate the primary motive for attending the Institute was the opportunity to reconnect with others in a structured learning environment and to apply their paid job experiences to positively impact their community. The issue of volunteer community service was an extension of this learning experience but was not the initial primary motivation. Exit interviews revealed that if participants had only been told about community service opportunities and the need for volunteers, most of them would not have been interested. The integration of a continuous life-long learning component that extends beyond the Leadership Institute has broad appeal to younger retirees and the baby boomer generation. Baby boomers, who represent the next generation of volunteers, are better educated than previous generations of volunteers and display a strong interest in education. In a study by Peter D. Hart Research Associates, 37 percent of older adults report that continuing their education is very important to them (Gardyn, American Demographics, November 2000). Once

enrolled, the opportunities for community service and civic engagement were presented in an educational format. Students clearly stated that if the initial advertisement had focused solely on recruiting volunteers they would not have responded. To further validate the strength of the life-long learning connection, students were asked if the eight-week curriculum was too long. Their response was a resounding “no” with most reporting it could have been longer. The transference of the life-long learning concept to volunteer programs will be essential in the future. It will not be enough to provide a one-time educational experience. Programs must find ways to integrate educational curricula throughout the life of the volunteer experience as an incentive for retention.

In a survey of the graduates, respondents were asked about their training.

- Forty-eight percent of respondents mentioned that the speakers or lectures were the best part of the training.
- Twenty-two percent reported that learning about aging issues and resources in the community was the most useful part.
- Twenty-two percent reported that meeting new people and networking was important to them.

The majority of respondents said that the training adequately prepared them for the volunteer placement. When asked how the training could be improved, 24 percent of volunteers did not think that any aspect of the training needed to be improved. Site visits to community organizations providing support services to frail elders are interspersed with the classroom experience. Volunteers were most likely to suggest having more field trips as a way to enhance training. Institute graduates are clear that volunteer organizations seeking to recruit them will need to create meaningful and challenging volunteer experiences. A redefinition and reframing of volunteerism that affords prospective volunteers opportunities to be engaged in meaningful civic and service activities similar to that

of other paid professional staff needs to emerge in order to attract and retain a strong volunteer force.

Is this model replicable? The life-long learning and civic engagement model has broad organizational and community application. The strength of this model is its flexibility and adaptability. The two concepts of life-long learning and civic engagement are the building blocks for attracting and retaining a new generation of volunteers. This model offers organizations the opportunity to reframe their message, rethink their programs and services matrix and create a marketing niche.

The organizational management and costs of implementing this model are flexible and responsive to individual organizational cultures. The Institute was developed with initial funding from the Corporation for National Service. A project director was financed through this method. The majority of the funds were set aside to pay a monthly cost reimbursement to each volunteer. Similar programs have been developed with a slightly lower volunteer time commitment per month that does not include cost reimbursement. For example, volunteers participating in Senior Leadership Maryland, a program that embodies the life-long learning model and places seniors with elected legislative officials for 10-12 hours a week, receive no momentary compensation. These programs have also been successful in recruiting experienced, motivated volunteers.

There was no cost for trainers and speakers, as many were community agency people or local college faculty who donated their time. Once the curriculum and program are developed, the greatest resource expenditure is on recruiting and working with both participants and agency placement sites. The Leadership Institute model could replace or enhance existing recruitment and retention activities with a volunteer coordinator assisted by a team of program graduates to achieve program cost containment once the program was in place.

CONCLUSION

The concept of combining life-long learning with civic engagement to attract and retain baby boomers is the gateway to innovative and successful volunteer programs. Baby boomer volunteers will be attracted to and will commit to sustained service that provides meaningful service learning roles coupled with continuous educational opportunities. Community capacity will be expanded to meet identified needs in a manner that maximizes scarce resources. The leadership Institute offers a framework and tools to leverage the resources of the younger retirees and baby boom generation to meet and expand community capacity. As a starting point, organizations replicating this model will need to rethink and reframe their volunteer and service opportunities message. Who are you trying to reach? What incentives are needed? What are the available community resources? How will you sustain the program? Who will be the community collaborative partners? Once you have answered these questions, you are ready to invite other community partners to join you in thinking strategically about your community and its needs. Including ideas generated by community partners brings potential resources needed to sustain your program. One lesson learned in the development of this model was not to rush the planning and development phase. Organizations should allow at least six to eight months to complete the planning and development phase. It will be time well spent and ensures the essential buy-in from community partners. A network of community partners can provide strong operational support. We also learned the importance of simultaneously developing a capacity building track for prospective community host agencies. Organizations in the community may not be prepared to receive or provide adequate support for this type of high level volunteer. Educating host agencies about the goals and objectives of the program and involving them in the operational aspects of the Institute will

reduce the frustration and barriers (e.g., paid staff feeling threatened by caliber of the volunteer who they may perceive as taking over their job; asking graduates to answer the telephone and make copies rather than engage them in meaningful roles) encountered by some earlier Institute graduates.

The future generation of age 50+ volunteers will expect and demand more from their volunteer experience. They expect to be a part of the decision making process, they want flexibility that allows them to integrate paid and unpaid work, they want to engage in meaningful service learning activities, be afforded opportunities similar to those offered to paid staff and be able to transfer their professional skills to positively impact local community needs. Successful organizations seeking to harness the vast, yet untapped resources of age 50+ volunteers will need to reassess and think expansively and creatively about needs and service opportunities, strategically engage other community collaborative partners, and employ market driven strategies and incentives to attract and retain baby boomers and younger retirees as volunteers.

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ABSTRACT

The purpose of this research was to document and interpret the attitudes of Indiana 4-H/Youth Development volunteer council board members, Extension administrators, and professionals (paid state and county level personnel) toward the incorporation of a political multicultural approach into the 4-H/Youth Development program curriculum. Twenty-two participants were interviewed and documents were collected from four counties and the state 4-H office in order to understand the participants' perspectives toward the infusion of this approach. The findings revealed that attitudes must be changed before a political multicultural approach can be infused successfully into the 4-H/Youth program. A comprehensive training program including everyone from administrator to volunteer leaders must be planned and implemented. The training should emphasize building relationships, since relationships create the real structure and texture of the organization.

A Political Multicultural Approach for Volunteer Advisory Boards

By Dr. Pamala Morris

The research reported here was part of a larger on-going 4-H/Youth Development project. Partners for Better Communities (PBC) was a five-year multi-disciplinary project which began in 1995 through the Cooperative State Research, Education, and Extension Service (CSREES), an administrative unit of the United States Department of Agriculture (USDA). The purpose of PBC was to build, strengthen, and nurture local community collaborations to create a safe, healthy community environment for all children, youth, and families (Partners for Better Communities Handbook, 1995).

One major strategy used in this project was to help local unpaid volunteer advisory groups/boards assess the degree to which their organizational structure, policies, and programs were being inclusive. Based on this assessment, each volunteer advisory group/board developed a plan of action to increase their inclusivity. This process was described in an article entitled "Helping Volunteer Advisory Boards Move Toward Inclu-

sive Programming for Diverse Audiences," which appeared in *The Journal of Volunteer Administration*, Spring 2000, Volume XVIII, Number 3.

Diversity/inclusivity/pluralism was one of six components being researched and evaluated in the PBC project. This component focused on helping boards to assess their progress towards inclusivity in five areas: 1) audience/clientele base, 2) program development and delivery, 3) board leadership, 4) financial resources, and 5) human resources.

Several methods were used to evaluate the progress of the diversity, inclusivity, and pluralism component. The research presented in this study was one of the methods employed as part of the evaluation process. This qualitative research report provided baseline data relative to attitudes towards the 4-H/Youth Development program becoming more inclusive.

4-H/Youth Development is one of the oldest and largest nontraditional educational

Dr. Pamala Morris is currently an Assistant Professor and 4-H/Youth Development Specialist in the School of Agriculture at Purdue University. She has been an effective leader in the areas of cross-cultural education and service-learning. Her primary focus has been to inform youth and adults about the changing faces of a global society and to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Another endeavor for Dr. Morris has been to advance and deepen the theory and practice of service-learning, which fosters youth development, in terms of important aspects of character and civic education. Her knowledge and research interest in these areas has resulted in the development and implementation of youth and adult programs, activities and materials. Dr. Morris has a Ph.D. in curriculum and instructional design from Purdue University.

efforts in our country (Weatherford & Peck, 1983). It provides a multitude of research-based nonformal educational programs and activities nationally to approximately six million youth and a little over 250,000 in Indiana.

Engaging volunteers as active partners of Purdue University's 4-H/Youth Development department is integral to its mission of helping people improve their lives through an educational process using scientific knowledge focused on identified issues and needs. Volunteers are identified as a part of the vision by stating that county educators recruit, and develop volunteers to multiply the program's efforts. Volunteerism has been identified in the strategic plan as fundamental to achieving the organization's mission and vision. 4-H/Youth Development programs could not function effectively without the parents and volunteer adult leaders. Approximately 3,500 men and women in Indiana volunteer each year to assist in some capacity with the 4-H/Youth Development program. Volunteers provide their time, effort, and knowledge toward planning, implementing, and evaluating programs. However, these supporters view the program as teaching or emphasizing values and life skills that they deem important. As a result, they tend to influence program direction toward a status quo situation, resisting attempts to move 4-H in any direction they perceive as threatening this basic character (Evaluation of Economic and Social Consequences of Cooperative Extension Programs, 1980).

RATIONALE

Nearly half (46 percent) of school-age youth in the United States will be people of color by 2020 (Pallas, Natriello, & McDill, 1989). People of color, women, and immigrants will make up more than 83 percent of the new additions to the U.S. workforce between now and year 2030 (Johnson & Parker, 1987). Therefore, it is no longer possible or profitable to maintain physical, cul-

tural, and political isolation. Only a well-conceived, sensitive, thorough, and continuous program of multicultural education can create the broadly based multicultural literacy so necessary for the future of our nation and world.

There is general agreement among most scholars and researchers that, for multicultural education to be implemented successfully, institutional changes must be made, including changes in the instructional content; supplemental materials; teaching and learning styles; the attitudes, perceptions, and behaviors of all employees and administrators; and the goals, norms, and culture of institutions/organizations (Banks, 1995). In other words, a healthy culturally diverse organization is one in which an obvious effort is made to get people with different backgrounds, skills, and abilities to work together toward the goal or purpose of the organization. However, if multicultural education is to become better understood and implemented in ways more consistent with theory, its various dimensions must be more clearly described, conceptualized, and researched (Banks, 1995). It would not be possible to research every dimension of multicultural education; therefore, this study will focus only on the political aspect.

Multiculturalism from a sociopolitical perspective is one way to present historical and social issues so that all sides are empowered. Political multiculturalism is both a process and a goal. The process involves organizations being able to assess every aspect of their culture in order to create and embrace a pluralistic environment. The goal is full and equal participation of all groups in a society that is mutually shaped to meet their needs. It includes a vision of society in which the distribution of resources is equitable and all members share in the power by having a voice in the decision making process that directly affects them. It is inclusive of, but not limited to, issues of ethnicity, race, linguistics, religion, gender, economic status, sexual orientation, and the differently abled.

GUIDING RESEARCH QUESTIONS

1. What knowledge and beliefs do the state 4-H/Youth Development paid faculty and staff, 4-H/Youth Development volunteer policy council board members, and 4-H/Youth Development paid county administrators and personnel, in four selected counties in Indiana, have regarding multicultural education?
2. What are the participants' perceptions of the existing 4-H/Youth Development educational program' as it relates to multicultural education?
3. How do the participants' beliefs and ideas about a political multicultural approach influence how the educational program is developed, implemented, and evaluated?
4. What are the implications for policy and administration of educational programs as a result of the incorporation of a political multicultural approach?

METHODOLOGY

Site and Participants

The potential population in this study was defined as: 4-H/Youth Development paid state and county staff, inclusive of specialists, educators, administration, and volunteer policy council board members. The population was a purposeful sampling because of their involvement with the development and/or implementation of the 4-H/Youth Development program in Indiana.

Only four counties out of Indiana's 92 counties applied. Three of the counties were defined as rural and one county was urban.

All interviews were taped and conducted at a convenient and comfortable meeting site within the participants' respective counties or workplace.

Data Collection

Data were collected by the following methods: in-depth interviews and document analysis. There were a total of 22 participants who were informed, by official correspondence, of the nature and purpose of the research.

The in-depth interviews were designed to tap into the participants' prior knowledge and beliefs relative to political multiculturalism. A one time face-to-face interview with each participant was conducted during a four-month period. Content analysis of documents was used in triangulation to strengthen the findings.

Program records and documents evaluated for this study included, but were not limited to: brochures, newsletters, correspondence to 4-H/Youth clientele, organizational rules, regulations and policies, expansion and review committee reports, and any other official or unofficial documents. These documents revealed private interchanges, goals and decisions that might not have been reported through an interview. An analysis of all data sources provided sufficient information to interpret and discuss implications for policy and administration of programs.

Procedures

Throughout the study, the researcher utilized a personal journal that contained general observations, descriptions of how decisions were made, personal reflections, all correspondence, and a calendar of activities.

The researcher developed a pool of questions (see Appendix A) which solicited information directly related to the research questions.

All tapes recorded were transcribed. Each transcription was mailed to individual participants for their review. Participants were asked to make corrections, deletions, or additions to their transcripts in order to reflect the accuracy of their responses.

Data Analysis

Data from open-ended interview questions were gathered and coded using qualitative methodology (Lincoln & Guba, 1989; Strauss & Corbin, 1990). Using content analysis, existing documents from participating counties were reviewed. All documents were analyzed by using a checklist (see

Appendix B). The procedures included reading the transcripts and identifying salient information, and then sorting these phrases and sentences into categories consisting of units with similar content. Upon the completion of the sorting, categories were reviewed for exhaustiveness and consistency. Finally, the category set was reviewed for interrelations among categories, overlap, and completeness. Findings were summarized to reflect the major themes that emerged.

FINDINGS AND CONCLUSIONS

Overall, findings indicate that a political multicultural approach will be difficult to infuse into the 4-H/Youth Development program in Indiana without a major shift in paradigms. While some participants responded enthusiastically, others expressed concern as they shared their thoughts and beliefs about possible changes in a program that had a strong tradition and was held in high esteem by participating youth and their families. In order to describe and interpret the participant responses and documents collected from the state 4-H office and each of the participating counties, four assertions were generated. These assertions are discussed along with emerging themes in this section.

Assertion One: 4-H/Youth Development program perceived as worthwhile experience for youth currently being served.

Participants viewed the 4-H/Youth program as a worthwhile experience because it provided a variety of learning opportunities for youth to experience success, positive and meaningful relationships, develop leadership and basic life skills, develop a sense of belonging and a positive self-concept.

Youth working in partnership with adults was cited as a crucial source of supportive relationships and vital experiences. Nurturing, caring partnerships are formed when youth work closely with adult leaders and volunteers. Therefore, most participants agreed that one of the basic and critical components of the 4-H/Youth program was the

adult volunteers who guide, mentor, and support 4-H/Youth members through their learning and activity involvement. Without these volunteers, the program could not function effectively and efficiently.

Surprisingly, although volunteers were cited as a strength, some participants seemed to think that they were also barriers to youth participation. Some volunteers were cited as being traditional in their thinking; therefore, not quick to branch out and embrace new ideas or new audiences. It was noted that volunteers who held these views usually participated in the 4-H program from the time they were young through their adult years.

Assertion Two: Diverse backgrounds and experiences shape views regarding multicultural education.

With few exceptions, most of the participants did not link multicultural education with a collective social movement aimed at redistributing resources across groups. For most of them, it was a tool for addressing problems they saw in their communities, in the workplace, or to educate people about cultures different from their own.

Participants also noted that relationship building was a primary challenge for an organization's growth and development. Relationship is the most powerful, under utilized resource available to organizations addressing constant change. It is key to managing and valuing diversity. Relationships, whether personal, civic, or organizational, serve as the basis of our growth and development, our expression of warmth, and creativity, our support and strength, in everything we do. Therefore, it should become the focus of conscious organizational strategies.

Assertion Three: Perceptions of an inclusive and shared decision-making process for program development.

Most participants felt that incorporating this approach would encourage program development committees to have a better representation of diverse groups. The voice of

diverse groups from across the state and from within individual counties would enrich the entire program planning process by adding different perspectives reflective of values and beliefs from existing cultures within our society.

There was one over-arching theme relative to implementation: A change in mindsets. In other words, some attitudes needed to change in order to work effectively with new audiences. Participants felt that attitudes should be changed using a top-down approach from management to volunteers.

It was also suggested that incorporation of a multicultural approach would encourage staff responsible for evaluation to obtain the input from a broader cross-section of youth and adults and develop a variety of methods for evaluating programs.

Assertion Four: A disparity between policy and practice is perceived.

The majority of participants agreed that the present policies would not have to change to accommodate the concept of inclusiveness. They felt that the policies were in place, but implementation was the problem. Implementation appeared to be problematic because some staff and volunteers were not equipped with adequate knowledge and tools to work with diverse audiences. It was suggested that additional training and experience was necessary. Some participants felt that the challenge was in developing relationships, contacts, and community respect. Staff and volunteers need to be more open and receptive to including people from different backgrounds, experiences, and cultures. Therefore, it was suggested that a total team effort would be necessary where the organization and community would work together from the beginning of the process. It is important to bring along groups of constituents in order to build a solid foundation for political and financial support within the communities.

IMPLICATIONS

The goal of valuing and managing diversity is to develop a practical and strategic response to changing demographics, a response that will establish effective relationships for all staff, volunteers, and clientele. Findings emerging from this study will set the stage for the development of productive relationships between and among culturally diverse employees and volunteers. These implications are useful, not only for youth-serving agencies and organizations, but can be applicable for any volunteer service management.

1. Ensure the meaningful participation of youth, racial/ethnic and other marginalized groups on advisory councils, boards, and committees. Representation of marginalized groups should be included as part of any decision making process within a community. In addition, representation of these groups must be afforded equal voice and respected as a viable member of the decision making body. This may require some additional training for those constituents that are not skilled in and knowledgeable about the decision making process.
2. Engage in a critical review of policies, rules, and procedures with an aim toward reducing the number and scope of the rules. A critical review could assist with more consistent implementation resulting in increased participation by more diverse groups. There are too many procedural barriers and regulations that prevent participation of some community members. It is important to note that policies establish values, beliefs and direction for staff and volunteer involvement. They connect the volunteer program to the larger organization and its mission. Formalize your policy decisions by putting them in writing. Writing decisions in the form of policies and distributing them to paid and volunteer staff can lend them greater import and perhaps better ensure compliance.

3. Institute a continuous comprehensive process of training paid and volunteer staff to work with diverse audiences. Training alone does not change organizational cultures. It is only one part (albeit an important one) of a larger systems-change initiative. All employees should go through a series of cultural diversity workshops that provide insight into knowledge, awareness, skills, and action. Additional training should be provided in the areas of leadership, collaboration, grant writing, and working with boards and councils to prepare new and existing staff and volunteers for their work with diverse audiences.
4. Develop and conduct a needs assessment of all state and county level personnel (including administration) and volunteers resulting in effective and appropriate training. Representatives from all levels of the organization should participate in each step of designing the needs assessment plan and interpreting the results. Participation in the needs assessment, as in many organizational activities, is essential for building ownership among key stakeholders.
5. Collaborate with other organizations on joint workshops, conferences, and training sessions. Collaborative efforts could reduce training cost, provide for more effective marketing, and create a network essential for the development of new and innovative ideas. Consider who might be a good collaborative partner. These can be other community organizations, local businesses, professional societies, schools, and etc. Keep in mind that a collaborative partner does not have to share the same interest or goals.
6. Recruit people other than traditional volunteers in order to reach out to different audiences. Identify key people within the community, i.e., community leaders, church members, public housing, and business owners to become volunteers. Establish an Outreach Team or Diversity Task Force to assist with the recruitment. Stay away from tokenism. This concept can be spotted quickly and will not be supported by staff and other volunteers.
7. To encourage program expansion, inspire staff and volunteers to take risks with new programs and new audiences, but remember to reward them for their risk-taking. Begin with a paradigm shift, where the old ways of functioning are no longer appropriate or acceptable, but where the new paradigm, is not yet visible. Place more importance on creative and innovative programming and delivery modes to reach constituents. Be willing to accept a drop in numbers in exchange for quality programming and reaching a broader cross-section of the population.
8. Encourage the development of evaluation instruments that measure increased knowledge, skills and improved attitudes or quality of life. Select a cross-section of the population from across the state, along with an evaluation specialist, for their input in developing evaluation instruments. Examine: a) different methods and instruments that will measure program learning outcomes; b) a variety of assessment procedures that reflect the ethnic and cultural diversity of the intended audience. Network with other organizations, agencies, and universities to locate previously prepared instruments and methods that would assist in this effort.
9. Promote your organization as being inclusive, accessible and beneficial for the entire community. Some organizations that have not been open to differences in the past are now seeking diversity. These organizations are trying to rectify years of being oriented to a Eurocentric way of thinking. It is difficult to introduce diversity into an established program structure, but it can be done. Reaching

out to diverse populations and attracting new audiences with information about the availability of your programs can accomplish this. Reaching out to new communities may require re-thinking some of the services your organization provides. It is also suggested that you analyze your paid and current volunteer staff and clientele. After you have analyzed who your participants are, ask if this is the diversity you want or need in order to address challenging issues in the diverse communities you serve.

10. Identify program areas that would appeal to culturally different audiences. Nontraditional project areas that would appeal to and meet the needs of the new audiences should be developed and implemented. Traditional delivery methods may need to be modified or new methods developed.
11. Provide a structure where all levels of staff and volunteers can come together to discuss controversial issues, encouraging them to examine and understand their own and others' beliefs, values, attitudes. Consider the location and facility when offering an opportunity for people to come together to discuss critical and sensitive issues. An opportunity should be provided for an open dialogue relative to issues of diversity and any other controversial issue. Participants should be given a chance to reflect on and examine the effect of prejudice, discrimination, and cultural conflicts in their life experiences.
12. Establish a Resource Center for the collection of culturally inclusive teaching materials in the office. The resource center should be established with the intent to assist in the enhancement of diversity awareness among staff, volunteers, and clientele. It should include a variety of reference materials on the histories, experiences, and cultures of many racial, ethnic, and cultural groups; diversity aware-

ness curricula; audio-visual training materials; periodicals; and other types of articles or clippings pertaining to cultural diversity; sexual harassment; disabilities; and affirmative action issues in general.

In concluding, it is evident that building effective relationships, or rapport, is at the heart of all diversity issues. If a political multicultural approach is to be maximized in any organization, then the basic element of good communication must come forth — respect and trust. If those two elements can become part of the demeanor of the professional staff and volunteers, then genuine relationships can be developed. Relationships developed on trust and respect will provide a strong, firm foundation upon which teamwork can exist. Upon the development of this teamwork will come the synergism in which everyone's opinion will be given equal value regardless of his or her title or position. Then and only then will an organization be all that it can be and pluralism will not be a dream, but a reality. With this newfound pluralism comes an interdependence of all individuals involved. We acknowledge, accept, value, and celebrate the opinions and thoughts of others. We debate vigorously, but we debate in the win/win mode wanting everyone involved feeling good about the solution.

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ENDNOTE

¹Educational program is being defined in this study as the interaction with instructional content; supplemental materials, i.e. brochures, newsletters; planned activities and events; multimedia resources, and processes for evaluating the attainment of educational objectives.

APPENDIX A

INTERVIEW GUIDE

Overview Comments: Thank you for agreeing to be interviewed as part of my doctoral research in conjunction with the Partners for Better Communities project. In this study we want to understand your perspective on the 4-H/Youth educational program. You should be assured that your comments will not be linked to you in any way, thus we hope that you will speak freely this morning/afternoon. So that I may concentrate on you and your responses, I would like to audiotape our conversation—is this ok with you? Please be sure to speak up so the microphone picks up your voice. Thanks.

1. How would you define “educational program”?
 - a. Describe the Indiana 4-H/Youth Development program?
 - b. Overall, what are the strengths and weaknesses of the 4-H/Youth Development program?

2. In your opinion, does the 4-H/Youth Development program appeal to all youth?
 - a. What terms, if any, have you heard people use when talking about educational programs that appeal to all youth?
 - b. What experience have you had with multicultural education?
 - c. What role do you believe multicultural education has in our 4-H/Youth program?

3. In your work or reading have you heard this term or one similar to “political multiculturalism?”
 - a. In your opinion, what does political multiculturalism mean? (Provide a definition of political multiculturalism)
 - b. What is your attitude toward the integration of this approach into the 4-H educational program?

Until now, we have been discussing the concept of an educational program and specifically the 4H/Youth Development program. I will now ask you some specific questions about the 4-H/Youth program development, implementation, and evaluation.

4. If a political multicultural approach is incorporated, how would this affect program development?

5. How would the incorporation of political multiculturalism affect the implementation of programs?

6. What affect would the integration of political multiculturalism have on the evaluation of programs?

7. How would Extension policy be affected by a political multicultural approach?
 - a. How would this affect the 4-H Advisory Council?

8. Would the administration of programs be affected by using this approach?
 - a. What would this mean for Extension Educators? 4-H Volunteers?

APPENDIX B
CHECKLIST FOR DOCUMENT ANALYSIS

- Are the perspectives and contributions of people from diverse cultural and linguistic groups—both men and women, as well as people with disabilities—included in the curriculum?
- Are there activities in the curriculum that will assist students in analyzing the various forms of the mass media for ethnocentrism, sexism, “handicapism”, and stereotyping?
- Are men and women, diverse cultural/racial groups, and people with varying abilities shown in both active and passive roles?
- Are men and women, diverse cultural/racial groups, and people with disabilities shown in positions of power (i.e., the materials do not rely on the mainstream culture’s character to achieve goals)?
- Do the materials identify strengths possessed by so-called “underachieving” diverse populations? Do they diminish the attention given to deficits, to reinforce positive behaviors that are desired and valued?
- Are members of diverse racial/cultural groups, men and women, and people with disabilities shown engaged in a broad range of social and professional activities?
- Are members of a particular culture or group depicted as having a range of physical features (e.g., hair color, hair texture, variations in facial characteristics and body build)?
- Do the materials represent historical events from the perspectives of the various groups involved or solely from the male, middle-class, and/or Western European perspective?
- Are the materials free of ethnocentric or sexist language patterns that may make implications about persons or groups based solely on their culture, race, gender, or disability?
- Will students from different ethnic and cultural backgrounds find the materials personally meaningful to their life experiences?
- Are a wide variety of culturally different examples, situations, scenarios, and anecdotes used throughout the curriculum design to illustrate major intellectual concepts and principles?
- Are culturally diverse content, examples, and experiences comparable in kind, significance, magnitude, and function to those selected from mainstream culture?

This paper examines the benefits, implementation and management of online volunteers for People With Disabilities Uganda (PWDU). By drawing on my experiences as Online Volunteer Manager for PWDU, I hope to introduce the reader to the concept of involving volunteers online. I provide guidelines that have helped PWDU manage more than 150 online volunteers working on numerous projects. This article outlines the benefits for both the organization and the volunteers, and it provides information on how an organization can begin to involve online volunteers.

Tapping Global Resources: A Guide to Involving and Managing Online Volunteers

By Laurie Moy

INTRODUCTION

New information communication technology (ICT) has made a huge impact on the operations and management of all organizations, including non-profits, state agencies and other groups that involve volunteers. Every major organization and many smaller ones have a presence on the web and use ICT daily in their operations. Many organizations use the Internet to solicit donations, disseminate information and recruit volunteers. But there is a largely untapped resource that many organizations are not yet utilizing. That resource is Online Volunteers.

There are thousands and thousands of people, from all walks of life, willing to donate their time and resources to a cause. Traditional methods of involving volunteers limit an organization to its local geographic area (and a set time). But with the Internet and email, organizations have the ability to involve volunteers from around the world, as well as volunteers who are nearby or unavailable during regular working hours. Online volunteering is not meant to replace the work of onsite volunteers but, rather, to complement the contributions of those volunteers and invite even more participation, energy and ideas into the organization.

For two years I have managed online volunteers for People With Disabilities Uganda

(PWDU), a national, nonprofit, nonpartisan peace and disability rights organization based in Kampala, Uganda. PWD has implemented programs to assist local people with disabilities to lead fuller and more independent lives since 1989. While PWD was certainly successful, it was primarily a local organization involving local people and resources. That limited both its results and its reach.

In March of 2000, Richard Mugisha, Director of People With Disabilities Uganda, decided to recruit online volunteers through NetAid Online Volunteering (www.netaid.org/OV), a service managed by the staff at United Nations Volunteers. NetAid is a matchmaking interface allowing nonprofit organizations to find and involve online volunteers from around the globe. Mr. Mugisha did not know what to expect when he posted his first assignments for online volunteers, but he had high hopes for attracting new volunteers for his organization.

I, too, did not know what to expect when I got involved in NetAid and online volunteering. In the spring of 2000, I saw a television ad for NetAid. At the time I had a one-year-old son and another on the way. I had always wanted to work and travel abroad, but I was obviously busy with my family. The idea of volunteering via the Internet seemed

Laurie C. Moy is the Online Volunteer Coordinator for People With Disabilities Uganda. For the past two years she has managed more than 150 online volunteers for the Kampala based organization. She has recently held workshops in New York, USA and Geneva, Switzerland presenting the benefits and best practices of hosting volunteers online. An online volunteer herself, Moy recently traveled to Uganda as the first NetAid/UNV online volunteer to visit their program onsite. She currently manages online volunteers from her home in Scranton, Pennsylvania, USA.

like a great opportunity. I logged onto NetAid's website, saw a few postings, including the one for PWDU, and applied. It is now two years later and I am the Online Volunteer Manager for more than 150 online volunteers.

WHAT CAN ONLINE VOLUNTEERS DO?

It may be difficult to imagine what online volunteers can do. But if one considers how many hours an organization's staff spends on their computers, it is easy to understand how online volunteers can contribute. Research, translation, and composition are only a few of the possibilities for online volunteers. The prospects are limited only by imagination. Following are some of the accomplishments PWDU has achieved with the help of its online volunteers.

WEB SITE

PWD's most celebrated online volunteer (OV) accomplishment is the creation of its web site, www.pwdu.org. Every aspect of this web site has been volunteer driven, including the creation of a logo. The team of online volunteers worked on various design ideas, selected a design and went to work. The staff at PWD submitted raw information about PWD and its programs, and this data was put together in a coherent package and given to the OVs developing the web site. Other volunteers conducted research to find appropriate links and outside information for the site. The result was an amazing display of skill and collaboration. Because the existing staff at PWDU did not possess the skills for such a project, the team of online volunteers provided them with talent and expertise to create a multi-page web site. The web site contains a video message from the director, a virtual library, descriptions of PWD's programs and background, information about Uganda, a opportunity to listen to our song, and information about the various methods of donation. There is so much more to come!

NEWSLETTER

Another great OV accomplishment for PWD is the publication of a bimonthly email newsletter, *PWD News*, which debuted in June 2001. (We hope to fund a printed version in the upcoming year.) Several proposed layouts were presented by OVs and one designed by a volunteer in Nigeria was chosen. From the first suggested article to the publication of the finished issue two months later, *PWD News* was created and developed by online volunteers from all corners of the globe. Articles have been contributed from Australia, Jordan, Kenya, Nigeria, United Kingdom, and the United States to name a few. They have been edited in many countries, then are laid out and distributed to a growing number of subscribers around the world. These online volunteers have helped PWDU promote its causes, conduct research, and spread its reach through this newsletter. Without the help of these online volunteers, the staff at PWDU would not have been able to devote the time needed to put together such a project.

MARKETING AND PROMOTIONS

With our web site and newsletter operational, our volunteer marketing team hit the ground running. Online Volunteers are responsible for designing and publishing brochures, creating ads, researching potential internet promotions, participating in banner exchange programs, inviting links to our web site (www.pwdu.org), promoting PWD News, building a subscription database for the newsletter and writing press releases.

When our benefit CD is complete, we will have yet another avenue of promoting PWD's efforts.

PROGRAM DEVELOPMENT

Another team of volunteers helps PWD develop new and existing programs. These volunteers conduct research, gather information, and develop recommendations for various projects including:

- *Agricultural income generation project for adults with disabilities* — One of our volunteers is an agricultural scientist and was able to recommend a specific avocado plant that would grow better in the climate.
- *Information and Resource Center* — One of our volunteers is a graduate student who just finished a thesis about bringing technology to developing Africa.
- *Children's resource library* — Through the efforts of our volunteers we have collected more than 150 pieces of literature for this resource for children and parents... and more pieces arrive every day.
- *Skills building project for children with disabilities* — Several online volunteers have conducted research for this project developing a training manual for local special education teachers.

These are a few of the projects PWD is working on. Several would not be possible without the help of our online volunteers. Some of the volunteers work on the actual program development of these projects, while others are researching potential funders and developing grant proposals.

WHY HOST ONLINE VOLUNTEERS?

The beauty of online volunteering is that an agency is able to involve people from all walks of life, in their own element. At PWDU our volunteers represent a broad spectrum of knowledge and experience. We have marketing experts, professors, high school students, music producers, stay-at-home mothers, college students, web designers, development professionals, graduate students, journalists, researchers and many more. All of these volunteers bring with them a wealth of knowledge, skill and creativity.

Beyond that, because of the nature of volunteering *online*, these people also bring with them all the resources that surround them. College students bring access to professors and their university's libraries, web designers

and graphic artists bring with them access to equipment and technology, and marketing and development professionals bring the resources of their offices. By engaging people in their normal surroundings, we tap into resources that would otherwise not be available to us. PWDU has had many great experiences with this wealth of diverse resources.

Online volunteer Cesar Napoli, a Grammy nominated music producer from Bahia, Brazil, has written and produced an original song for PWDU, entitled "Sunshine, Baby" sung by Rick Husbands, a popular artist in South America. Working with other volunteers, Cesar is now leading a project to create a benefit album for PWDU. Proceeds from the sale of this CD will benefit PWDU's programs. More importantly, promotion of the album will be a new form of marketing for the organization and will create an awareness in circles that would otherwise not be accessible.

Because we enjoy Cesar's expertise via the Internet, he is able to remain in his hometown, where he has access to his colleagues, his recording studios, CD manufacturing plant, promotions experts and advertising professionals. He even has a few celebrities who are willing to endorse the project.

Cesar is just one example of hundreds of great volunteers who donate their time online. Working with volunteers from around the world, PWDU has seen accomplishments that would not otherwise be possible.

WHY DO PEOPLE VOLUNTEER ONLINE?

There are many reasons why people choose to volunteer online. One major reason is convenience. A person may be interested and willing to donate their passion and energy to a cause or organization, but cannot because of work or school schedules or family obligations. Many would-be volunteers cannot commit time during an organization's regular operating hours. Perhaps they don't have time to travel to and from the work site, look for a

parking place and find a baby sitter. Volunteering online negates those problems. An online volunteer can work on his/her assignment at the best time for that person. Whether it is late at night, between classes, during a lunch hour, after dinner, on the weekend, or during a child's nap, the online volunteer makes his/her own schedule. And travel time to a volunteer assignment is nonexistent, as most online volunteers work from their home or office computers.

Another reason people volunteer online is because on the Internet a person can remain anonymous. They will be judged only by their thoughts and skills. An online volunteer can be involved with an organization for an extended amount of time without ever revealing age, race, religion, nationality, and even gender. Many online volunteers find this anonymity empowering. In my experience managing OV's, I have seen this many times. One of our volunteers was writing an article for our newsletter about landmine victims. We decided to include an interview (to be conducted via email) with a doctor experienced in that field as part of the article. The volunteer became apprehensive and concerned that she wouldn't be taken seriously. Although I had worked with this volunteer for months, it was only then that I learned she was in high school. We discussed it and when she realized that no one would question her age, she went for it. The interview was great and she finished the article. She would never have gone through with it if she had had to conduct the interview in person. In fact, she might not have been granted the interview. For many people volunteering online allows them to take chances they might not otherwise entertain.

Some online volunteer activities do require that the volunteer reveal their age and/or other information about themselves, such as volunteers working with confidential information or working with clients. Issues such as age may have no bearing on projects such as designing an organization's logo or writing articles or conducting an interview.

Some people enjoy volunteering online because it provides a philanthropic outlet for talents and interests that they may not be able to express in their professional work. There are secretaries who are great web designers. There are stay-at-home parents who are excellent writers. There are seniors who are wonderful researchers, and there are marketing professionals who enjoy computer programming. Volunteering online provides these people with a way to pursue their interests.

It is also possible for two or more online volunteers to collaborate together on a project via the Internet. By fostering this kind of mentoring/collaborating relationship, the host organization not only benefits from the work produced, but also from extended training of its volunteers.

HOW DO YOU MANAGE VOLUNTEERS ONLINE?

Managing volunteers online is not all together different from managing onsite volunteers. Both need guidance, support, recognition and the assurance that their work makes a difference. There are, however, some inherent differences in managing online volunteers that are worth mentioning.

Because the bulk (if not all) communication with your online volunteers will be written, there are several things to remember.

- You must communicate promptly via the written word. Although online volunteers are not there in person, it doesn't mean they aren't waiting for your prompt attention. Be prepared to respond to emails within a couple of days of receipt. If you take too long to respond they will feel unappreciated and lose interest. They will feel that their work is a low priority and will react accordingly. You can respond to emails as you receive them, or take some time to think about things before you respond. Or you can set aside a specific, regular time to deal with emails, fitting it into your schedule as needed.
- You must communicate clearly via email. Without the face-to-face contact, you do

not have the benefit of body language. Add cultural differences and there is the potential for miscommunication. It is very important to be absolutely clear in your communications. Take advantage of the fact that you can edit, add and clarify before you hit the "send" button.

- Remember that "conversations" are contained. Everything that needs to be conveyed must be done explicitly. If you take, for example, an average day in an office, there may be an official meeting about a project, but then there are small conversations in the halls after the meeting. There are office drop-ins, lunch time conversations, and so forth. Much information and direction is passed on in these smaller conversations, despite the information-packed meeting. The manager of online volunteers must remember that in cyberspace those "small conversations" are not so spontaneous. It is important to encourage the online volunteers to ask questions and respond to emails and directions. Facilitating these "conversations" will create an atmosphere of communication, will ease your directions, and will result in quicker completion of tasks.

These points are relevant no matter how many online volunteers an organization involves. If you are going to involve more than two or three online volunteers, there are additional points to consider.

- People who communicate online automatically have at least two identities — their name and their email address. Sometimes, they have screen names as well. It is likely that you will have two or three identities per volunteer. This can make managing more than a few OVs confusing to say the least. In addition to the problem of managing multiple identities, there is the difficulty of the names themselves. This difficulty is twofold. First, it is possible that many of the online volunteers will be from other countries around the world. Their names may be difficult to pronounce or spell. Secondly, screen names

and email addresses may have no relationship to the person's name. For examples online volunteers may have identities such as "Prince Charming" and "TMLJ142." It is important to keep all of the aliases in your volunteer records. It is not enough to rely on email addresses because many OVs check in from more than one computer and/or address. A side note regarding screen names and email addresses, don't be tempted to take an individual with a name like "ShopGirl" less seriously. Many people volunteer online with their personal email accounts and the names may be a little more casual. This does not, however, reflect their level of competence or enthusiasm to do good work for your organization.

- A useful management tool if you plan to host more than a few online volunteers is a web based group. There are several of these "groups" throughout the Internet, that combine web-based group information with email messaging. You simply create a group and invite people to become members. All group members, in this case our online volunteers, can control where, when and how they use the service to ensure it fits their lifestyle. For PWD we have set up five main "groups" based on our major project categories: marketing and promotion, program development, grant writing, newsletter, and web site. Each individual "group" has the following: 1) homepage with basic group information, a welcome to volunteers and an introduction to our aims; 2) message area — where we post messages to the group and can read past messages; 3) event calendar — where we specify deadlines and events; 4) files area — we share information, documents, everything from raw data to edited and revised text, to completed web pages, and more; 5) picture albums — where we share photos of the organization in Uganda and the children who participate in our programs. Some volunteers also like to post their own photos. [There should NOT be a

requirement to do this]; 6) voting area — here the members (online volunteers) can complete a survey or vote on a topic; 7) classified ads — this is where we post specific tasks that need to be completed so volunteers can respond to tasks they are interested in doing and/or are willing to take on; 8) simple database system — another facility for sharing information; 9) management area — where information about group participation and group settings can be accessed.

We have our groups set up so that they are private and by invitation only. Only our online Netaid volunteers are members. Using web based groups has been a tremendous help in managing all our volunteers.

There are several factors that will affect the number of online volunteers a project involves. The best practices listed above will help to retain valuable volunteers online. But it is also important to note that sometimes people are “surfing the net” and are just curious when they apply for online assignments. They may forget or neglect to fulfill their tasks. To “weed out” those who are not serious, it is a good idea to establish contact with the potential volunteer before giving them an assignment. As the volunteer manager for PWDU, I contact each applicant with more information about the organization and the projects in which we are involved. If I hear back from the applicant within a few days, we progress to the next level and assign them a task. If I don't hear back I close their application. PWD has received 374 applications from 56 countries around the world. In our experience, approximately 70 percent of contacted applicants respond and get involved.

Turnover is also a factor in the number of online volunteers an organization involves. There are varying degrees of time commitment by volunteers — one volunteer may be willing to work online for several months while another may be interested in one finite task. It is a good idea to find out from the volunteer how long they are interested in being involved with the organization. They

can always extend their involvement if they are still interested at the end of their “term.” It is frustrating and time consuming to try to maintain communications with an online volunteer who is no longer interested. By establishing the time commitment terms first, the organization can efficiently involve online volunteers and enjoy seamless transitions.

CONCLUSION

Just as no two onsite volunteer programs are alike, neither are any two online volunteering programs or program managers. The guidelines I've mentioned have worked for PWDU and its team of online volunteers. Other organizations may have a different set of circumstances, management styles and results. Volunteer managers who already work with onsite volunteers are probably doing most of what we are doing, but without the Internet: making sure assignments are clear, staying in touch with volunteers, managing the volunteer information and project progress, etc. If you love working with volunteers onsite, you will probably love working with them online as well. If you are passionate about your organization and how volunteers are contributing to it already, you are going to be fantastic at managing online volunteers too. The PWDU online volunteering program works because PWDU is an established, already-accomplished organization and is committed to making its programs work. If your organization has these two elements, online volunteering can work for you too.

The NetAid OV Web site [www.netaid.org/OV] provides information on how to screen online volunteers, how to create online volunteering assignments and how to connect online volunteers with resources that can help them learn more about developing countries. The Virtual Volunteering Project [www.service-leader.org/vv/] provides the most detailed, comprehensive information available about online volunteering, including information about online safety for such programs. Both should be your next steps for learning more about online volunteering and involving these cyber volunteers yourself.

ABSTRACT

Recent changes in volunteerism and in the larger society have created a new context for volunteer programs. As volunteers are asked to take on increasingly responsible work, and as society in general grows increasingly litigious, many volunteer programs are experiencing the dual influences of increased risk and increased liability. As a consequence, it is argued that risk management is no longer optional in the management of volunteer programs, particularly wherever volunteers are asked to perform important, complex work, and where volunteers work directly with vulnerable clients.

Making the Case for Risk Management In Volunteer Programs¹

Linda L. Graff

I have come to an important realization after more than two decades of work in the volunteering business: After all this time there are still a good many well-meaning people, some of whom are in positions overseeing volunteer work, and some of whom are ultimately responsible for the work done by volunteers, who still believe that volunteering is about lady bountifuls with bonnets and baskets administering unto the sick and the orphaned, rolling bandages, and serving tea!

CHANGE AS THE CONTEXT TO UNDERSTANDING RISK

It is almost trite these days to say that things are changing, but change is perhaps the most significant factor to consider in constructing a context for risk management in volunteer services. The kinds of changes that were experienced in the human and community service system in the 1990s surpass any other period of change in the history of service provision. Fundamental shifts have permanently altered health care, education, social services, and other aspects of community life. All of these changes have direct consequences for the work of volunteers, and for the volunteer movement itself.

Not all that long ago, organizations needed to be encouraged to consider involving volunteers at any level beyond the legally necessary board of directors. Now, it is difficult to identify third sector organizations that do not involve volunteers at all organizational and program levels, in both administrative (board/committee) and direct-service positions. Volunteering has grown to enormous proportions and now hardly resembles what it was as recently as a decade ago.

As North American society continues to struggle with economic restraint and ongoing cut backs, we see governments decrease funding for a wide range of services and shift more and more delivery into the nonprofit and charitable realm. This transition to "community based service" has been particularly evident in health, mental health, and social services, but it is also taking place in other service sectors such as criminal justice and public works. Non-profit and community organizations are now performing functions and delivering services that only a short time ago would have been considered the purview of governments and institutions. Consider, for example, the large scale transitions of patients from institutionalized mental

Linda L. Graff was the Director of the Volunteer Centre in Hamilton, Ontario, Canada for nearly 10 years and has spent the last 12 years operating her training and consulting firm Linda Graff and Associates Inc. Graff is the author of seven books including *By Definition* (policy development for volunteer programs), *Well-Centered* (policy development for volunteer centres), and *Beyond Police Checks* (screening volunteers and employees). Graff has developed an international reputation as a dynamic trainer and an impassioned advocate for the field of volunteer program management. She currently specializes in training on topics such as risk management, screening, policy development, and discipline and dismissal.

health and developmental disability facilities into smaller settings and group homes in our neighbourhoods, now managed by community agencies. Consider the dramatically increasing home-based health care system in which seriously ill and dying persons receive health care in their own homes from community health care agencies; community policing initiatives which place volunteers on the front lines of report-taking and even alongside officers on patrols; and the increasing numbers of local, all-volunteer horticultural societies which tend to urban beautification projects and even road median plantings that municipal government workers used to tend.

Community and nonprofit organizations have a long tradition of involving volunteers in their work. As these organizations expand their mandates and often struggle to serve more people with fewer resources in the community based models, they have come to increasingly rely on the involvement of volunteers in direct service delivery. Over the last decade we have often heard the rather desperate cry "Let's get volunteers to do it!" ring out from board rooms across the continent.

To be sure, we have seen volunteers perform important, sometimes risky, and even essential functions for several decades, e.g., volunteer firefighters, volunteer search and rescue units, volunteers in disaster relief efforts, and so on. But there is no question that volunteers are being engaged by many agencies in direct-service delivery in ways that would not have been considered just five to ten years ago. Volunteers are more often being placed in high demand, higher risk settings such as the emergency rooms in hospitals; victim services placements where they meet the needs of victims and their families right at the crime scene; tutoring in the adult literacy movement which places volunteers one on one in the often isolated settings of students' homes and apartments; handling huge sums of money raised at monster weekend bike tour fundraisers; guiding children in white water canoe trips over multiple days in wilderness areas.

Both positive and negative consequences follow from such growth and development in volunteer opportunities. At point here is the dramatic increase in risk that can often accompany the new, more sophisticated, and often more responsible positions that volunteers are being asked to fill. Volunteers are not only in boardrooms making the critical financial and service decisions, they are also on the front lines in our neighborhoods and in our agencies, often side by side with paid staff, doing "real work," and working directly with clients and program participants who are often sicker, more frail and more vulnerable. For example, volunteers underpin the community-based hospice movement which places them at the bedsides of the most vulnerable population imaginable, in the presence of increasingly complex medical technology and in reach of ever-present narcotics; volunteers perform direct service work in store front clinics and drop-in centers for street youth; and they staff soup kitchens and outreach initiatives to homeless persons in isolated and dangerous inner city neighbourhoods.

To be clear, there is nothing inherently *wrong* with volunteers doing this kind of work. The point is simply that riskier work requires deliberate efforts on our part to reduce and control risk exposure wherever we can. As Marlene Wilson said more than 20 years ago, and clearly it is even more true today: "What we are just beginning to realize is that as our communities grow and the problems increase and become more complex, helping one's neighbour becomes more complex as well" (Wilson, 1976, page 15).

Existing risks and liabilities are exacerbated by two associated trends. First, society has become significantly more litigious. This is true now in both Canada and the United States. People are suing others more often, and nonprofit organizations are far from immune from legal accountability. As the Nonprofit Risk Management Center indicates,

Many nonprofits never face a lawsuit, but those that do know that it can be costly and time consuming. Good risk management can reduce these costs or perhaps help you to avoid a lawsuit altogether. (Nonprofit Risk Management Center, 2001)

Sometimes suits are launched specifically because of the activities of volunteers. I frequently hear stories from participants in my workshops on risk management about liabilities arising out of the work of volunteers. More than one organization has been sued, for example, because volunteers have sexually abused children entrusted to their care; an organization was sued because volunteers took some clients on a recreational outing not identified as part of their regular work with the clients, and a client suffered an accident and was permanently disabled as a consequence; board members were sued for breach of trust because they ignored evidence of misappropriation of funds in their organization. Contrary to some popular thinking on this matter, there has not been an overwhelming number of legal actions launched against nonprofit organizations in North America, but it is certain that many of the organizations that have been sued find the experience overwhelming.

Second, as resources are stretched to their absolute maximum, which is more and more often the key reason why volunteers are invited to take on increasingly responsible positions in the first place, there are fewer supervisory staff to ensure adequate performance standards among volunteers. Less supervision invites greater risks. In some settings, the very position that should be considered indispensable, the manager of volunteers position, is being cut to solve budget problems. That quick bottom line fix typically has long term consequences for the overall quality of volunteer involvement and the increased risks associated with the work that volunteers perform.

VOLUNTEERING-RELATED RISKS ON THE RISE

The consequence of these trends is obvious: The risk of injury/malpractice/accident increases directly, and the likelihood of legal action is greater. As long as volunteers are confined to simple and routine chores, away from direct contact with clients or the public, agency administration has little risk with which to concern itself. As soon as an organization chooses to assign demanding, responsible, and direct-service work to volunteers, the consequences of error multiplies. The solution is not to withdraw volunteers from important work. Rather, organizations must recognize their obligations to responsibly manage volunteers as the real workers they are asked to be. As employers, organizations have corresponding ethical and legal obligations to ensure that volunteers work in the safest manner possible, in the least hazardous environment that can reasonably be created.

It does not require a great stretch of the imagination to identify multiple disaster possibilities that could happen virtually any day of any week in volunteer programs across the continent. The risks associated with voluntary action come in many shapes and sizes, but one thing is certain: they are both bigger and more prevalent than ever before.

RISK MANAGEMENT AS BEST PRACTICE

In anticipation of the critics who caution us not to engage in, or to be ruled by, "worst-case thinking," the problem is that there are still too few managers of volunteers in the field right now who consider the extent of risk that exists in voluntary action. True, some practitioners may feel overwhelmed, or even immobilized, by the potential for disaster, but they are outnumbered by those who still ignore the risks that volunteer involvement generates for clients, staff, volunteers, and the organization. Risk management, reasonably applied, is not a function of worst-

case thinking. It is not excessive or incompatible with the work of charities and non-profit organizations. It is responsible and contemporary best practice that places due and appropriate priority on personal safety, program effectiveness, and organizational well-being.

The underlying assumptions to the application of risk management in any setting are as follows:

1. There are no absolutes and no guarantees in risk management. No risk management system in the world can prevent all risks. Things can, and do, go wrong.
2. Ignoring the potential for trouble never makes it go away; inattention to risks can exacerbate the harm and increase the liability attached to it.
3. Risk management is not designed just for the extremely risky situations; it should be applied to all volunteer activity.
4. Facing risks head on and making every effort to control them will often avert disaster and/or minimize the magnitude of harm that results.
5. If something does go wrong, any attempts that have been made to anticipate and prevent the loss or tragedy through a risk management process will constitute concrete proof of diligence, and consequently reduce personal and organizational exposure to liability.

ADMINISTRATORS MUST BE ON-SIDE

Many managers of volunteers feel a sense of unease about some of the positions their organizations have required them to create for volunteers. Others suffer a well-formed, full-blown dread of injury, harm, and loss that appears altogether too likely to result from the placement of volunteers in positions of great risk. Too often, when managers of volunteers try to respond appropriately to risk identification, when they try to advise their administration that placement of volunteers in certain positions is too risky, or when they request the time and resources for policy

development and risk management, they are met with comments from administration such as, "Don't worry about that. They're just volunteers," or "Why are you always waving red flags and looking for trouble?"

At some point, the lag created by rapid and radical change catches up. As Nora Silver points out, the result of rapid growth and change in volunteerism has been the creation of a gap between the real complexity of volunteer involvement and the ability of organizations to understand and comprehensively manage the valuable resource they have mobilized.

The future of community organizations, and the independent sector as a whole, depends on the future of our volunteers. Right now that future is at risk. It is not for want of volunteers. It is not for want of good organizations providing good services. It is for want of the capacity of these good organizations to utilize people well. (Silver, 1988, p.1)

Managers struggle to do the best they can, but for many, support from their organizations is absent.² Organizational systems such as the following are not in place for volunteers:

1. Communication systems
2. Reporting systems
3. Accountability systems
4. Policies and procedures
5. Resource planning and development
6. Insurance
7. Risk management systems

RISK MANAGEMENT NO LONGER OPTIONAL

A few recent high-profile cases of abuse by persons in positions of trust have served to dramatically raise legal standards and demands for public accountability. These changes have arisen so quickly that managers who have not significantly increased their attention to risk management in volunteer services in the last two to three years may be

exposing both volunteers and clients to greater risk of harm, and their organizations to greater liability.

It is critical that we begin to acknowledge the complexity and significance of the work that is mobilized in volunteers and that is required in the managers of volunteers positions. Risk management has become an indispensable function in the management of volunteer resources in the 21st century.

Risk management may sound like a lot of work, and it can be. Do keep in mind, however, that organizations and their personnel are actually managing risks all the time, anyway, just not systematically. Implementing a formal risk management system prompts managers to ask not only the right questions, but the right questions in the right order, that help produce risk management solutions throughout the volunteer department, and indeed, throughout the agency.

Remember that very few programs involve no risks, and very few risky situations are managed with only one risk control mechanism. Fully evaluating the range of risks that prevails and then systematically exploring all risk reduction mechanisms can generate a properly tailored constellation of mechanisms for each situation. The process will help organizations operate within their own risk tolerance zones. As a bonus, the kind of comprehensive program review that a risk management process entails will often generate more productive and satisfying volunteer involvement, and more effective services to consumers as well.

Not engaging in risk management will not make the risks go away. In fact, not deliberately managing and controlling risks will more than likely increase the odds of risks materializing, and as well as the likelihood of a subsequent legal action. Risk management has become a no-longer-optional element in 21st century volunteer program management.

Check out these sites for more on risk management:

- www.nonprofitrisk.org
- www.eriskcenter.org
- <http://ncinfo.ioe.unc.edu/pubs/electronicversions/slb/archive.html> ("Legal Issues in School Volunteer Programs" (4-Part series))
- <http://iciclesoftware.com/vlh/>

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ENDNOTES

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²For managers who are working in the "gap" described by Silver, and who need help to convince their administrators, executive directors, or board members of the necessity of risk management in volunteer services, three resources are recommended. *Tremper and Kostin's No Surprises* (1993) is an excellent primer for agency administration (paid and unpaid) because it makes a strong case for risk management for both direct-service and administrative (board and committee) volunteering. For those administrators who are not likely to read

a book, or who might be persuaded to at least listen to a tape on the way to and from work one day, consider the author's *AudioWorkshop*TM Policy Development for Volunteer Services. It describes the need for policies in risk management and makes a strong case for policy development as an essential risk management device (1996). The third resource to help administrators understand their role in effective volunteer services is Susan Ellis' *From the Top Down*, written specifically for executive directors and board members (1996).

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Phone: 804-346-2266 Fax: 804-346-3318 E-mail: avaintl@mindspring.com

Guidelines for Submitting Manuscripts

Content

- *The Journal of Volunteer Administration* provides a forum for the exchange of ideas as well as the sharing of knowledge and inspiration about volunteer administration. Articles may address practical concerns in the management of volunteer programs, philosophical issues in volunteerism and significant applicable research.
- Articles may focus on volunteering in any type of setting. Authors are encouraged to write articles dealing with areas less visible than the more traditional health, social services and education settings. Issues relating to volunteerism in natural resources, corrections and criminal justice, government, cultural arts and service learning settings are examples of some areas that would be of interest to many readers.

2. Process

- Manuscripts may be submitted at any time during the year. *The Journal* is published quarterly.
- Manuscripts may be submitted using Times New Roman font or similar for review in two ways: **1)** Send document (in Microsoft Word 5.0 or WordPerfect 5.2 or higher) by E-mail to AVAintl@mindspring.com (preferred method); **2)** Mail document stored on a high density 3.5" disk (using the same software listed above) to AVA. It is assumed authors will retain a master copy for every article they submit.
- Submissions must also include:
 1. A one-paragraph biography (100 words or less) highlighting the author's background in volunteerism, including affiliation with the Association for Volunteer Administration or other professional organizations.
 2. An abstract of not more than 150 words.
 3. Mailing address(es) and telephone number(s) for each author credited.

Please note: when submissions do not conform to these guidelines they may be returned for revision.

- Manuscripts are reviewed by a panel of editorial reviewers. The author's name is removed prior to review to ensure full impartiality.

The author will be notified in writing of the outcome of the review process. *The Journal* retains the right to edit all manuscripts for mechanics and consistency. Extensive editing will be discussed with the author in advance. Authors of published articles receive two complimentary issues of *The Journal* in which their article appeared.

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

- Copyright for all published articles is retained by the Association for Volunteer Administration and should be referenced when appropriate. No portion of the contents may be reproduced in any form, including posting to the World Wide Web, without the written permission of the Editor-in-Chief, except for brief quotations (not to exceed 500 words) in a review of professional work. Credit must be given to *The Journal of Volunteer Administration*.

3. Style

- Manuscripts submitted should be 10 to 30 pages in length, with some exceptions, and should be typed, double-spaced. If submitted in printed form, please print on white paper.
- Authors will be asked to submit the final version of an accepted article on a 3.5" high-density disk formatted in WordPerfect 5.2, MicroSoft Word 5.0 for Windows or higher or any text-based program for Macintosh because this publication is produced in QuarkXpress 4.1 on Macintosh.
- Manuscripts should be submitted with a title page containing title and author(s)' names that can be removed for the blind review process. Author name(s) should not appear on the text pages, but the article title must be shown or a key word used at the top of each text page.
- Endnotes, acknowledgements and appendices should appear at the end of the manuscript, followed by references and/or a bibliography completed in an accepted form and style.
- The author is advised to use inclusive language. Use plural pronouns or use "s/he."
- Language that is accessible to the lay reader is preferred in all articles.
- First-person articles may be acceptable, especially if the content of the article draws heavily upon the experiences of the author.
- The author is encouraged to use sub-headings in lengthy articles to aid the reader. Text should be broken at logical intervals with introductory titles. Refer to issues of *The Journal* for sample headings.
- Illustrations (photographs, artwork) will be used only in rare instances when they are integral to the content of the article. Generally, such artwork will not be accepted.
- Figures and charts that support and enhance the text of the manuscript will be reviewed and included as space allows.
- General format for *The Journal* is in accordance with the *Publication Manual of the American Psychological Association* (5th ed.), American Psychological Association, Washington, DC, United States, 2001.

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P.O. Box 32092, Richmond, VA 23294, U.S.A.

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