
THE JOURNAL OF VOLUNTEER ADMINISTRATION

Winter 1992-1993

- 1 Volunteers and AIDS Service Agencies
Keldon G. Reichert, MS

- 6 Volunteers and the Red Cross in Times of Disaster: Characteristics
David Neal, PhD

- 17 *Book Review: Volunteer Management Handbook for
Effective Development of Volunteer Programs and
Self-Study Guide for Volunteer Programs*
by Ann Jacobson, ACSW
Marie Saunders, MBA

- 19 *Book Review: The Volunteer's Survival Manual*
by Darcy Champion Devney
Elizabeth Sweet, MA

- 21 Volunteers: Active and Eager in Australia
Margaret Helman

- 27 *Training Design: Inviting Staff Collaboration in
Volunteer Policy and Program Design*
Betsy Aldrich Garland, CVA

- 35 Creating Careers for Volunteer Coordinators
Ivan H. Scheier, PhD

XI:2



ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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

Individual membership is open to salaried and unsalaried persons in all types of public, nonprofit and for-profit settings. Organizational membership is available for international, regional, state/provincial, district and local organizations who choose to join with AVA to promote and support effective leadership in volunteerism.

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

AVA is divided into thirteen geographic regions, each of which develops a variety of programs to serve its members. These can include annual regional conferences, periodic local workshops, newsletters, and informal "cluster group" meetings.

Two major services that AVA performs, both for its members and for the field at large, are Certification and Educational Endorsement. Through the Certification process, which 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 volunteerism.

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 AVA, P.O. Box 4584, Boulder, CO 80306 U.S.A.

THE JOURNAL OF VOLUNTEER ADMINISTRATION is published quarterly. Subscriptions are a benefit of membership in the Association for Volunteer Administration (AVA). Non-AVA members may subscribe to THE JOURNAL at a cost of \$29 per year or \$78 for three years. Subscribers in Canada and Mexico should add \$3.00 per year to cover additional postage and handling. Subscribers outside the United States, Canada, and Mexico should add \$11.00 per year for additional postage and handling costs. Checks or money orders (payable through a US bank or in \$US) should be made payable to: Association for Volunteer Administration.

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

Any opinions, findings, conclusions or recommendations contained herein are those of the author(s) and do not necessarily reflect those of the Association for Volunteer Administration, its directors or employees, or THE JOURNAL OF VOLUNTEER ADMINISTRATION, its editors or staff.

ISSN 0733-6535

Copyright 1993. Association for Volunteer Administration.

All rights reserved. No portion of the contents may be reproduced in any form without the written permission of the Editor.

Volunteers and AIDS Service Agencies

Keldon G. Reichert, MS

INTRODUCTION

"The most prominent social and psychological factors in the AIDS (Auto Immune Deficiency Syndrome) epidemic are fear and stigma" (Strawn). No other disease can match the stigmatizing power of the HIV virus. It has been associated with socially tainted groups, it is sexually transmitted and it is a terminal disease. These factors play the key role in determining who is likely to come forward and volunteer.

Potential volunteers have fears—probably unexpressed—not only of contagion but also concerns that through association with AIDS and AIDS support groups their social identities may become polluted.

What people fear from casual contact is not so much the disease as its very real power to pollute. To catch this disease is to have your identity stolen; to be lowered, body and soul, into the pit of deviance. This is true for even an "innocent victim" since once stigma attaches to an illness, it ceases to be about behavior. Anyone with AIDS becomes the Other. And since anyone can be made the Other by this disease, deviance itself must be contagious (Goldstein).

Through their association with the AIDS epidemic, volunteers find they are marked by a degree of stigma by broader society. Arriving at this point is no accident, neither is it the result of education or a desire to "do good."

Recent research involving AIDS Emotional Support Volunteers provides insight into what determinants influence

people to become associated with AIDS and how the social dynamics of the disease largely define the volunteer-client relationships which develop (Reichert). Guilt through association may not seem fair, but for the volunteers battling the AIDS epidemic it is a very real aspect of their volunteer role. Understanding these phenomena is crucial if AIDS agencies expect to realize effective volunteer recruitment and retention strategies.

BECOMING A VOLUNTEER FOR AIDS

There appear to be four major ways individuals become predisposed to enter an AIDS agency as a volunteer. One way is passing through a dramatic personal experience:

Not long ago I thought I might have contracted AIDS through a blood transfusion during surgery in 1982 . . . but I had no idea how these PWAs [Persons With AIDS] might feel. Then I had the test . . . I felt like everyone knew what I was being tested for. . . . And when I told members of my own family that my being a PWA was a possibility, I was told if that's the case, I am on my own. . . . I've made up my mind I want to volunteer with PWAs.

Experience with the dynamics of AIDS can also be realized through the workplace. As an occupational group, nurses provide a disproportionate number of AIDS-related volunteers. Nursing provides the direct experience which can enable one to overcome the initial stigma boundary surrounding AIDS.

Keldon G. Reichert, MS is currently affiliated with The Volunteerism Project and employed as Manager, Volunteer Relations with The Volunteer Center of San Mateo County, California. A graduate of the University of North Dakota and Arizona State University, he conducted original research on volunteer motivation while earning his master's degree.

I feel fortunate that I have not lost a loved one to AIDS. I have, however, witnessed several times the agony, both physical and psychological, incurred by patients in a hospital setting. I have felt helpless in that I and other nurses were sometimes the only person there for that person.

Volunteers have also experienced the AIDS epidemic close to home. Social relationships have biased individuals to become involved with AIDS agencies in a volunteer capacity.

I am interested in volunteering because a close friend at work is living with AIDS and I want to be as supportive as possible. . .

I distanced myself from the AIDS epidemic until my friend was diagnosed HIV-positive.

The exposure of family members to AIDS is also an important factor in determining who is likely to volunteer. "My husband is HIV-positive and very ill at times." Another common linkage is son to mother.

I have an overwhelming desire to help others with AIDS. My son called with the news that he has AIDS . . . I would like to donate a few days in a hospice or home setting. I would rather not work in a one-to-one situation because I fear I will associate that too much with the life of my son.

The final way individuals are influenced by AIDS and thus desire to volunteer is through direct exposure to HIV. These volunteers are the so-called "worried well." They are asymptomatic but have been exposed to HIV. "Little did I know that I would go to the doctor and find that I'm HIV-positive."

These, then, are the four ways volunteers arrive in a position which allows them to break through the stigma of AIDS and devote free time to nonprofit AIDS agencies: (1) passing through a dramatic personal experience; (2) working at a

place which involves direct contact with PWAs; (3) having a relationship through the social structure with a PWA; or (4) testing HIV positive.

Simply being knowledgeable about AIDS is not sufficient to move people to volunteer. The male homosexual community is one of the best AIDS-informed segments of society. Yet, as volunteers, gay men who are not personally affected by AIDS are conspicuous by their absence.

The AIDS crisis has caused outsiders to impute the double stigma of disease and promiscuity to all gays. As a result, "normal" gays have attempted to avoid this stigma by separating themselves from PWAs—their doubly-stigmatized own (Kowalewski).

Traditional education methods cannot provide the necessary insight to understanding what living with AIDS is like. Even groups most at risk will not come forward to volunteer without experience beyond a superficial understanding of AIDS.

STIGMA

Most AIDS volunteers have, before they committed, already dealt with some degree of AIDS-related stigma. Stigma plays the key role in determining who will be willing to volunteer in the battle against AIDS.

This is not to say that once the initial stigma barrier is overcome and an individual has willingly become associated with AIDS, that stigma is a minor issue. Now the problem becomes how best to manage the potential social burden of AIDS—within the AIDS agency, between the volunteer and the PWA client and within their normal social world.

Since most volunteers show no visible signs of HIV infection, managing stigma as they go about their normal routines is not difficult. Whom they choose to inform about their association with AIDS determines the extent of the stigma they must accept. Most volunteers in this situation have had some level of personal involve-

ment with AIDS, therefore it is not surprising that they would be forthcoming to family members. "My son said, 'Oh, Mom, that's great,' my daughter said, 'You're putting me to shame, I should be doing more for others.'" Most volunteers, however, should not expect that same sort of approval. Comments from family expressing confusion, suspicion, or hostility are the most common.

My mother thought that volunteering against AIDS "was nice, but what did I know how to do?" I told her I didn't have any medical training but I could still help in my own way.

They said things like, "Why would you want to get involved with AIDS?"

My parents were really upset, they said, "If you do that don't come around here anymore."

The willingness to inform family is not uniformly carried over to friends or coworkers. A very small minority of AIDS volunteers are up-front and tell everyone. "I've told everyone. The people I work with, remember it's a small office, half think it's great. The other half think "that's great, but why get involved with AIDS."

The prevalent disclosure approach, however, is to move slowly, determining through time who would be "safe" with the information.

I moved much slower with friends and coworkers, about three months into volunteering I told my boss and he was supportive. I slowly told most of my friends. Now that my job is coming to an end I can hardly wait to tell some of the self-righteous people at work what I've been doing for the past nine months.

THE VOLUNTEER-PWA RELATIONSHIP

Not only do AIDS volunteers face varying degrees of misunderstanding from friends and acquaintances through sharing a degree of AIDS stigma, they can also

expect to face rejection from their PWA clients. Volunteers can expect, at any time, PWAs to bring up "you can't understand, you don't have AIDS." At times they carry the stigma of AIDS and other times are not fully accepted by the people they hope to help. In general, two patterns are likely to emerge from the client-volunteer relationship. One avoids AIDS as much as possible, the other begins and remains AIDS-centered.

"We spend very little time talking about AIDS." "He only seems to want to talk or get together when he is feeling fine." The PWAs seem to feel that as the relationship develops, their volunteers are minimizing the reality of their diagnosis. Both parties may then attempt to broaden the scope of interaction to focus on aspects of their identities which encourage identification in terms other than those associated with AIDS. In this relationship pattern, the volunteer and client will begin involvement in recreational or social activities: "plays, doing lunch, attending rodeos, etc."

Even with the apparent success in expanding the volunteer-client relationship, the situation is not stable. The volunteers may begin to treat the PWAs in a normal way, without regard to limitations imposed by health conditions. The PWAs balance this by attempting contact with the volunteer only during periods of relatively good health. "I get the impression that when he's not feeling well he doesn't want to talk." The volunteers, on the other hand, may conclude that contacting the client at the wrong time could bring AIDS back to the center of the relationship, jeopardizing other cultivated aspects. "I'm not going to call him, I probably remind him of AIDS."

In these cases the AIDS agency has been successful in delivering a supportive relationship to PWAs. However, in the process the volunteer and client have moved AIDS-related concerns to the fringes of the relationship. "We've decided to end the volunteer-client format." "He is in good health. We don't need [the AIDS agency]."

In this AIDS-avoidance relationship pattern, the agency is likely to lose both the services of the volunteer and any opportunity to deliver effective case management to the PWA. The agency is viewed as useful only when AIDS becomes unmanageable, something they "might need in the future."

The other general AIDS volunteer and client support relationship pattern is firmly AIDS-grounded. Here the relationship appears superficial. "I talk with him about once a week and drive him to his support meeting." In these instances the volunteers perform a buffering role. The PWAs feel accepted by the volunteers, but do not wish to include them in all their health concerns.

He talks to me in general about his health . . . but when it's important he goes to his group members. I don't find out anything until the crisis has passed. I feel bad about that, but his health could take a turn for the worse at any time and then I could be more helpful.

Sandstrom (1989) believes that PWAs will resist accepting responses of special help from "normal" others, since it results in a perception of being captured by the victimizing aspects of their AIDS-related identity they most resent. By accepting support, it imposes such a restricted identity that AIDS becomes the person. They instead turn to others with the disease to realize genuine nurturing.

To the credit of most volunteers who find themselves in these limited relationships, they show a remarkable willingness to wait in the wings until the situation becomes one in which they "are needed." As AIDS becomes life-threatening, the situation meets the volunteer's entering expectations, "the kind of situation they talk about in the training when a person is all alone in the hospital." At this point, the volunteers can and will step into the void and provide the support they expected to be giving from the beginning.

IMPLICATIONS FOR AGENCIES

Consistent with this are several implications for agencies battling AIDS. Recruitment strategies should be sensitive to the role of stigma in preventing individuals from coming forward. While most people would not be forthcoming in acknowledging a stigma barrier to volunteering, rest assured that it does exist. Remember that AIDS-related stigma is so powerful that entire societies have actually denied the existence of the disease altogether.

One promising tactic may be to revamp community education to include an experiential component which allows the audience to come face to face with the initial stigma barrier. Many AIDS agencies already have an impressive line-up of hands-on exercises. Unfortunately, they are being presented to individuals who have already successfully dealt with the initial AIDS stigma barrier. We know that the determinants of participation for volunteers in this arena are personally felt, not altruistic nor ideological. Bringing a personal experience related to AIDS to the general population may result in more volunteers who are not already faced with the epidemic in their personal lives.

One curious result is that the children of volunteers are among the biggest supporters of their parents' involvement with AIDS agencies. Recruitment which focuses on making the world better for children may bring in more volunteers and hopefully comes packaged with encouragement from within the family.

Retention of volunteers is equally important. Volunteers clearly define their experience as good when it results in a perception of being needed. Agencies continually need to find ways to engage volunteers beyond their primary duties. They need, for example, to call upon Emotional Support Volunteers to help around the office, do gardening, anything really—just as long as they can contribute not only to their clients but to the agency directly. Many of these volunteers are waiting for an opportunity to be needed.

Should a volunteer be involved in an AIDS relationship which avoids AIDS, keeping the volunteer and the client connected to the agency is more difficult. Certainly a range of recreational and social activities which are not polluted with AIDS information and are not held in an AIDS office or facility could help. These people really don't think they need an agency, at least not right now.

Better efforts should be made to balance beginning volunteer expectations with the actual volunteer experience. Volunteers fully expect to face a dramatic situation, they expect to fill a void and make a difference. The actual experience is not always, immediately at least, so demanding.

Currently, the federal government views the voluntary sector as the most promising arena for social policy formulation and intervention. This approach is thought by some as the best way to limit government spending and depoliticize social policy. What many have neglected is the stigma that is so often attached to those conditions we view with alarm or concern.

AIDS may be the one social issue which carries the most stigma, however, many other social conditions carry their own discreditable aspects. Illiteracy, poverty, drug abuse, even unemployment are often seen as the result of character flaws. Should voluntary action be mandated with the responsibility for change, social conditions which carry the potential of stigma may have to become so large that

hundreds of thousands of people are affected. As with AIDS volunteers, other national problems may also require personal exposure before large-scale voluntary action becomes feasible. Voluntary agencies need to keep in mind that the barrier of stigma may be present, and even when initially overcome, remains an issue in the retention of volunteers.

REFERENCES

- Goldstein, R. (1989). AIDS and the social contract. In E. Carter & S. Watney (Eds.), *Taking Liberties*. London: Serpent's Tail, 81-94.
- Kowalewski, M. (1988). Double stigma and boundary maintenance: How gay men deal with AIDS. *Journal of Contemporary Ethnography*, 17(2), 211-228.
- Reichert, K. (1990). Common ground: An ethnography of AIDS emotional support volunteers. Unpublished manuscript. Arizona State University, Department of Leisure Studies, Tempe.
- Sandstrom, K. (1989). Confronting deadly disease: The drama of identity construction and management among gay men with AIDS-related infections. Unpublished manuscript. University of Minnesota, Department of Sociology, Duluth.
- Strawn, J. (1987). The psychosocial consequences of AIDS. In J. D. Durham & F. L. Cohen (Eds.), *The person with AIDS: nursing perspectives*. New York: Springer Publishing Company, 126-149.

ABSTRACT

The role of voluntary organizations continues to play an important role during disaster response and recovery. Yet such volunteer organizations lack specific guidelines on how to improve their emergency response. This paper explores issues of effective emergency response by local chapters of the American Red Cross following the Loma Prieta earthquake of 1989 and the Texas floods of spring 1990. In each case, the Red Cross arrived at the disaster site between two to four days after the disaster to study how volunteer organizations respond to disaster. Data show that correct disaster planning, disaster experience (and learning from mistakes), and pre-disaster social ties all can improve disaster response. Finally, suggestions are included for ways that local volunteer organizations can effectively improve their disaster planning, disaster experience, and social networks with other emergency response and volunteer disaster organizations.

The Local Red Cross in Time of Disaster: Characteristics and Conditions of Organizational Effectiveness During the Loma Prieta Earthquake and Central Texas Floods

David M. Neal, PhD

INTRODUCTION

This paper serves three purposes. First, it describes the local American Red Cross (ARC) response during two disasters. Second, it explains the factors related to the effectiveness of the local ARC disaster response. Finally, based upon the findings analysis, it recommends how volunteer organizations can improve disaster response.

Volunteer organizations play an important role during and following disasters (Dynes and Quarantelli, 1980; NOVAD, 1986; Bjornstad, Baxter, and Gutmanis, 1986). For example, recent studies show that volunteer organizations have assisted communities during floods (Phillips, 1986), landslides (Neal, 1985), and earthquakes (Neal, 1990). Responders and vic-

tims recognize that volunteer organizations provide basic needs such as food, clothing, and shelter during disaster. In addition, volunteer organizations may assist with communications, search and rescue efforts, coordination of volunteers and volunteer organizations, and many similar disaster tasks.

Despite the importance of volunteer organizations in disaster, we still know little about improving the role of volunteer organizations during disaster response. Therefore, this study focuses upon the emergency response of one type of volunteer organization, local ARC chapters, following the 1989 Loma Prieta earthquake and 1990 Central Texas floods. Findings from this study will provide managers from various local volunteer organizations

David M. Neal, PhD has published on helping behavior in disaster for over a decade. He received his PhD in 1985 from the Ohio State University in Sociology, and served as a research assistant with the Disaster Research Center. Since 1989 he has been a faculty member with the Department of Sociology and Social Work, and the Institute of Emergency Administration and Planning at the University of North Texas. The Institute offers the only in-residence bachelor's degree in emergency management in the world. He just completed a study for the National American Red Cross regarding the Red Cross's local and national role following catastrophic disasters. In addition to his academic duties, he has served as a volunteer for local Red Cross chapters. Since 1990, he has sat on the Board of Directors of the Denton County (Texas) Red Cross and has been Chair of the chapter since 1991.

an empirically-based set of recommendations for improving disaster response.

LITERATURE REVIEW

Disaster management and response present multiple management challenges for volunteer organizations. Local volunteer organizations provide various non-disaster related services on a daily basis. Managers structure volunteer organizations to respond to everyday needs. However, when disaster strikes, the volunteer organization structure often dramatically changes.

For example, local ARC chapters daily provide such services as health and safety courses and service to military families. The organization is structured to meet these daily needs. When disaster strikes, the prime need becomes disaster response (e.g., feeding, sheltering, social welfare). A flood of latent volunteers becomes an active part of the organization. Volunteers handle increased management tasks. Thus, during disaster both the organizational structure and main tasks of local chapters change (see Adams, 1970; Dynes, 1974).

Little systematic research reveals what factors may improve the response and effectiveness of volunteer organizations. Therefore, general disaster studies are used here to discuss effective volunteer organizational response in disaster. First, organizational effectiveness in a disaster setting is defined. Next, factors which may be associated with an effective emergency response are suggested.

Characteristics of Organizational Effectiveness

Organizational effectiveness is an elusive analytic concept. The notion of an organizational goal and how that goal is accomplished has different meanings for different people (Perrow, 1977). Yet, as Drabek (1986) observes, "managers of emergency organizations—not unlike those directing units with other goals—remain concerned with improving performance." Therefore, we delineate some

systematic criteria to analyze organizational effectiveness for volunteer organizations in disaster.

The contradiction model (Hall, 1988: 288–292) guides our description of organizational effectiveness. The contradiction model is based on four points: (1) organizations face multiple and conflicting environmental constraints, (2) organizations have multiple and conflicting goals, (3) organizations have multiple and conflicting external and internal constituencies, and (4) all organizations have multiple and conflicting time frames.

Based on these points, we consider three perspectives of effectiveness: (1) to what degree did the local ARC chapters accomplish their written disaster tasks, (2) to what degree did the local ARC chapters accomplish the tasks they defined salient as the disaster developed, and (3) to what degree did the local ARC chapters accomplish their tasks as defined salient by various sectors within the organizational environment (*i.e.*, the local community emergency response organizations, city government, social service agencies)?

Conditions of an Effectiveness Emergency Response

An accumulation of disaster studies suggests that three factors are related to an effective organizational response. Below is a discussion of the factors of planning, disaster experience, and interorganizational relationships.

Degree of Planning

Studies show that pre-disaster planning is associated with effective emergency response (Dynes, Quarantelli, and Kreps, 1981; Drabek, 1986; Gillespie and Streeter, 1987). Studies generally suggest that the greater the degree of *correct* disaster planning, the more effective the emergency response. Indicators of planning include having disaster plans, and participation in disaster planning and exercises.

Degree of Previous Experience

Researchers do not yet fully under-

stand the actual relationship between previous disaster experience and effective emergency response. However, most studies show that if emergency managers learn from previous experience, such experience can enhance the next emergency response. This is especially true in the case of communities that have developed a disaster subculture (e.g., Dynes, 1974; Hannigan and Kueneman, 1978). Therefore, the greater the degree of previous experience, and the greater the degree an organization learned from the previous experience, the more effective the response. Indicators of previous experience include any response to a disaster within the last five years, and lessons learned, if any, from the response.

Degree of Interorganizational Relationships

Organizational response during disaster does not occur in isolation. Studies indicate that increased social networks and quality of networks connections are generally associated with adequate emergency response during disaster (e.g., Drabek, et al., 1981; Drabek, 1987; Gillespie, et al., 1986). Therefore, the higher the degree of pre-disaster interorganizational relationships, the more effective the emergency response.

METHODOLOGY

Two local Red Cross chapters serve as the basis for this study. A "quick response" strategy was used to study the earthquake and flood responses. A field research team arrived in the San Francisco Bay area within four days after the 1989 Loma Prieta earthquake. Two researchers gathered data over a six-day period. Two days following the 1990 Central Texas floods, researchers made an investigative trip to the area. They returned two days later for three days of data gathering. For data gathering, researchers relied upon systematic interviews, observations, and document gathering.

In both cases, interviews were conducted with paid staff, local volunteers,

and national paid staff and volunteers of the Red Cross. In addition, to present an overall picture of the emergency response, other organizational representatives involved with the emergency response also were interviewed. Representatives included members from the city police and fire departments, city government representatives, and members of other volunteer organizations. With the earthquake case, 26 respondents and informants were interviewed. With the flood case, 14 respondents and informants were interviewed. Also, researchers granted anonymity to all informants and respondents. Therefore, the case study material is presented so that important data remain intact, but community or individual identifying materials are deleted or disguised without sacrificing the quality of the data. Granting anonymity improves the quality and quantity of data, and is ethically correct.

The interview schedule consisted of systematic, open-ended questions that focused upon the intra- and interorganizational characteristics, and quantitative questions on hazard perception and interorganizational relationships. Questions focused on disaster planning and preparation, activities and tasks during and just following the disaster, and the role of (other) volunteer organizations following the disaster. The same interview schedule was used in each case.

The research team's immediate arrival at the disaster site allowed for systematic observations of organizational activities. Research efforts included spending time in various organizational settings (e.g., Red Cross Headquarters, Red Cross Shelters, the emergency operating centers). Observational data allowed for a point of comparison with organizational representatives' perception of organizational characteristics and activities.

Documents provide the final data gathering source. These documents may include disaster plans from relevant organizations, memos, organizational documents, and media reports. The use of

interviews, observations, and documents create a "triangulation" of data that improves the reliability and validity of the data presented (Jick, 1983).

THE CASE STUDIES

This section provides a brief but detailed overview of each case study. Included is a description of the community, how the disaster hit the community, and how the community, including Red Cross and other volunteer agencies, responded to the disaster.

Shake City Case Study

Community Characteristics

The resort community, called here Shake City, consists of over 40,000 residents. Located generally in the "Bay Area" of northern California, over the last seven years the community has experienced a number of disasters. Local city and volunteer organizations have responded to floods, mud slides, forest fires, and droughts. Coupled with the persistent earthquake threat, these threats have increased community disaster awareness.

The Event

At 5:05 P.M. Pacific Coast Time, an earthquake measuring 7.1 on the Richter Scale shook the Bay Area. Despite initial reports of hundreds dead, the impact killed about 69 people, injured a couple thousand victims, and left many temporarily homeless. Shake City also experienced deaths, injuries, homelessness and social disruption. The impact also affected lifelines and infrastructure (e.g., electric, water, gas, and sewage systems) for a short period of time. Although the phone system remained undamaged, millions of phone calls to the Bay Area disrupted phone service. The earthquake left many parts of the Bay Area and Shake City untouched. However, for a combination of social and geological reasons, pockets of the Bay Area and Shake City suffered a number of deaths, injuries, and social disruption.

In Shake City, the local ARC's two main emergency response tasks focused

on sheltering and feeding those left homeless. Pre-existing housing and homeless problems exacerbated the need for sheltering and feeding following the earthquake (for further elaboration, see Phillips, 1991). The ARC also helped with shelter-related tasks (*i.e.*, mental health, nursing, families, registration of shelter users, the press, and security). However, local ARC officials agreed that feeding and sheltering were the most important tasks. Managers directed any remaining resources (e.g., time, money, people) toward the other tasks. Other organizations and civic leaders agreed with the ARC's policy.

In some disasters, the Salvation Army and ARC may differ over who shelters and feeds victims. In Shake City, a general consensus existed within the local chapter, among other volunteer organizations, and within the community, that sheltering and feeding victims was the local ARC's domain. The Salvation Army participated in similar tasks, but pre-planning prevented any "turf battles." The local Salvation Army and ARC had agreed that the Red Cross would feed only shelter victims, and that the Salvation Army would feed those who were not staying in the shelters, would feed disaster workers, and would provide blankets and clothes to victims with homes.

Two other volunteer organizations, a local volunteer coordination group and a local amateur radio group, aided the emergency response. The local coordination group attempted to match volunteers with needs in the community. It also attempted to aid the local ARC chapter in providing volunteers. The large number of volunteers, the large number of needs, and the relatively small numbers of volunteers making matches inhibited the effectiveness of its response.

The local amateur radio group served as an important communications link for the Red Cross and, to a much lesser degree, the overall emergency response. The emergency response branch of the radio group had about 40 members working primarily with the local ARC. Follow-

ing the earthquake, it handled the local ARC radio communication system for the local Red Cross. Other than the ARC/radio club connection, the volunteer organizations had little pre-disaster and disaster relationships. Three days after the earthquake, paid and volunteer regional and national ARC representatives arrived to help with broader administrative issues. National officials located themselves next to the local chapter. However, office representatives in each building had little knowledge of activities within the neighboring ARC office. Two women volunteers, serving as runners, provided the main source of information exchange between the two buildings.

The local chapter also appeared minimally integrated with its shelters. Constant phone calls to the local chapter, and only three phone lines going out from the chapter, stifled communications between headquarters and shelters. Furthermore, most shelters had only one or two phone lines. Even if headquarters could get an open line, typically the shelter's phone lines were busy.

Overall, each emergency response organization seemed to be "doing its own thing." Various community and emergency response representatives perceived the local ARC as effective in its response. All representatives interviewed perceived that the local ARC provided shelter and food to needy victims. Although the local ARC provided secondary services (e.g., mental health services), ARC and emergency response related officials all agreed these tasks were not as important as feeding and sheltering.

Flood City Case Study

Community Characteristics

A place here called Flood City is the social and economic center of this central Texas region. It is the most populated city of the region, but has less than 30,000 people. Agriculture drives the regional economy. Despite a history of flooding, two floods within the previous two years, the

community has developed little planning and has not benefited from the experience. However, prior floods did not inundate the downtown and residential areas. The May 1990 flood, although not resulting in any deaths or injuries, flooded most of the downtown area, forced the evacuation of hundreds, and brought the community to a social and economic standstill for about a week.

The Event

Heavy rains and flooding began affecting the city on a Thursday. As the situation worsened, the city and the local Red Cross did not begin to mobilize. Both based their decisions on the recent flooding patterns. Since earlier floods had affected no homes or communities, city officials believed that this flood would be no different. However, the rains continued, and on Friday over four feet of flood water inundated the central part of the city. Most business owners and some city government officials underestimated flood warnings and suffered severe losses. For example, the police department and the designated emergency operating center became totally flooded. Water covered city cars and equipment, rendering them unusable.

When the flooding became serious, the local ARC took on the two major tasks of feeding and sheltering flood victims. The chapter had one paid staff member (the executive director) and about five active volunteers. Therefore, they also relied upon new volunteers for feeding and sheltering. A couple of days following the flood, the Red Cross opened a help center in a local church. This center was oriented toward long-term recovery for flood victims.

On Sunday evening, two days after the flood, volunteers representing national Red Cross arrived to help. Four Emergency Response Vehicles, which are used to deliver and feed victims, arrived with the volunteers. National volunteers primarily aided the local chapter with

preparing and delivering food to flood victims throughout the county. The volunteers stayed three weeks.

By the Monday following the flood, most of the local volunteers became unavailable since they had to return to work. The other core of volunteers were elderly women who, by their own admissions, could not continue the demanding work of food delivery to victims. This physically-demanding work typically lasted up to sixteen hours a day. Because of the physically-demanding work, long hours, and the ability of the ARC director to alienate potential volunteers, the local chapter could not mobilize needed volunteers for mass care beginning on this Monday.

Members of the local chapter realized their response problems. However, they generally believed that they successfully aided disaster victims during and following the floods. Local emergency response officials seemed noncommittal about the effectiveness of the Red Cross. Although they recognized problems with mobilization, they did not say much since the city emergency response organizations had their own emergency response problems. The local radio group made the most critical comments regarding the local ARC chapter. They believed the chapter could have responded more effectively, could have had better leadership, and could have utilized its group more effectively.

ANALYSIS

This section describes how effectively each local ARC chapter provided services. It also outlines what factors may have influenced each chapter's degree of effectiveness. Table I summarizes the analysis.

Effectiveness of the Local Red Cross Response

With the Shake City case, local officials, the local ARC volunteers and paid staff, and the ARC disaster plans all designated that the key task following the earthquake should focus on sheltering and feeding disaster victims. Generally, local officials and chapter representatives believed that

Table I
Summary of Results

	Shake City	Flood City
<i>Dependent Variable</i>		
Organizational Effectiveness		
a. others' perceptions	high	mixed
b. follow plans	high	low
c. own perceptions	high	moderate
<i>Independent Variables</i>		
Degree of Planning	moderate	low
Previous Experience	high	low
Pre-disaster Networks	low/ moderate	low

this task had been fulfilled. The chapter also met its duties according to the plan. However, the response was not without its problems (e.g., communication with national ARC, communication with the shelters), and local ARC officials are exploring means to improve their disaster planning and response.

With the Flood City case, various community leaders perceived that the local ARC's tasks were feeding and sheltering, and that these tasks were basically accomplished. However, the members of the local amateur radio group felt that the ARC chapter could have better coordinated its efforts with the radio group.

Also, three days after the flood, most local volunteers returned to their jobs. Since the flood occurred over the weekend, many had spare time to help. Thus delivering food to flood victims was not as effective as chapter members had hoped. National Red Cross volunteers provided the backbone of preparing and delivering food to local victims. Clearly, local chapter members felt frustration over their ability to deliver their services.

Conditions Associated with Local Red Cross Effectiveness

This section delineates the factors that influenced the effectiveness of each local ARC response. These factors include degree of planning, amount of previous

disaster experience, and the degree of pre-disaster organizational ties.

Degree of Planning

The two local Red Cross chapters had different degrees of disaster planning. In Shake City, local ARC officials (and other local, state, and federal officials) were aware of the multiple hazards in the area. The local chapter updated plans and participated in disaster exercises. However, the amount of interorganizational planning was minimal. Overall, the chapter achieved a moderate level of preparation.

The intraorganizational planning facilitated the Shake City response. Volunteers and paid staff generally knew where to go and what to do following the earthquake. Planning provided the initial response for the Shake City ARC chapter.

In Flood City, the lack of planning had a negative consequence on the response. Members of the Flood City ARC did not consider disaster planning a priority. Rather, the small chapter promoted blood drives, health and safety courses, and other similar health programs. With one paid member (*i.e.*, the executive director who was new on the job), four or five elderly women as active volunteers, little money, and a low local risk perception of flood and other hazards, disaster planning did not exist at this chapter.

Degree of Previous Disaster Experience

The Shake City ARC responded to a number of near and actual disasters during the last decade. For example, the mud slides in 1982 involved the chapter in feeding and sheltering victims. Potential flooding in 1985 led the chapter to mobilize and prepare shelters. The flood never materialized, but the chapter gained valuable experience in mobilizing its resources. A recent drought has exacerbated forest fire conditions, and the chapter has helped house and shelter evacuees from fires. As noted earlier, this part of the country has a number of hazards, and the local Red Cross had accumulated positive experience in responding to potential and actual crises.

By comparison, the Flood City chapter had little disaster experience. The community had experienced only two minor floods over the last five years. Flood waters did not affect residential or business areas. Thus, representatives within various emergency response organizations, including the local Red Cross chapter, perceived that the main section of the town would not flood. Furthermore, the chapter's director and only paid staff member had only been on the job for less than nine months, and brought little if any disaster experience to the position. Compared with Shake City, Flood City had little disaster experience.

Therefore, the degree of previous disaster experience is also related to the effectiveness of the local Red Cross response. For example, Shake City ARC and other emergency response staff indicated that they drew upon their previous experience to mobilize, feed, shelter, and tend to other victims' needs. Lessons learned from forest fires, landslide, and near-floods built a foundation for an effective emergency response. Furthermore, these activities built an implicit understanding with other emergency response organizations regarding the domain or tasks relegated to each emergency response organization. The previous disaster experiences also increased hazard awareness within the community, which in turn made people aware of the importance of planning. Therefore, the disaster experience had both a direct and indirect effect (through increased planning efforts) for the Red Cross response in Shake City.

The lack of disaster experience hampered the Flood City ARC response. Local officials did not perceive the previous flooding as an indicator of a larger hazard. With the earlier flooding, officials did not document any cases of evacuations, deaths, or damage. The previous floods created a false security among emergency response officials, therefore local officials initially did not perceive the first signs of rain and flooding as serious. When the flooding became serious, the local ARC

and the rest of the community had no shared knowledge of what to do and how to respond in a disaster. Furthermore, the local ARC chapter had not recently participated in any type of intra- or interorganizational disaster drill or exercise.

In summary, these data suggest the importance of previous disaster experience in aiding an effective emergency response. However, lessons must be learned from the experience lest key officials develop a false sense of security.

Interorganizational Relationships

The Shake City ARC, except with the radio group, had relatively weak interorganizational relationships with other local salient volunteer organizations and the local emergency management system. The weak ties among the volunteer organizations continued during the disaster. Since specific areas and not the whole community were affected by the earthquake, the weak ties did not adversely affect response as it would following a more disruptive earthquake. Yet even the weak ties facilitated the response. Networks between the Red Cross and other volunteer organizations (e.g., Salvation Army) and emergency response organizations (e.g., fire, police) had slightly developed during the previous disaster experiences or other community functions.

The Flood City ARC had developed no real formal ties among local volunteer and emergency response organizations. Unlike the Shake City case, poor relations existed between the local amateur radio group (that had state-of-the-art communication equipment) and the chapter. Nor did the chapter create any formal agreements between local city or county fire and police units. Generally, the Flood City ARC had few if any salient ties with other formal or informal disaster-related organizations.

Both ARC chapters had weak interorganizational ties. Yet Shake City's ARC chapter developed stronger ties than did the Flood City ARC. Due to its disaster experience and planning, even the weak interorganizational ties helped the Shake

City ARC's response. Conversely, the lack of formal interorganizational ties between the Flood City Red Cross and emergency response organizations hampered their emergency response.

Summary

Both ARC chapters experienced emergency response problems, yet the ARC Shake City response was much more effective than the ARC Flood City response. The Shake City ARC chapter learned how to feed and shelter victims from previous disasters, increased hazard preparedness from the other events, and developed minimal interorganizational ties with some other salient emergency response volunteer organizations. Conversely, the Flood City ARC chapter did not learn any lessons from recent previous flooding, did not have any hazard awareness and disaster planning (or make it a chapter priority), and did not develop other social ties among key volunteer or emergency response organizations. Therefore, the data suggest that factors that help or hinder other emergency response organizations in disaster also influence volunteer organizations during disaster. Similar to their counterparts, volunteer organizations can improve their disaster response through planning, experience, and networks.

DISCUSSION AND RECOMMENDATIONS

Based upon these data and other related studies, this section recommends ways local volunteer organizations can improve emergency responses when disaster strikes. Recommendations include ways local volunteer organizations can improve planning, improve experience, and develop interorganizational ties with other key volunteer emergency response organizations. As becomes evident below, working directly on one task usually has an indirect effect upon improving another task.

Develop the Planning Process

Modern emergency management

teaches that a paper disaster plan does not lead to an effective emergency response (Dynes, Quarantelli, and Kreps, 1981; Dynes, 1983). Disaster planning is a process. Volunteer and paid staff within any emergency response volunteer organization, no matter how large or small, must work together to develop an approach to disaster services. Through this process, each person develops an understanding of her/his role before, during, and following a disaster.

Local volunteer organizations should integrate planning with other emergency response and other volunteer organizations. Therefore, when disaster strikes, key organizational representatives already understand who will undertake specific tasks. This approach, for example, prevented any turf battles between the local Red Cross and Salvation Army in Shake City. In addition, planning begins the development of networks between organizations (see below).

One initial step in this process is the development of a local Volunteer Organizations Active in Disaster (VOAD) team. VOADs organize and coordinate planning, tasks and activities among volunteer organizations involved with disaster tasks. Thus, when disaster strikes, volunteer organizations all can effectively respond and aid victims without duplicating or ignoring key disaster tasks. Any volunteer organization can start a VOAD chapter. Typically, disaster-specific volunteer organizations, such as the local Red Cross or Salvation Army initiate meetings.

Develop Experience

These case studies show that disaster experience plays a key role in having an effective emergency response. Following involvement in a disaster, volunteer organizations must make an honest appraisal of their disaster responses. An honest evaluation can help chapters prepare for the future. Furthermore, the activities of volunteers and paid staff serve as a good guide for future emergency responses.

Not every area is as disaster prone as the Bay Area, but volunteer organizations similar to the ones in Flood City can still participate in events that may serve as a disaster surrogate. For example, local ARC chapters participate in a number of events that require some degree of mobilization. In most communities the local ARC responds to house fires or larger, longer-term fires. They help victims (e.g., food, shelter, finding new shelter) and may feed emergency workers. Such tasks can serve as important educational tools for volunteers. They have the opportunity to learn where supplies are, to use communication equipment, to deal with paperwork, to interact with emergency response and other volunteer organizations on hand, and to obtain a general feel for disaster situations. The rotation of such activities among volunteers not only increases one dimension of disaster experience, but also serves as a means to increase motivation and enthusiasm among volunteers, improve public relations, and recruit more volunteers. A number of local chapters already use this strategy to enhance disaster services.

More generally, local communities or large organizations within communities (e.g., hospitals, airports) must perform disaster drills to fulfill various regulatory or licensing requirements. These drills provide excellent opportunities for voluntary organization or VOAD involvement. Voluntary organizations should participate in the planning, noting what services they may have to offer during or following a disaster. For example, a ham radio club may provide back-up communications. A church group could provide space to store and organize donations, or mobilize its members to donate blood. Other emergency response and volunteer organizations would become aware of these activities and respond accordingly during a disaster exercise. In this way, important experience can be derived through various disaster and more generally-related activities.

Develop Networks

Many disaster studies suggest that interorganizational networks may be the most important factor in developing an effective emergency response (e.g., see Drabek, et al., 1981; Drabek, 1987). The development of such networks before a disaster allows emergency response groups and volunteer organizations to identify potential resources, define emergency response tasks between (volunteer) emergency response organizations, and give managers an idea of what personalities they will be working with in other organizations.

Multiple opportunities exist to develop networks. The Shake City Red Cross is active in community events, setting up areas for communication and first aid. Other emergency-related organizations are often present (e.g., police, fire) and the organizations learn to work with each other. Such involvement serves as an excellent means to network, but also to be seen as a public relations device. Examples of other activities may include being present at sporting events, holding an "un-disaster day" during which all local emergency management and volunteer disaster organizations gather in a location (e.g., a mall) for the public to inspect the wares, or working at small fires. Each community is different, but each community presents special opportunities by which local volunteer organizations can become more strongly "networked" with other local (emergency response) organizations.

A local VOAD would provide a basis for the development of networks among the volunteer organization community. Meetings, drills, and actual experience would allow VOAD members to cohesively and effectively work together during a time of crisis. Furthermore, a local VOAD would provide a legitimate base for volunteer organizations to work with local emergency response organizations, participate in drills and exercises, and respond effectively to disaster.

SUMMARY

This discussion demonstrates that three interrelated activities should improve volunteer organizations' disaster capabilities. These factors include improved disaster planning, learning from related experiences, and improving interorganizational networks. These three activities can dramatically improve the local chapter's emergency response.

Networking ought to be the first priority. Through the development of both formal and informal contacts, planning and experience potential become enhanced. Without the support and involvement of volunteer organizations, an effective community-wide disaster response would be difficult, if not impossible.

ACKNOWLEDGMENT

This paper was sponsored in part by the Natural Hazards Research and Applications Information Center/National Science Foundation Quick Response Grant Program, and a Faculty Development Grant from the University of North Texas. The author would like to thank Brenda Phillips and Dave Davis for their assistance on this project. However, any findings and conclusions are the sole responsibility of the author.

REFERENCES

- Adams, D. (1970). The Red Cross: Organizational Sources of Operational Problems, *American Behavioral Scientist* 13: 392-407.
- Bjornstad, D., Baxter, F. P., and Gutmanis, I. (1987). *Emergency Food Delivery: A State of the Art Assessment*. Oak Ridge, TN: Oak Ridge National Laboratory.
- Drabek, T. E. (1987). *The Professional Emergency Manager*. Boulder: University of Colorado.
- . (1986). *Human System Responses to Disaster: An Inventory of Sociological Findings*. New York: Springer-Verlag.
- . (1983). *Alternative Patterns of Decision-Making in Emergent Disaster*

- Response Networks, *International Journal of Mass Emergencies and Disasters* 1(3): 277-305.
- Drabek, T. E., Tamminga, H. L., Kilijanek, T. S., and Adams, C. R. (1981). *Managing Multiorganizational Emergency Responses: Emergent Search and Rescue Networks in Natural Disasters and Remote Area Settings*. Boulder: University of Colorado.
- Drabek, T. E., Brodie, D. Q., Edgerton, J., and Munson, P. (1979). *The Flood Breakers: Citizen Band Radio Use During the 1978 Flood in the Grand Forks Region*. Boulder: Institute of Behavioral Science, University of Colorado.
- Dynes, R. R. (1983). "Problems in Emergency Planning," *Energy* 8: 653-660.
- . (1974). *Organized Behavior in Disaster*. Columbus, OH: The Disaster Research Center.
- Dynes, R. R., and Quarantelli, E. L. (1980). *Helping Behavior in Large-Scale Disasters, in Participation in and Political Activities*, David Horton Smith, Jacqueline MacCaulay, and Associates (Eds.). San Francisco: Jossey-Bass Publishers: 339-354.
- Dynes, R. R., Quarantelli, E. L., and Krep, G. A. (1981). *A Perspective on Disaster Planning*. 3rd Ed., Report #11. Columbus, OH: The Disaster Research Center.
- Federal Response Plan. (1991). Washington, D. C.: Federal Emergency Management Agency.
- Gillespie, D. F., and Streeter, C. L. (1987). *Conceptualizing and Measuring Disaster Preparedness*, *International Journal of Mass Emergencies and Disasters* 5(2): 155-176.
- Gillespie, D. F., Sherraden, M. W., Streeter, C. L., and Zakour, M. J. (1986). *Mapping Networks of Organized Volunteers for Natural Hazards Preparedness*. Final report to National Science Foundation, Project No. C33 83-14421.
- Hall, R. H. (1988). *Organizations: Structures, Processes, and Outcomes*. Fourth Edition. Englewood Cliffs, NJ: Prentice Hall Inc.
- Hannann, M. T., and Freeman, J. H. (1977). *Obstacles to Comparative Studies, in New Perspective on Organizational Effectiveness*, Paul S. Goodman and Johannes Pennings (Eds.). San Francisco: Jossey-Bass.
- Hannigan, J. A., and Kueneman, R. M. (1978). *Anticipating Flood Emergencies: A Case Study of Canadian Disaster Subculture*, in *Disasters: Theory and Research*, E. L. Quarantelli (Ed.). Beverly Hills: Sage: 129-146.
- Jick, T. D. (1983). *Mixing Qualitative and Quantitative Methods: Triangulation in Action*, in *Qualitative Methodology*, John van Maanen (Ed.). Beverly Hills: Sage: 135-148.
- NOVAD (National Voluntary Organizations Active in Disaster). (1986). Washington, D. C.
- Neal, D. M. (1992). *The American Red Cross in Time of Disaster: Implications of a Catastrophic New Madrid Earthquake*. Final Report to the National American Red Cross.
- . (1990). *Volunteer Organization Response to the Earthquake, in The Loma Prieta Earthquakes: Studies of Short-Term Impacts*, Robert Bolin (Ed.). Program on Environment and Behavior Monograph #50. Boulder: Institute of Behavioral Science, University of Colorado: 91-98.
- Neal, D. M. (1985). *A Comparative Analysis of Emergent Group Behavior in Disaster: A Look at the United States and Sweden*. Unpublished dissertation, Department of Sociology, Columbus: Ohio State University.
- Perrow, C. (1977). *Three Types of Effectiveness Studies, in New Perspectives on Organizational Effectiveness*, Goodman, Pennings, and Associates (Eds.). San Francisco: Jossey-Bass: 96-105.
- Phillips, B. D. (1991). *Post-Disaster Sheltering and Housing of Hispanics, the Elderly and the Homeless*. Final Project Report submitted to the National Science Foundation.
- . (1986). "The Media in Disaster Threat Situations: Some Possible Relationships between Mass Media Reporting and Voluntarism," *International Journal of Mass Emergencies and Disasters* 4(3): 7-26.
- Ross, J. L. (1970). *The Salvation Army: Emergency Operations*, *American Behavioral Scientist* 13: 404-414.

Book Review

Volunteer Management Handbook for Effective Development of Volunteer Programs *and* Self-Study Guide for Volunteer Programs

by Ann Jacobson, ACSW

Reviewed by Marie Saunders, MBA

Ann Jacobson has been in the field of volunteer administration for over twenty years. In the *Volunteer Management Handbook*, published by Ann Jacobson and Associates, she has used this experience to create a manual for the development of an effective volunteer program. Her target audience appears to be groups and organizations who are tackling the task of organizing and administering a volunteer program.

The manual starts with the familiar premise that the key to launching a successful volunteer program is the support of the Board of Directors and top agency management. The second key is a well-laid-out plan defining goals, objectives, budget, and staffing needs. The manual has a good flow chart as well as sample job descriptions for both staff and volunteers. The *Handbook* provides tips for the various aspects of a volunteer program, including recruitment, interviewing, orientation and training, recognition and evaluation. It concludes with sample forms.

The *Handbook* also provides practical advice on the basics of a volunteer pro-

gram. In a straightforward approach it provides building blocks for a strong foundation of excellence.

However, the *Handbook* falls short of its goal of reaching those developing new programs. While it provides the basics that can lead to excellence, there is no "hook" to get a start-up program to pick up the book and follow the steps. There are frequent instances in which abbreviations and other lingo familiar to "old-timers" are used. There is an interesting page on listening, clearly attributed to a 1972 publication. While 1972 was a fine year, as a guide it is off-putting to cite it for someone struggling to mobilize a volunteer corps to address issues such as homelessness, AIDS, youth and unemployment, etc. today.

The second workbook, *Self-Study Guide*, is designed for volunteer administrators and agencies with volunteer programs. Once again, the author appears to be exhorting us to excellence and providing us some tools to measure our progress along the way. The strength of this handbook is the collection of sample survey forms pro-

Marie Saunders, MBA is the executive director of the Town of Barnstable's (MA) Senior Services Department. Most of her professional life has been in volunteer administration. She has an MBA from Suffolk University. She is a founding board member of the Barnstable School Volunteer Program, a member of the task force to establish a State Office on Volunteerism for Massachusetts, and serves on other community agency boards and advisory councils.

vided in its final section.

The self-study survey forms suggest evaluation be done from a variety of perspectives by involving the agency policy-makers, staff, volunteers, and other community agencies. The forms can be adapted to your own agency. Reaching a diversity of consumers forces the volunteer administrator to examine the program from different perspectives. The process is also an educational tool both for ourselves and for the various consumers of our product—an excellent volunteer program. Understanding how a program is perceived in the community can have significant impact on both the process of and the result of such essentials as recruitment and orientation of volunteers.

Again, while there is a wealth of information and ideas culled from a lifetime of experience, the *Self-Study Guide* suffers from overly traditional presentations. In fact, the Association for Volunteer Administration has a self-evaluation process for volunteer administration certification that lays out the required competencies more

effectively. However, the sample evaluations from this handbook can help devise an agency volunteer program evaluation that promotes growth to all who may be involved in the process.

As volunteer administrators we need to be reminded that we have a body of knowledge that has been growing over the last three decades. The practitioners of volunteer administration have developed and implemented the principles. As volunteer administrators we have to remember that we function in the current environment. This means we need to use the lingo understood by the consumers of our services. We need to be able to translate volunteer benefits into budgets, costs and return on investments.

Ann Jacobson has shared her thoughts and learning. Being a volunteer administrator frequently involves providing guides and enabling support. She has done this in both handbooks. In a straightforward fashion she has provided some milestones for the development and measurement of excellence. The implementa-

vided in its final section.

The self-study survey forms suggest evaluation be done from a variety of perspectives by involving the agency policy-makers, staff, volunteers, and other community agencies. The forms can be adapted to your own agency. Reaching a diversity of consumers forces the volunteer administrator to examine the program from different perspectives. The process is also an educational tool both for ourselves and for the various consumers of our product—an excellent volunteer program. Understanding how a program is perceived in the community can have significant impact on both the process of and the result of such essentials as recruitment and orientation of volunteers.

Again, while there is a wealth of information and ideas culled from a lifetime of experience, the *Self-Study Guide* suffers from overly traditional presentations. In fact, the Association for Volunteer Administration has a self-evaluation process for volunteer administration certification that lays out the required competencies more

effectively. However, the sample evaluations from this handbook can help devise an agency volunteer program evaluation that promotes growth to all who may be involved in the process.

As volunteer administrators we need to be reminded that we have a body of knowledge that has been growing over the last three decades. The practitioners of volunteer administration have developed and implemented the principles. As volunteer administrators we have to remember that we function in the current environment. This means we need to use the lingo understood by the consumers of our services. We need to be able to translate volunteer benefits into budgets, costs and return on investments.

Ann Jacobson has shared her thoughts and learning. Being a volunteer administrator frequently involves providing guides and enabling support. She has done this in both handbooks. In a straightforward fashion she has provided some milestones for the development and measurement of excellence. The implementation is up to us.

**PLEASE NOTE THE ABOVE CORRECTION
TO YOUR LAST ISSUE OF THE JOURNAL
OF VOLUNTEER ADMINISTRATION.**

**THE ATTACHED LABEL IS TO CORRECT
THE ISSUE NUMBER ON THE FRONT
COVER. THIS IS ISSUE XI:2 NOT
XII:2.**

OUR SINCERE APOLOGIES!

XXX

Volunteer Management Handbook for Effective Development of Volunteer Programs and Self-Study Guide for Volunteer Programs

by Ann Jacobson, ACSW

Reviewed by Marie Saunders, MBA

Ann Jacobson has been in the field of volunteer administration for over twenty years. In the *Volunteer Management Handbook*, published by Ann Jacobson and Associates, she has used this experience to create a manual for the development of an effective volunteer program. Her target audience appears to be groups and organizations who are tackling the task of organizing and administering a volunteer program.

The manual starts with the familiar premise that the key to launching a successful volunteer program is the support of the Board of Directors and top agency management. The second key is a well-laid-out plan defining goals, objectives, budget, and staffing needs. The manual has a good flow chart as well as sample job descriptions for both staff and volunteers. The *Handbook* provides tips for the various aspects of a volunteer program, including recruitment, interviewing, orientation and training, recognition and evaluation. It concludes with sample forms.

The *Handbook* also provides practical advice on the basics of a volunteer pro-

gram. In a straightforward approach it provides building blocks for a strong foundation of excellence.

However, the *Handbook* falls short of its goal of reaching those developing new programs. While it provides the basics that can lead to excellence, there is no "hook" to get a start-up program to pick up the book and follow the steps. There are frequent instances in which abbreviations and other lingo familiar to "old-timers" are used. There is an interesting page on listening, clearly attributed to a 1972 publication. While 1972 was a fine year, as a guide it is off-putting to cite it for someone struggling to mobilize a volunteer corps to address issues such as homelessness, AIDS, youth and unemployment, etc. today.

The second workbook, *Self-Study Guide*, is designed for volunteer administrators and agencies with volunteer programs. Once again, the author appears to be exhorting us to excellence and providing us some tools to measure our progress along the way. The strength of this handbook is the collection of sample survey forms pro-

Marie Saunders, MBA is the executive director of the Town of Barnstable's (MA) Senior Services Department. Most of her professional life has been in volunteer administration. She has an MBA from Suffolk University. She is a founding board member of the Barnstable School Volunteer Program, a member of the task force to establish a State Office on Volunteerism for Massachusetts, and serves on other community agency boards and advisory councils.

The Volunteer's Survival Manual

by Darcy Campion Devney

Reviewed by Elizabeth Sweet, MA

A new book with a new approach in the field of volunteerism might well be a summary of Darcy Campion Devney's latest book, entitled *The Volunteer's Survival Manual* (Practical Press, Cambridge, MA, 1992).

Author Devney has covered the gamut from assisting the reader in deciding where to donate money to explaining the steps in resigning from a volunteer position. Some of the instructions may seem a little oversimplified to the reader, however this is aimed at the beginner in the field.

All topics are well cross-referenced, which adds to a sense of fragmentation as the author moves from quote to quote and thought to thought in brief sub-topic sections. While all the quotes are useful, the reader has the feeling that they may be obscuring the original thought. The reader needs to be well organized to gain the most from this 1992 publication.

Many volunteers find enough gratification in simply supporting a project or giving talents to an organization. However, the author suggests that creative contributions (a recipe for a cookbook or a column in the group's newsletter) carry a copyright registered in the volunteer's name. This is something about which few volunteers or volunteer administrators have even thought. Given the massive numbers of volunteers who make this world go

around, one wonders if the copyright office is ready for the influx!

Volunteer recruiters may wish that prospective volunteers never see the Sherlock Holmes chapter entitled "Choosing and Joining: Competition Between Nonprofits." Guidelines for selecting the correct volunteer opportunity are so detailed and thorough that recruiters might be hard-put to know the answers to some of these well-delineated inquiries. This is an excellent self-evaluation tool for any organization as it attempts to increase the volunteer base.

When it comes time to write the resume, whether it be for a paid position or toward college credit, a well-done chapter lists all the experience to be garnered from 18 different volunteer positions. A hidden benefit of this chapter is the list of qualifications, and the career path and schedule for each of these positions. This may be more thorough than many an organization's volunteer manual.

A final chapter listing the pitfalls of volunteering and problems of non-profits is certainly an eye-opener and somehow leaves the reader with a very negative, though perhaps realistic, view of the perils of donating time, money and/or talents in this 20th century. For example, does the prospective volunteer really need to know that the increasing number of videos in the public library is seen as a threat by video store owners?

Elizabeth Sweet, MA, Book Review Editor for *The Journal*, is Executive Director of Community Service of Hamilton and Wenham (MA). A long-time volunteer, she is a Director of the Cooper Community Center in Roxbury, MA, has participated in national and international work camps and is president of a regional organization for women. Ms. Sweet is Vice President of the North Shore Association for Volunteerism and an active member of the Association for Volunteer Administration. She combines her experience and her master's degree in Family Life to give frequent training sessions, including at the 1991 International Conference on Volunteer Administration.

The names of nearly 50 groups listed under the title "Organizations" in the appendix are helpful but certainly not extensive or all-inclusive. One wonders at the criteria for selection and why this combination, which ranges from socially-conscious investment programs to the student volunteer program at a specific college, was selected for publication.

Thought-provoking and opinionated? Yes. In need of additional editing? Yes. But did I learn anything? Yes, I did and I would recommend it to both the person who is looking for a volunteer opportunity and to the person who is looking for volunteers. Maybe this is the first in a new trend toward volunteers' rights . . . an interesting concept, to say the least.

Volunteers: Eager and Active in Australia

Margaret Helman

INTRODUCTION

Recently I was given the opportunity to present a paper on "Strategies for Keeping Volunteers" at a seminar for park and wildlife rangers arranged by the Royal Australian Institute of Parks and Recreation. As I reflected on the topic, Community Involvement for Resource Management, I became increasingly mindful of the fact that Australia possibly has a unique position in the world in terms of volunteers and their involvement in resource management in relation to our wonderful landscape.

HISTORY

For well over one hundred years our ocean beaches have been supported by volunteers as life savers who have given us an opportunity to enjoy and participate in the natural landscape. Further back into the interior, the lifestyle of many Australians and the natural environment is being protected by clusters of brave volunteers who generously and unstintingly give of their time as fire fighters in volunteer fire brigades.

Though by far the largest majority of Australian people live in urban areas on the coastline, it is interesting to note the traditional importance of volunteer activity in rural areas. For example, the Country Women's Association is a very large and politically influential organisation whose initial foundation was to improve

the lives of isolated rural women and children and help them overcome the isolation they faced. In 1922 they adopted the motto:

Honour to God,
Loyalty to the Throne,
Service to the Country,
Through Country Women,
For Country Women,
By Country Women.

They continue to be successful in getting the attention of city bureaucrats and politicians on the needs of isolated rural women.

The Australian way of life is, to a significant extent, underpinned and nourished by a huge and sustained commitment of voluntary time, energy and expertise from people in all walks of life and various points in the socio-economic scale.

In Australia, the term "volunteering" has certain historical, sociological and class connotations that can militate against volunteer organisations in their efforts to recruit members and be taken seriously. There are historical reasons for this. In the First and Second World Wars "volunteering" for military service meant increasing your chances of being killed. Despite numerous examples of heroic volunteering both within and outside of military service, there is in the usage of Australian English an overt or implicit disparagement of "volunteering."

Margaret Helman is a communications consultant, trainer, writer, facilitator and researcher servicing non-profit organisations in Australia. She established her Sydney-based company in 1988, and has worked with non-profit organisations in Australia for over 20 years. She has extensive experience embracing complex communications problems in arts, community service and welfare organisations and working with government departments delivering services to the community. Ms. Helman is an arts/communications graduate from Sydney University of Technology, has a diploma in advertising and marketing, and post-graduate training in adult education. She was awarded a Churchill Fellowship in 1984 to enable her to develop her community education/communication skills from research and work experience in Canada, U.S.A. and the United Kingdom.

By contrast, expressions such as "community involvement," "lending a hand," "helping out" or "putting something back" have worthy connotations and are entering the every-day parlance of Australian English. Recent economic changes in Australian society have made an enormous impact on attitudes towards volunteering. The economic recession, coupled with continuing high employment, is giving volunteering a new appeal.

VOLUNTEERING TODAY

Although there is little research or literature to help us understand volunteer activity in Australia, it is safe to say there is a huge amount of volunteer activity. Recent figures from the Australian Bureau of Statistics estimate that some 27% (or one in four) of the State of New South Wales population is involved in volunteer activity. It is reasonable to assume that this percentage is matched in the rest of Australia. It is also reasonable to assume that most Australians have a stereotype of volun-

teers as being female, mature-age, middle class and therefore in a position to be able to live comfortably outside the paid workforce, have time on their hands, need some fulfillment, and, because of the nature of their morality they believe they can contribute by doing "good works" for the poor in the community. This 'lady bountiful' image is invalid, a myth in Australia in the 1990s.

In 1991 several State Volunteer Centres combined their statistics to provide some up-to-date figures on just who in Australia is volunteering. The figures show some astonishing changes in the nature of Australia's volunteering workforce over the past year. The statistics show that about twice as many women as men approach State Volunteer Centres seeking volunteer work. The 19- to 35-year age groups produce far more volunteers than the older age groups and, around 50% of people who are volunteers in 1992 are unemployed, with many more students volunteering than ever before. The overall

Table I
Volunteer Organisations in Australia

Culture	Environment & Heritage	Social Policy	Education/ Personal Development	New Issues in 1990s
<ul style="list-style-type: none"> - art galleries - museums - celebrations: Bicentenary - Olympic Games - fun runs 	<ul style="list-style-type: none"> - National Trust - historic houses - bush fire brigades - national parks - surf life savers 	<ul style="list-style-type: none"> - child care: management of centres - health organisations <ul style="list-style-type: none"> • diabetes • heart • cancer - Legacy - disability support - Red Cross - Salvation Army - St. Johns Ambulance (first aid) 	<ul style="list-style-type: none"> - uniformed groups - volunteer Army 	<ul style="list-style-type: none"> - AIDS: support for sufferers - bush regeneration - saving beached whales - native animal resuscitation - clean beaches and waterways - health & healing groups - new age - gay support organisations

number of people seeking volunteer work has also increased dramatically. By comparison, a survey carried out in 1986 indicated that there were slightly more women volunteering than men and the greatest number of volunteers came from the 36–45 year age group.

But not only the unemployed are flocking towards volunteer work. More than 2 million employed Australians spend an average of 4 hours a week as volunteers for community organisations. Examples are shown in Table I. People already in paid work volunteer not only because they want to do something new or of interest to them in their leisure time, but some volunteer activities have a high profile and status in the Australian community. Three examples are: The Surf Life Saving Movement of Australia, The Volunteer Bush Fire Brigade, and Legacy—a service for returned service men and women.

Surf Life Saving Australia

In the summer of its 84th year, 8,740 rescues from the sea were performed by volunteer life savers. The grand total of volunteer rescues to 1991 recorded by Surf Life Saving Australia was 353,418. Surfing beach life savers, after all these years, are popular and treasured icons in the Australian way of life. Their “image” as tall, blond, bronze-bodied men is painted on murals, represented from coast to coast on postcards and billboards. It represents a ‘clean, young and healthy’ image that many young men, and now women, aspire to join. The volunteer work involves skills, training, personal development and the opportunity to spend leisure time in an open, free environment.

The organisation has 66,000 volunteer members who participate in broad-ranging activities, including instruction for first aid and survival techniques, surf boat rescuing, helicopter ambulance piloting and rescuing, radio instruction and advanced resuscitation skills.

Young Australians are also attracted to

this organisation because of the perceived societal value of its work, its secure future, and the organisation has a history of awarding achievement. Annual surf carnivals, national and international, give volunteers a ‘sense of place’ and association with the Surf Life Saving movement’s wonderful record of aquatic safety which is enjoyed by the Australian community.

Volunteer Bush Fire Brigade

Although at least 70% of Australia’s 16 million population is clustered on the glorious coastline, the heartland of our finest primary industries is located in the interior. Most Australians are aware that many rural and urban areas are prone to bush fires throughout our long, hot, dry summers. Few people realise just who fights, prevents and manages bush fires in Australia. The continent is such a vast expanse and the monetary costs of managing a central authority for all bush fire control, plus the real need to respond quickly to fires, were the primary reasons for the birth of volunteer fire brigades. They are the main bush fire fighters and their areas of responsibility cover 90% of each State of Australia. In the eastern State of New South Wales, there are 2,500 bush fire brigades, with a total of 70,000 volunteers.

The first brigade was formed in 1896. Brigades hold regular meetings, training sessions and prevention activities such as control burning exercises, as well as trail or fire break construction and maintenance. They also hold regular public education exercises with schools and community groups, and give up their time for the benefit of the community.

Over the years, the role of bush fire brigades has expanded beyond just that of bush fire activity. Members are regularly called to attend road accidents and public building fires and they help police in search and rescue operations.

Bush Fire Brigade members come from all walks of life and are community minded, having the volunteer spirit of service, combined with a professional ap-

proach to their chosen service. Participation in this organisation gives people status and also provides wide-sweeping opportunities for them to extend their career and personal skills outside their traditional workplace.

Legacy

The idea of Legacy began in Australia's smallest capital city—Hobart, situated on that small island south of the main island continent. In 1926, a group of World War I veterans recognised the need for an organisation to accept the legacy of caring for families of their comrades who did not survive the war. Through the years, Australian soldiers have been killed serving overseas in World Wars I and II, Korea, Malaysia, Vietnam, the Gulf War, and participating with peace-keeping forces.

The dedication and commitment that volunteers bring to Legacy to assist the organisation in its work is immense. On the occasion of its 66th Annual Report this year, the President noted that Legacy has "continued to evolve and keep pace with the times since its founders launched Legacy Club in the early years following the war." However, he also noted "an important fundamental change has taken place. . . . There has been a 47-year period since the last major conflict, consequently our widows are 47 years older, and just as importantly, so are the Legatees [returned service men] who look after them."

In other words, Legacy's "population" of potential volunteers is dwindling as we move towards the year 2000. At the same time the need for Legacy services grows: this year an average of five additional families enroll for service each working day. The viable future of this organisation hinges on a major overhaul of its "volunteer culture" and recruitment of a new breed of volunteers to maintain its service.

National Trust of Australia

Legacy is not alone as an organisation which is undergoing cultural change in Australia. Recently the author was re-

cruited by the National Trust of Australia to a Task Force to consider the future involvement of their volunteers. (The organisation cares for properties and other historic resources which are part of the fabric of Australia's heritage.)

While the Trust has been well supported by volunteers since its inception, there is a need to reassess the volunteer situation so that volunteers continue to be attracted to the Trust and its work.

CULTURAL IMPACT

One clear outcome from the Task Force research so far is that images frequently attached to the word "volunteer" do not relate to the work of the people who choose to support the National Trust. Miguel Angel Martin, in a paper entitled "The Meaning of Volunteerism," notes that the word volunteer carries different meanings or images in different cultures. The language of volunteerism and the images that different words convey give us interesting insights into different cultures and ways that people in those cultures organise their nations and communities. The images associated with the language one speaks are powerful and should not be ignored. Like other aspects of 'culture' in society, images of organisations and their relevance are perceived differently by recent generations of people.

Miguel Martin reminds us that "culture must never be regarded as something static, determined chiefly by geography or, more correctly by geographical barriers." There are now many examples of "generational cultures" like hippies and greenies which do not respect borders. In Australia this author has always argued that there are also "borderless cultures" which are determined largely by the environment, the resources and the needs and desires of people in differing environments. These variables ultimately breed different "cultures" of people, for example, Anglo-Australian graziers in rural Australia and Turkish immigrant Australians in the inner cities.

In the same way that the social, political and physical environment can influence the extent to which volunteer organisations may develop, Martin argues that the idea of "volunteerism" has different meanings for different generations:

We again face a basic point that a particular term or concept that is embodied in the spirit of one cultural generation will inevitably die with the passing of its generation. The social solutions that are exclusively framed in a specific and temporary philosophy will not outlast the culture that created them. What was good for earlier times is not necessarily valid for today.

IMPLICATIONS

The impact of all of these issues will need to be considered by many traditional volunteer organisations when designing future recruitment drives for volunteers. As volunteers are not presenting from the same "cultural background," their expectations and acceptance/rejection of organisations will differ. In the first instance I believe we should turn those very issues into the theme of the recruitment process:

1. Recognise and celebrate the differences and diversity of individuals who represent the organisation.
2. Elicit the needs and demands of new volunteers.
3. Motivate volunteers and clearly acknowledge their roles in the overall organisational chart of the organisation.
4. Present clear and consistent information about the organisation as a sub-culture which they are part of and present the rights and responsibilities for being participants in that "sub-culture."

Organisations undergoing 'cultural change' could benefit from considering the pool of unemployed people who are attracted to volunteer work to learn skills, to maintain their skills or to gain self-esteem and self-confidence. It could be valu-

able to target messages towards young people and pay consideration to those young people who are interested in participating in short-term volunteer projects which could potentially offer them bona fide work experience, the opportunity for a reference from a volunteer coordinator and, the chance to test out their ability in a workplace environment.

Successful volunteer programs set up to meet the needs of organisations and the needs of the volunteers could become part of the future social structure in Australia. The prospect of large numbers of unemployed people in the country as a sub-culture is a reality. Organisations with vision and effective leadership will make adaptations which in the short term will have benefits for them and in the long term be valuable for the overall good of Australian society.

Health benefits are among a number of social variables which could benefit from flexible reactions to volunteer recruitment. Studies have been conducted in Australia and in America, including a study conducted by Professor James House, Sociology Professor and Chairman of the University of Michigan. The study of 2,700 people over a decade found that volunteer work, more than any other activity, was responsible for a dramatic increase in life expectancy. Professor House found that men who did no volunteer work were two-and-a-half times more likely to die during the study period than those who did volunteer work at least once a week.

SUMMARY

To motivate people means most of all to understand properly the spirit which moves any volunteer to participate. Volunteer programs should be dynamic, enthusiastic, energetic, social movements within organisations. They can be used creatively to build powerful communication bridges between individuals, organisations and the wider community in Australia.

BIBLIOGRAPHY

Macken, L. (16 August 1992). Jobs for the Joys. Sydney: *Sydney Morning Herald*.

Martin, M. A. (1988). The meaning of volunteerism. Paper for A.F.S. Center for the Study of Intercultural Learning, NY, NY.

Helman, M., and Associates (November 1991). Status Report to the Earth Exchange Museum. Unpublished.

Helman, M., and Walsh, D. (October 1988). International Volunteer Study: The Aus-

tralian Report. Report for A. F. S. Intercultural Programs, New York. U.S.A. and A.F.S. International Exchanges, Sydney, Australia for the International Volunteer Study, 1987-1988.

Volunteer Centre of N.S.W. (July 1991). *The Volunteer Issue*. Vol. 2, No. 2.

Waymire, J. V. (1990). Tough Choices: The Challenge of Leadership in the 90s. Paper presented at the 1990 International Conference on Volunteer Administration, U.S.A.

Training Design

Inviting Staff Collaboration in Volunteer Policy and Program Design

Betsy Aldrich Garland, CVA

TITLE: Inviting Staff Collaboration in Policy and Program Design

GROUP, TYPE AND SIZE: The workshop originally was designed for the management staff of a large community mental health center. Subsequently, it was adapted for Directors of Volunteers for their modification and use in a wide variety of agencies and presented at the Association for Volunteer Administration (AVA) Region I Conference in July 1992. Ideal group size can range from 12 to 45 participants.

WORKSHOP LEVEL: Both new and experienced persons have participated in and gained something from this workshop. It satisfies requests for a basic "how to run a volunteer program" presentation as well as a more sophisticated analysis for those who have been in the field for two or more years. It requires that the trainer be fairly well-read and experienced in volunteer administration and leading workshops.

LEARNING OBJECTIVES: The workshop is designed to . . .

1. Assist Directors of Volunteers in designing in-service educational programs for staff in their agencies,
2. Involve agency staff (directly or indirectly) in identifying the needs of the agency, staff, clients, and volunteers, and
3. Solicit staff input in volunteer policy and program design.

TIME REQUIRED: Four hours. However, the workshop has been delivered to experienced directors in a condensed format in one and one-half hours.

MATERIALS: Easel, flip charts (prepared and blank), magic markers, and masking tape. Training packets/handouts for each participant include (1) Statistics on volunteering (use trends compiled by Independent Sector, Points of Light Foundation and/or pertinent articles); (2) Reasons for/answers to poor volunteer-staff relations (see reading list); (3) "Whose Volunteer Program?" (see Appendix A); (4) Case Studies for discussion (see Appendix B); and (5) AVA brochures.

PHYSICAL SETTING: For small groups, participants can sit around a large table with the trainer at one end. For larger groups, try tables in a U-shape or individual tables for six to eight with the trainer at the head of the room. If space allows only auditorium seating, participants will have to cluster in groups in their rows.

WORKSHOP OUTLINE AND PROCESS

I. *Introduction* [Time: 10 minutes]

(Note: Establish a climate for the workshop that tells your participants that you are glad that they are here, you are well-prepared for them, and you are looking forward to sharing insights and experience—theirs as well as yours.)

Betsy Aldrich Garland, CVA, has been the Executive Director of Volunteers in Action (VIA), Rhode Island's central recruitment, referral, training and informational center for volunteers and social service agencies, since 1975. She has extensive experience in volunteer program development, consults widely with agencies and service organizations, and writes a weekly newspaper column entitled "Volunteers in Action" in the Providence Sunday Journal. She also is Certified in Volunteer Administration.

Welcome participants to the workshop. Introduce the trainer and the trainer's experience and readiness to lead this workshop.

Introduce the group to itself: types of agencies represented, participants' experience in the field, how the workshop has been designed (basic framework for new coordinators, new approaches and resources for veteran coordinators).

Post pre-printed Workshop Objectives and Agenda on the wall and review briefly, clarifying trainer's and participants' expectations.

Call participants' attention to the packet of materials, some for application here, some for reading later.

II. Starting from Scratch to Build

Support [60 minutes]

(Note: As Directors of Volunteers we often assume that staff share our values when it comes to volunteers and are ready and eager to work with them—and are surprised when staff resist and even sabotage the effort. This section is designed to educate, empower, and woo staff support for the volunteer program.)

Lecturette: Introduce the section with this idea. Early in the planning for establishing a volunteer program, an agency needs to bring its staff into the discussion. In this workshop, participants are invited to assume the role of agency staff in order to learn the value and process of preparing the way for staff to work with volunteers. The keys are to invite, encourage, educate, and respect staff.

A. Invite staff participation.

"I want to invite you to inservice education (or talk with you about the volunteer program) because . . .". Present the ideas below:

1. We need to clarify staff role; the more they know about the volunteer program, the better they will understand how they fit (with you, with the program, with the volunteers).
2. We need staff help in designing a program that will benefit agency, clients, and staff.

3. We need staff support. Their attitude can make or break the program.

B. Encourage their reflection.

1. Around tables or in clusters, invite participants, in round-robin fashion, to share: their names, their agencies, "I've been a volunteer at . . .", and one positive and negative personal experience they have had as a volunteer. (List the four items to be shared on the blackboard or newsprint.)
2. Ask for feedback from the groups. What kinds of volunteer work (a quick sharing of the range of activities: scouting, church work, trail clearing, hot lines, board service . . .) have staff been involved in?
3. Process their positive and negative reflections from those experiences. List the key ideas in columns on newsprint to give their experiences validity. Accept and summarize all offerings.

For example:

Positive

Met interesting people
Had fun, gratifying
Career development
Appreciation
Impact on others
Free training

Negative

Not enough training
Lack of challenge
Taken advantage of
Not accepted by
older volunteers

List their ideas. What have they learned from their own experience as volunteers?

C. Educate about volunteers today.

1. Statistics: According to 1990 Gallup Poll, 54% of the adult population volunteers, almost as many men as women. The "baby boomers" are very involved (62%–64%). Employed persons are more likely to volunteer than unemployed. Share these and other statistics (using handouts and your own research) with participants.
2. Implications: Volunteers lead busy lives with multiple demands. Although they have less time available, they have more skills to offer. Reflect

on the significance of your statistics and invite them to share what they are seeing in their agencies.

3. Competition: While there is a renaissance in volunteering (23 percent increase in two years), there are more agencies competing for volunteers. How will participants' agencies get their fair share? (*Hint: by planning well and running a sound volunteer program—what this workshop is all about!*)

D. Respect staff hopes and fears.

It is important to give validity to staff hopes and fears in bringing volunteers into "their" agency. Ask them what they are. They can list them at their tables (or in small buzz groups). Poll the groups and develop a composite list on newsprint.

For example:

Hopes

Time to interview
Build slowly
Staff can train
Ease staff workload
Get to choose volunteers

Fears

They will take over
Too much supervision
Undependable
Liability
Lack of long-term
commitment
Not qualified

(If you need to "seed" some ideas, refer to the literature on reasons for poor volunteer-staff relations.)

Conclude this section of the workshop by stressing that programs should be designed to fulfill hopes (where realistic) and address fears (in program structure and organization). This is why staff participation is so important.

III. Identifying Needs [20 minutes]

Suggested transition: "Successful volunteer programs don't just happen by themselves. They take management, coordination, thoughtfulness, intentionality, money, and. . . So why bother? Why go to all that work?" Answer: only to meet a real need (or needs).

- A. Lead participants in identifying today's needs and motives for the agency, the staff, clients, and volun-

teers. Use your table or buzz groups, assigning one of these constituencies to each group.

Ask for feedback from each group and post their ideas in side-by-side columns. After each group has had a chance to share its list, ask if anyone has additional ideas to add to any column.

The finished product might look something like this:

Agency

credibility
new projects
improved morale
fund raising

Staff

technical assistance
fresh views
reduce stress
clear boundaries
augment care
longer impact
reduce paperwork

Clients

role models
new skills
timely service
child care
more attention

Volunteers

experience
self-esteem
resume
impact
friends
clear tasks

- B. Needs Overlap Analysis: Process the exercise, noting the following as well as other points of your own:

1. Effective programs are those where everyone's needs are being met. Where they are not, that constituency (or individual) loses interest.
2. In designing jobs for volunteers, look for ways to serve staff while serving the clients while serving a prospective volunteer. Come up with examples from your own experience.

For example, a busy case worker who can't give enough time and attention to each client might (if you have built the program carefully and strategically) appreciate having a lonely resident of a group home befriended by a volunteer who needs experience working with disabled persons. The agency benefits from expanding staff resources and broadening its community base.

3. The more needs the "players" in the serious game of identifying needs

add to their lists, the more all lists will expand.

For example, an agency video presentation might not have been on the agency's list until a volunteer with a video camera and interest walks through the door looking for a way to put his or her hobby to community use.

4. This exercise sensitizes the staff to the place of the volunteer program in meeting real needs, including their own.

IV. Soliciting Staff Input in Policy and Program Design [60 minutes]

A. Sixteen steps in running a volunteer program.

1. Introduction: All effective volunteer programs have certain basic elements in place—regardless of the particular area of service, mission of the agency, and nature of the program. They can be organized into “steps” although they are not necessarily consecutive. Running a volunteer program can be described more aptly as juggling with 16 balls in the air most of the time.

[The steps (preprinted on 4 x 6 cards) are:

- (1) *Assess needs*
- (2) *Develop goals & objectives*
- (3) *Set policies*
- (4) *Secure administrative commitment*
- (5) *Develop budget*
- (6) *Designate formal volunteer program coordinator*
- (7) *Provide for good volunteer-staff relations*
- (8) *Prepare record-keeping materials*
- (9) *Design job descriptions*
- (10) *Recruit*
- (11) *Screen, select and assign volunteers*
- (12) *Provide for orientation and training*
- (13) *Arrange for ongoing supervision*
- (14) *Provide for recognition*
- (15) *Evaluate volunteers and volunteer program*
- (16) *Make necessary changes in volunteer program]*

2. Group exercise: Distribute a set of cards to table groups (6–10 people) with each of the 16 steps listed on a separate card. Ask each group to organize the cards, although there is no one *right* order, as if they were setting up a volunteer program. (What would you do first, when would you recruit, where do job descriptions fall in the plan . . . ?) The group that finishes first can be invited to post its order on the wall or flip chart for all to see and compare with its own set. *[Note: This is a very effective teaching tool; adults learn from each other's experience while negotiating order and process.]*

3. Invite everyone to circle the room to compare results. Clarify steps that are not familiar to everyone. Involve resident “experts” in the discussion. More experienced participants can assist the trainer by sharing some policies in place, describing what kinds of record-keeping they do, or suggesting ways to recognize volunteers.

B. Whose Volunteer Program?

Suggested transition: The volunteer program does not “belong” to the Director of Volunteers to develop in a vacuum. It is a program of the agency and all its constituencies. Who needs to be involved, in what steps, in what ways?

Individual exercise: Using the “Whose Volunteer Program?” matrix (provided in Appendix B as a sample for your workshop handout), invite the participants to determine who in their organizations needs to be included in what steps. If this workshop is being delivered directly to an agency's staff, in what steps does each staff person want to have opportunity to provide “input”?

V. Role of the Directors of Volunteers [20–30 minutes]

Suggested introduction: “If the volunteer program does not “belong” to the

Director of Volunteers, what is his/her role—in the agency, in the program, in the community?”

[Note: the following are new paradigms—new models and patterns—for thinking about the roles and responsibilities of the Director of Volunteers. Present them as ideas for professional round-table discussions, agency think-tanks, and personal self-evaluation. At the end of the lecturette, ask for reflections, comments, whether or not these ring true.]

Lecturette: In the field of volunteer administration, we have moved away from understanding our role as “slot-fillers” to understanding our role as agents of choice and change. This means that the role of the Director of Volunteers has changed accordingly. . . .

A. Directors of Volunteers understand, communicate, and build on the trend toward complexity in organizations.

Do some reading, tap your experience, and interpret for participants the trend toward complexity in organizations, noting such factors as rapid change, increasing community problems, diversity of populations to serve and be served, decreasing funding, the rise of collaborations, the changing nature of the volunteer pool and the immediacy of volunteers’ needs. Note also that volunteers are more likely to be woven into the fabric of the agency at every level.

B. Directors of Volunteers serve as the hub of the wheel.

This is a structural responsibility. All organizations need centers in order to hold themselves together, let alone thrive. Boards have presidents; agencies have executive directors; churches and synagogues have ministers and rabbis; families have mothers; and volunteer programs have directors and coordinators.

The Director of Volunteers serves at the center to:

- Hold, sort, and communicate information—job descriptions, recruitment plans, records, training workshop, supervision . . .

- Move the organization and volunteer program toward common goals.

- Bring together people and ideas to lead the organization into the future.

- Provide vision and leadership and encourage the same in others, both paid and volunteer.

C. Directors of Volunteers serve as the “leaven” in the organizational “loaf.”

This is a dynamic responsibility. The Director of Volunteers is the catalyst for voluntary action in the organization. S/he does this in three key ways:

1. Seeing: valuing, listening to, and understanding needs of all involved.

2. Calling: recruiting, teaching, creating, developing resources.

3. Sustaining: supporting, recognizing, repositioning volunteers and resources.

Additional idea: The Director of Volunteers is in a unique role because s/he works with and through all constituencies, internal and external, and all layers and departments of institutional life, from board to community volunteer. This is both a special privilege and a special responsibility.

VI. *Applying Learnings* [60 minutes]

Lecturette: Building staff support for volunteers and volunteer programs takes time. Often there is resistance brought about by fear, job stress, lack of participation. Give the program time to develop from the ground up (with approval and resources from the board and executive, of course). Devote time at staff meetings to consider policies and program design. Start with staff who are enthusiastic and let their success convince others.

Case study discussion and analysis:

[Note: Giving staff time to learn about volunteers, discuss their feelings, and build trust in

the program—and the Director of Volunteers—are essential ingredients to its future. Case studies can serve as a vehicle for in-depth discussion, broad-based planning, and consensus-building.]

A. Small group work: Invite participants to reflect on typical situations in volunteer administration. (Three case studies are provided in Appendix A for your use, adaptation, or framework for creating your own.)

B. Hear reports from the small groups. If two or more groups discussed the same cases, consider the different points of view that may have been generated. Invite participants from the general audience to comment and add to the groups' reflections.

VII. Concluding Comments, Resources [10 minutes]

In concluding the workshop:

- Review the learning objectives, what was covered, what may still be left undone.
- Invite participants to talk with you personally (if you wish) and to tap the experiences of others in the workshop in developing and strengthening volunteer programs.
- Suggest materials for further study (e.g., the Suggested Reading List in the handouts), other workshops being offered, resources of the volunteer center.
- Encourage their membership in AVA and AVA's professional certification program.

SUGGESTED READING LIST

Ellis, S. J. (1986). *From the Top Down: The Executive Role in Volunteer Program Success*. Philadelphia, PA: Energize. *A sophisticated textbook written from the executive director's point of view that should be basic reading for the director of volunteers as well.*

Ellis, S. J., and Noyes, K. H. (1981). *No Excuses: The Team Approach to Volunteer Management*. Philadelphia, PA: Energize. *One of the Volunteer Energy Series, this workbook offers both an internal and external "look" at whom to involve in the team and some excellent "how-tos" and check-lists.*

McCurley, S., and Vineyard, S. (1986). 101 Ideas for Volunteer Programs. Downers Grove, IL: Heritage Arts Publishing. *The Brainstorm Series, this publication has a helpful analysis in Chapter VI to understanding the dynamics of volunteers-staff relations.*

Scheier, I. H. (1972). *Orienting Staff to Volunteers*. Boulder, CO: National Information Center on Volunteerism. *An old but basic presentation, particularly in understanding staff fears about volunteers.*

_____. (1988). *Staff/Volunteer Relations Collection: Three Guidebooks*. Santa Fe, NM: Yellowfire Press. (Recently repackaged and available from Energize, Philadelphia.) *This collection of three offers creative, new approaches to motivation and job design and building staff ownership and support for volunteer programs.*

Seita, T. (1990). *Leadership Skills for the New Age of Non Profits: Keeping Volunteers Happy in a Changing World*. Downers Grove, IL: VM Systems-Heritage Arts Publishing. *Chapter 2, "Developing a Team Approach in Volunteer Programs," has a helpful section on internal advocacy, including "making the case" with top administrators.*

Silver, N. (1988). *At the Heart: The New Volunteer Challenge to Community Agencies*. Pleasanton, CA: Valley Volunteer Center. *Change impacts volunteer programs, too, and this book focuses on today's new volunteers and the need to revamp management systems to accommodate them. Looks at eight issues, such as culture, diversity, and the mass impact of professionalization.*

Appendix A

Case Studies for Discussion

Written by Myra Paull, Community Counseling Center, Pawtucket, RI, for staff training.
Adapted by VIA.

#1. Family Service Agency

A family life program provides families in crisis with a variety of intervention services both in the clients' homes and at the agency. The services include individual, family, and small group programs. The Parent Education group is often sparsely attended: only two or three mothers irregularly attend the six-week series which is intended to teach new skills and strategies for coping with age-appropriate behaviors. Each session lasts one and one-half hours plus preparation time.

The caseworkers are frustrated with the poor turnout and limited impact on their clients. On the other hand, the caseworkers are unwilling to have trained volunteers lead the discussion groups. The program manager is frustrated by the caseworkers' frustration and resistance. . . .

What are the caseworkers' underlying concerns?

What program structures might be necessary?

How should the program manager proceed?

What is the role of the director of volunteers?

#2. Community Action Program

The CAP agency has suffered badly with various budget cutbacks, poor fundraising results, and the increase in poverty, unemployment, and neighborhood needs. Unfortunately, the board voted to cut staff even though no program was staffed to the level of the need.

In order to preserve the variety and quantity of services, the Executive Director laid off many of the secretarial/office support staff. The program staff then had to do almost all of their own typing, filing, and other paperwork. When the program staff asked the Executive Director to recruit students and/or volunteers to do more of the office work, the few remaining secretarial staff threatened to leave. . . .

Where does the Executive Director go from here?

When is recruiting volunteers appropriate?

When is it not appropriate?

How can the Executive Director involve volunteers in the office?

#3. Association for Retarded Citizens

Jane's client John has been struggling to learn how to manage his checkbook. Some of his difficulty appears to be his limited arithmetic skills and some appears to be his limited ability to remember to write down the amount of the check at the time he writes the check. John is becoming frustrated. Month after month checks bounce and his landlord is beginning to threaten to evict him. Jane's caseload prohibits her from spending more time with John to teach him basic arithmetic, and John refuses to go to "school."

A volunteer, Ed, has begun to spend two hours per week with John, reviewing arithmetic skills and double-checking John's checkbook. Within two months, John's checks stopped bouncing, and John has begun to feel more confident in other life skill areas. Suddenly, Jane recommends that Ed's services to John be terminated. . . .

Why the change in Jane's attitude?

What can Jane's supervisor do?

How should Ed be approached? By whom?

What is the role of the director of volunteers?

Appendix B Whose Volunteer Program?

Successful volunteer programs provide both for clear assignment of accountability, authority, and responsibility on the one hand and for shared responsibility, input, and consensus on the other. Please indicate below who should be involved in what areas.

STEPS IN RUNNING A VOLUNTEER PROGRAM		Board	CEO/Ex. Dir.	Dir. of Vols	Dept. Heads	Line Staff	Volunteers	Clients	Funders
PLAN	Assess needs								
	Develop goals & objectives								
	Set policies								
	Secure administrative commitment								
	Develop budget								
ORGANIZE	Designate formal coordinator								
	Provide for good volunteer-staff relations								
	Prepare record-keeping materials								
	Design job descriptions								
STAFF	Recruit								
	Screen, select and assign volunteers								
	Provide for orientation and training								
DIRECT	Arrange for ongoing supervision								
	Provide for recognition								
CONTROL	Evaluate volunteers and volunteer program								
	Make necessary changes in volunteer program								

Creating Careers for Volunteer Coordinators

Ivan H. Scheier, PhD

INTRODUCTION

The occupation of a volunteer coordinator, it has been said, has everything but a future. For most people, the upward mobility just isn't there within the profession, so they leave in frustration, suffer silently in place, or complain. A better response to an apparently bleak professional future is to create a better one. As Gregory Baum said: "Everyone is called upon to create their own future."

So is a profession. The future I ask you to begin creating here is an increase in viable career options for yourself as a career leader of volunteers. At present, there are basically two options for paid employment: volunteer coordinator/director in an agency, or trainer/consultant. The first is frequently underpaid, overworked and under-appreciated (often associated with that trapped feeling). The trainer/consultant track, on the other hand, conspicuously lacks sufficient markets for some richly experienced and talented people.

At least two benefits for careerists could result from expansion in career path choices: enhanced impact on agency/community and greater empowerment for the individual professional. More choice in work situations makes it more likely you'll find a best fit for your talents and experience and thus have more impact. Secondly, more choice in career tracks means less chance of being taken for granted or left without viable options in an unsatisfactory work situation.

THE MIX THAT MAKES A GOOD CAREER TRACK

There are at least three ingredients in work fulfillment—meaning, money and status—and each careerist needs to be clear and honest on their importance to her or him. All three are legitimate unless carried to extremes, and the mix or balance differs for each individual.

By *status* is meant position in a work hierarchy, if there is one, or prestige on any basis.

Money or more broadly, *financial security*, includes not-so-fringe benefits such as health insurance and protected pension benefits.

Meaning is the very same thing we try to give volunteers in *their* work. To what extent does the position tap into things you like to do and are pretty good at (avoiding things you hate)? To what extent are you challenged with a chance to learn and grow in some important areas? Above all, does the work itself (not just the rhetoric associated with it) connect clearly with core values you live by?

SIXTEEN TRACKS

Once you are clear and reasonably realistic on *your* best mix of meaning, money, and status, here are some career track possibilities. Roughly, they move from presently-existing ones, through currently plausible pathways, to those the daring might only imagine in some bright future. And yet, I believe this imagining of a possibility is a real first step to creating the actuality.

Ivan Scheier, PhD, is Dreamcatcher in Residence at the Madrid Retreat Center and founder of VOLUNTAS, the Center for Creative Community in Madrid, New Mexico, U.S.A. He has been a full-time volunteer for the last ten years. Dr. Scheier has also been a volunteer coordinator and director of a Voluntary Action Center. Most important of his activities, however, are a lot of learning, encouraging, training and dreaming.

A. HAPPENING NOW, OR BEGINNING TO (BUT SOME OF THESE COULD PROBABLY BE ENHANCED BY INCREASED AWARENESS . . .)

1. **In place as Volunteer Coordinator in your present agency.** Never forget that some people in some situations find satisfactory growth in their present workplace. Don't move just because conventional wisdom says that's the only way to move *up*.

2. **Moving to the Volunteer Coordinator role in another agency or organization.** Sometimes such opportunities do arise and represent real career advancement. It helps if your Volunteer Center and/or DOVIA have an effective job-opening clearinghouse. (DOVIA stands for Directors Of Volunteers In Agencies. It is the most frequent title used by local or regional associations of people with a career or other serious interest in leadership of volunteers.)

3. **Moving to a "Community Service Coordinator" role within your agency or another.** Here, along with more traditional community volunteers, you would work with interns, alternative service offenders, obliged youth community service, and other mandated service or "prescribed participants." You might also have responsibility for stipended or partly paid workers. In sum, your responsibility would include *everyone who provides service to the agency under any circumstances*, voluntary or mandated, unpaid or stipended, excepting only fully-paid staff and board.

This role expansion is actually happening with a significant number of careerists. Some of them still use titles such as "Director of Volunteer Services" or "Coordinator of Volunteers," when in fact their responsibility is the much broader coordination of community service. For them, it remains to acknowledge this wider responsibility, then *relate* to it in terms of new challenges presented and increased organizational support thereby justified.

Among other things, motivating mandated workers might prove a lot harder than motivating volunteers—it is at least *different*. Then, in addition to staff-volunteer relations, the Community Service Coordinator will also have to deal with staff-mandated worker and volunteer-mandated worker relations.

4. **Moving to a larger "Community Resource Development" role within your agency or another.** We sometimes assume that time taken away from hands-on volunteer or community service leadership is a distraction or subtraction from our proper work. What if instead we looked at the possibility of this constituting "community resource development specialist" or "community relations coordinator"? Here, "as part of a seamless package . . ." we are ". . . bringing in, not only volunteers, but also materials, equipment, money, information, and general community support." The quote is from *Empowering a Profession* (see readings) and the evidence is that a number of careerists are in fact moving in this direction, sometimes quite deliberately. In other instances, acknowledgment of the wider responsibility lags the move, and careerists don't get sufficient credit for what is, in effect, a role expansion and upgrade.

Awareness and deliberate consideration are much to be preferred over "just slipping into" either the community service or community resource coordinator roles. One reason has just been indicated: the potential for capitalizing on the wider responsibilities of these roles for the benefit of the organization and the community as well as the careerist. Another reason is the need for more intensive, focused attention to *issues* raised by such role transition. Principal among these is the impact on volunteers. Will they be net gainers by virtue of association with a wider and presumably more powerful entity such as community service or community resources? Or will they be losers, the loss being that of attention and possibly iden-

tity itself within the larger whole? The issues may be analogous to that faced by a heretofore independent nation, on whether or not to join the European Common Market.

5. Moving "laterally" in the same or in another organization. to specialize in one of the wide array of functions involved in our "renaissance profession"; for example, training/education, motivation, communications, public relations, fundraising/resource development, organizational or program development, personnel management, work enrichment, etc. I consider this kind of lateral movement a branching of our career rather than an entirely new career. This is first of all because, as just noted, some volunteer coordinator functions transfer intact to the new role. Of even greater importance is an attitude which places priority on a humane workplace. This priority is value-based, but also believes such humanity is consistent with effectiveness.

6. Moving "vertically" in the same or in another organization. Often, transferring one or some of the volunteer coordinator functions to another job is more "upward" than "lateral" in an organization; for example, when the volunteer coordinator moves into a higher-level management position. The grounds for this as a *continuation* of the career, rather than an interruption of it, are the same as for moving "laterally." An exploratory interview study some years ago confirmed that many such alumnae of the profession still wanted to be connected to our field, but that we would probably have to take the initiative in making the connection. DOVIAs could have "homecoming" events once a year or so, and regularly use these graduates in trainer or other resource roles. Almost all the ex-coordinators are more powerful in their new position and could use that to empower us.

B. ROLES WHICH MAY BE EMERGING IN THE NEXT FEW YEARS (THERE IS AT LEAST A BEGINNING INTEREST IN DEVELOPING THEM)

7. The "Volunteer Group Consultant." I believe the most promising market for a new consulting career track is with entirely volunteer groups, an estimated six million of them in North America. Examples of such non-staffed organizations include self-help groups, service clubs, many religious, cultural, educational and recreational groups, some service programs in rural areas (e.g., the volunteer fire department), and, in a sense, many auxiliaries and boards. The "Volunteer Group Consultant" would be on retainer to, say, 20 to 25 such groups, much as an attorney is on retainer to corporate clients. Services would include occasional troubleshooting plus on-call expertise in organizational development. The consultant's experience with volunteers in staffed agencies would have some selective relevance. *There are, however, some crucial differences in emphasis*, which the prospective consultant would have to familiarize herself with, in working with entirely volunteer (non-staffed) groups. Again, the knowledge base is distinct from traditional volunteer management in agencies, though related to it in some respects.

Would this career line be sufficiently remunerative? I think so. Though all-volunteer groups almost always lack funds for hiring regular staff, many of them can afford up to \$1,000-1,500 or more per year for a consultant-on-retainer. Multiply that by 25, and the volunteer group consultant can anticipate a decent income.

There is also some plausible precedent for full-blown emergence of this role. This includes somewhat more attention given to all-volunteer groups on the part of agency volunteer program people. Two years ago, for example, the Pennsylvania Association for Volunteerism, made all-volunteer groups a major theme of their

state conference. Moreover, some volunteer centers have always provided technical assistance to selected entirely volunteer groups. Finally, some "national consultants" work with staffed headquarters of organizations, whose *local* chapters are typically non-staffed, e.g. national Girl Scouts, Kiwanis, 4-H, etc.

8. The "Producer" or "Community Caterer." The Volunteer Group Consultant *gives advice* on tasks such as volunteer training, membership development, quality newsletter production, etc. By contrast, the Producer actually *does* the training, newsletter, association management or other functions. She usually does this under contract for that particular function, over a designated time period; for example, "to plan and conduct a staff orientation for volunteers, scheduled for October 15-16." Like the Volunteer Group Consultant the Producer works with a number of organizations on a contract basis. But, as noted, the Producer actually conducts the work, rather than just giving advice on how best to do it. Also, the Producer or Community Caterer will usually be hired on an occasional "as needed" basis rather than an ongoing retainer. Finally, the Producer's clients can include staffed organizations as well as all-volunteer groups.

9. "Internship Placement Counselor" (National/International). Volunteer Centers and RSVPs help people find meaningful volunteer or internship placements primarily within their own communities. Career counselors (in colleges or consulting firms) mainly help individuals find appropriate fully-paid employment.

But who helps people choose the most meaningful *non-local* internship or volunteer experience? The Madrid (NM) VOLUNTAS residence often encounters seekers-after-national-involvement; we have yet to find any resource person for them in this search. To be sure, the national headquarters of a particular internship/voluntary program will usually be glad to

provide information—if you can find the headquarters, or get enough background on it even to decide whether you *want* more information from them.

On my desk are two international directories of internships and voluntary involvement. They total nearly 500 packed pages, some two thousand involvement opportunities in all. There could be at least as many more not listed in the directories. The recent VOLUNTAS resident, who read both directories cover to cover, is to be commended for her courage. But she didn't get much out of it for lack of a knowledgeable *person* (1) to put flesh on the occasional promising paragraph (possibly exposing some warts), or (2) perhaps know someone connected to the program, or (3) be aware of some opportunities not in any published directory.

The very existence of the directories confirms a basic need for this non-local internship-placement information. No doubt, too, the sponsoring organizations (see footnote) respond to requests for further information on directory listings, and are, in that sense, Internship Placement Counselors. And, usually, what organizations can do as consultants, individuals can do as well.

10. "Work Enrichment Consultant." to corporations or businesses. The core idea is that the best way to ensure motivated and effective employees is to pay them a decent salary *then forget you're paying them and treat them like volunteers*. (Guess who knows most about volunteers, e.g., motivating people without money?) Very recently, several volunteer coordinators have expressed interest in this career track possibility, but we may not get too far with it until business takes our profession more seriously. Or perhaps, the first step is to take *ourselves* more seriously. Sometimes, it almost seems as if we don't think a thing is worth doing unless it can be copied from a corporation! But, who knows, maybe the business people will take the initiative in assisting our self-confidence.

INTERLUDE

Some might see the previous alternatives not as diversifying the profession so much as abandoning it. My response again is that the core of the career is methods and strategies which implement certain values on how *people* should be treated in the workplace, whether they happen to be paid, stipended, unpaid, voluntary or mandated in their service.

C. DEFINITELY FUTURISTIC (AND DEFINITELY POSSIBLE)

Today, the following may seem little more than fantasy. But, remember, a thing has to be imagined before it can ever happen. And, as Harriet Naylor said, "We need imaginative inspiration to dream of what could be and all the implications of what is now."

11. The "Community Connector" or "Neighborhood Enabler." This is a full-time facilitator of win-win connections between individuals or organizations. *Meanwhile Back at the Neighborhood* describes this networker role, its background, and a precedent or two. Of course, we all know individuals who somehow leave people more connected than they ever were before. Nor would this be the first time a more formalized position evolved from informal practice. However, it's not clear who would hire the Community Connector. A neighborhood organization? City government? A Realtor's association?

12. Volunteerism curriculum consultant or teaching specialist in junior and senior high schools. Relevant history here is the Kellogg High School Project on Volunteering and Community Leadership. In the mid-seventies, this project developed a community volunteering course and installed it in fifth U.S. high schools. This time around, my guess is the volunteerism material is more likely to be "stranded" through other subjects, e.g., history, social studies, rather than presented as a separate course.

13. and 14. Teaching Faculty or Researcher at a University of Volunteerism. The idea of such a university provoked considerable merriment seven or eight years ago, but seems to be taken more seriously today. Indeed, I believe the recent *Volunteer Leadership Institute* is a real-life predecessor of this university. The functions of such a university are needed today or soon; for example, preparation of students for up to 15 to 20 career tracks in volunteerism or spin-off areas as described in the present essay; a center for continuing education in the same areas; a center for practitioner-oriented research and development; and—not lightly to be dismissed—the status that goes with having our own university. Founding a college seems surprisingly do-able, according to my reading of the *Handbook of Accreditation*. You don't need huge sums or fancy facilities; you don't even need a football team. A small flock of PhDs will help, but we can certainly manage that.

15. Curator at a National Museum of Volunteerism. The museum idea has been seriously proposed several times in the past few years, and much longer ago by Judge Keith Leenhouts. We have even gotten as far as having a planning grant turned down!

16. Reporter and/or columnist on a weekly newspaper for volunteers. (regional, national or international). Precedents here include *Voluntary Action News* published in the 1970s, and numerous local program newsletters for volunteers.

17. Your Dream Here: _____

MAKING DREAMS COME TRUE

1. Say it again: imagining something as possible is the first step toward *making* it possible. So keep on imagining. More than that, talk obsessively about possible careers to anyone who will listen. Get the idea out there in the universe and see who it strikes sparks with. . . .

2. Don't freeze the profession. I once heard a respected colleague argue for

certification by saying "It's a time to put a fence around the field." My own view is to keep the fences down until we finish exploring the vast territory of volunteerism. (I think a lot of certification advocates would agree with that.) We're still a young profession, so let's keep growing and diversifying.

3. Keep looking for precedent, especially for newer, apparently more futuristic career paths. I've provided a few precedents but I am sure there are many more. People are out there actually *doing* these things, or something like them, without consciously *labeling* them as I have here. *Indeed, a main purpose of this article is to ask your help in building a better base of precedent.*

4. Raising awareness of precedent should raise confidence in actually testing out new career options. So, please volunteer; volunteer, that is, actually to try out one of the newer career tracks, then share experience with the rest of us. The risk of financial suicide is not required. For example, you might keep a full-time or nearly-full-time job as a volunteer coordinator, while testing the waters with a few groups as Volunteer Group Consultant and/or Producer.

I volunteer to act as clearinghouse for all this experience, and report back in a year or so.

As Antonio Machado said: "We make the path by walking." Shall we then walk (do not run) to the nearest exit from current career frustration?

BACKGROUND READING

Edited or authored by Ivan Scheier:

Going Up? A Look at your Upward Mobility Potential. (Spring 1980). *Volunteer Administration*.

Moving Along: Case Studies of Career Paths for Volunteer Coordinators. (Winter 1985-86). *The Journal of Volunteer Administration*.

The Part-Time Profession: Percent and Nature of Time Investment in the Volunteer Leadership Career. *Eight-page pamphlet, 1987, now out of general print; individual copies by arrangement.*

Empowering a Profession: What's in Our Name? (Summer 1988). *The Journal of Volunteer Administration*.

Meanwhile Back at the Neighborhood. (1984). *Booklet currently distributed by Energize, Philadelphia, PA.*

Other sources:

The DOVIA Exchange *regularly publishes career-related material. In 1993, this newsletter will become a section in VM Systems' Grapevine.*

The National Directory of Internships (1989), Raleigh, NC, The National Society for Internships and Experiential Education and *Volunteer! The Comprehensive Guide to Voluntary Service in the U.S. and Abroad* (1990-91), New York City: The Commission on Voluntary Service and Action.

Naylor, H. (1986). *Beyond Managing Volunteers*. Yellowfire Press: Boulder, CO.

Winemiller, K., Kugler, J., et al. (1990). *Making Employees Happy Can Make Everyone Happy*. Unpublished. *Available in VOLUNTAS library, Madrid, NM.*

THE JOURNAL OF VOLUNTEER ADMINISTRATION

P.O. BOX 4584 • BOULDER CO 80306 • 303 541-0238

GUIDELINES FOR SUBMITTING MANUSCRIPTS

I. CONTENT

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

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

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

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

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

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

II. PROCEDURE

A. Authors must send three (3) copies of their manuscript to:

AVA
P.O. Box 4584
Boulder, CO 80306 U.S.A.

B. Manuscripts may be submitted at any time during the year. Publication deadlines for each issue are:

for the *Fall* issue: manuscripts are due on the *15th of July*.

for the *Winter* issue: manuscripts are due on the *15th of October*.

for the *Spring* issue: manuscripts are due on the *15th of January*.

for the *Summer* issue: manuscripts are due on the *15th of April*.

C. In addition to the three copies of the manuscript, authors must send the following:

1. a one-paragraph biography, highlighting the author's background in volunteerism;
2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINISTRATION to publish the submitted article, if found acceptable;
3. an abstract of not more than 150 words;
4. mailing address(es) and telephone number(s) for each author credited;
5. indication of affiliation with AVA or other professional organization(s). This information has no impact on the blind review process and is used for publicity and statistical purposes only.

D. Articles will be reviewed by a panel of Editors. The author's name will be removed prior to review to insure full impartiality. The review process takes six weeks to three months.

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

2. Unpublished manuscripts will be returned to the authors with comments and suggestions.
 3. If a manuscript is returned for revisions and the author subsequently rewrites the article, the second submission will be re-entered into the regular review process as a new article.
- E. Authors of published articles will receive two complimentary copies of the issue of THE JOURNAL carrying their article.
- F. Copyright for all published articles is retained by the Association for Volunteer Administration and should be referenced when appropriate. Exceptions will be allowed only by prior agreement with the Editor-in-Chief.

III. STYLE

- A. Manuscripts should be *ten to thirty pages* in length, with some exceptions.
- B. Manuscripts should be typed, double-spaced on 8½" x 11" paper.
- C. Manuscripts should be submitted with a title page containing title and author and *which can be removed* for the blind review process. Author's name should not appear on the text pages, but the article title may be repeated (or a key word used) at the top of each text page.
- D. Footnotes should appear at the end of the manuscripts, followed by references linked alphabetically (please append an accurate, complete bibliography in proper form).
- E. Authors are advised to use non-sexist language. Pluralize or use "he/she."
- F. Contractions should not be used unless in a quotation.
- G. First person articles are acceptable, especially if the content of the article draws heavily upon the experiences of the author. This is a matter of personal choice for each author, but the style should be consistent throughout the article.
- H. Authors are encouraged to use interior headings to aid the reader in keeping up with a lengthy article. This means breaking up the text at logical intervals with introductory "titles." Refer to issues of THE JOURNAL for sample headings.
- I. Illustrations (photographs, artwork) will only be used in rare instances in which the illustrations are integral to the content of the article. Generally such artwork will not be accepted.
- J. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript. Because of the difficulty we have in typesetting figures and charts, authors are requested to submit their work in *camera-ready* form. Figures and charts will generally be placed at the end of an article.
- K. General format for THE JOURNAL is in accordance with the *Publication Manual of the American Psychological Association* (3rd ed.), American Psychological Association, Washington, DC, 1983.

THE JOURNAL OF VOLUNTEER ADMINISTRATION welcomes your interest in our publication. We are ready and willing to work collaboratively with authors to produce the best possible articles. Please feel free to submit outlines or first drafts to receive initial response from us. If your work is not accepted on the first try, we encourage you to rewrite your manuscript and resubmit.

Further questions may be directed either to our administrative offices in Boulder or to:

Barbara Spaulding Gilfillen
Editor-in-Chief
P.O. Box 2157
South Hamilton, MA 01982 U.S.A.
Telephone: (508) 468-7568

THE JOURNAL OF VOLUNTEER ADMINISTRATION

P.O. BOX 4584 • BOULDER CO 80306 • 303 541-0238

Guide to Publishing a Training Design

When submitting a training design for publication in *The Journal of Volunteer Administration*, please structure your material in the following way:

TITLE OR NAME OF ACTIVITY

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

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

TIME REQUIRED: Approximate time frame.

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

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

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

If there are handouts, include these as appendix items. Camera-ready handouts are appreciated.

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

Include a three or four line biographical statement at the end of the design and any bibliographical references showing other available resources.

Please send three (3) copies of all materials to: THE JOURNAL OF VOLUNTEER ADMINISTRATION, P.O. Box 4584, Boulder, CO 80306 U.S.A.

THE JOURNAL OF VOLUNTEER ADMINISTRATION

P.O. BOX 4584 • BOULDER CO 80306 • 303 541-0238

Guide to Submitting Volunteerism's Vital Speeches

When submitting a speech for publication, please structure material in the following way:

- I. PERMISSION TO PUBLISH
Only the speech-giver, him or herself, may submit a copy of the speech and give *The Journal* permission to publish it.
- II. FORMAT
Follow the regular Manuscript Guidelines with regard to format (*i.e.*, double-spaced, typed, three copies, etc.). Be sure to include a title for the speech.
- III. LENGTH
Typed copy should be no more than ten pages in length. Manuscripts may be edited for easier reading.
- IV. CONTEXT
Please include details describing the circumstances under which the speech was given: date, place, occasion, for example.
- V. COPYRIGHT
Unless exceptions are worked out with the Editor-in-Chief prior to publication, *The Journal* retains the copyright and should be referenced when appropriate.
- VI. REVIEW PROCESS
As with all articles being considered for publication, speeches will go through the blind review process.
- VII. FREQUENCY OF PUBLICATION
The Editor-in-Chief retains the right to limit the frequency with which an author/speech-giver is published.
- VIII. AUTHOR'S INFORMATION
Be sure to include name, address, telephone number and one-paragraph biographical sketch.

Subscription Form

- I would like to join the Association for Volunteer Administration and receive **The Journal** as a benefit of membership. Please send me more information.
- I would like to subscribe to **The Journal of Volunteer Administration** for one year (four issues) at \$29.
- I would like to subscribe to **The Journal of Volunteer Administration** for three years (twelve issues) at \$78.

Name _____

Title _____

Organization _____

Address _____

- Check or money order (payable in \$US) enclosed made out to: Association for Volunteer Administration. Please note: Subscribers in Canada and Mexico add \$3.00 per year to cover additional postage and handling costs. Subscribers outside the United States, Canada, and Mexico add
- Charge to my VISA MasterCard
- Card No. _____
- Expiration Date _____
- Signature _____

Complete and return to: Association for Volunteer Administration
P.O. Box 4584, Boulder, CO 80306 U.S.A. (303) 541-0238

THE JOURNAL OF VOLUNTEER ADMINISTRATION

EDITOR-IN-CHIEF

Barbara Spaulding Gilfillen, Community Service of Hamilton-Wenham, Inc., South Hamilton, Massachusetts, U.S.A.

SENIOR ADVISOR

Anne S. Honer, Neighborhood Furniture Bank, Providence, Rhode Island, U.S.A.

SENIOR EDITOR

Joyce Sauer, The Jewish Home and Hospital for Aged, Bronx, New York, U.S.A.

EDITORIAL REVIEWERS

Connie Baird, Southside Hospital, Bay Shore, New York, U.S.A.

M. Kathleen Cavanaugh, Consultant and Trainer, Haddonfield, New Jersey, U.S.A.

Din Ladak, William Roper Hull Child and Family Services, Calgary, Alberta, Canada

Marilyn MacKenzie, Partners Plus, Don Mills, Ontario, Canada

Laura Otten, Sociology Department, La Salle University, Philadelphia, Pennsylvania, U.S.A.

Bonnie Ryvicker, Jewish Home for the Aged, Providence, Rhode Island, U.S.A.

Theodore R. Wadsworth, North Shore Association for Volunteerism, Peabody, Massachusetts, U.S.A.

MANUSCRIPT DEVELOPMENT

Susan J. Ellis, ENERGIZE ASSOCIATES, Philadelphia, Pennsylvania, U.S.A.

TRAINING DESIGN EDITOR

Maureen P. Marshall, Virginia Department of Volunteerism, Richmond, Virginia, U.S.A.

BOOK REVIEW EDITOR

Elizabeth Sweet, Community Service of Hamilton and Wenham, South Hamilton, Massachusetts, U.S.A.

POLICY ADVISORS

Marion Jeffery, former President, Association for Volunteer Administration, Los Angeles, California, U.S.A.

Sarah Jane Rehnborg, former President, Association for Volunteer Administration, Austin, Texas, U.S.A.

Cherryl Wares, Chair, AVA Public Information Committee, Calgary, Alberta, Canada



Your Invitation to Share the Vision, Shape the Future . . .

The Association for Volunteer Administration (AVA) is the international membership organization for people who share a commitment to the effective leadership of volunteer efforts. Our mission is to promote professionalism and strengthen leadership in volunteerism. Membership in AVA builds credibility for you and your organization by uniting you with others around the world to exchange ideas, advocate for professionalism and promote the field of volunteerism.

As a member of AVA you or your organization will receive the following:

- *The Journal of Volunteer Administration*, a quarterly featuring articles on practical concerns, philosophical issues, and significant research to help you do your job.
- *UPDATE*, AVA's bi-monthly newsletter to keep you informed about the association and timely happenings in the field.
- *Professional Ethics in Volunteer Services Administration*, the only guide to professional ethics and standards for volunteer administrators, and an invaluable tool on the job.
- *The AVA Membership Directory*, to help you connect with hundreds of colleagues and potential collaborators.
- Discounted subscription rates to other well-known publications, supplementing your knowledge in an affordable way.
- Reports and surveys containing current information on the field of volunteer management.

For more membership information contact the Association for Volunteer Administration,
P.O. Box 4584, Boulder, CO 80306

THE JOURNAL OF VOLUNTEER ADMINISTRATION
P.O. Box 4584
Boulder, Colorado 80306 U.S.A.

Nonprofit Org.
U.S. Postage
PAID
Boulder, CO
Permit No. 236

