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AVA

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.

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ABSTRACT

This article addresses the important issue of the economics of volunteering in Britain today, focusing on both the costs and benefits of volunteering to the individual volunteer, to the involving organisation, and indeed to society as a whole. It has equal relevance to North America. The article is interesting for another reason. The vast majority of research into volunteering in recent years has been grounded in the social sciences. As this paper demonstrates, the study of volunteering benefits greatly from a multidisciplinary approach. It is to be hoped that in the future not only the economist but also the historian, the social psychologist, and perhaps even the philosopher will see in volunteering a valid area for study.

Time Is Money:
The Costs of Volunteering in Britain Today

Martin Knapp

This article is a revised version of a lecture given on 25 September 1990.

INTRODUCTION

That much-quoted aphorism, "Time is money," is attributed to Benjamin Franklin. It may seem a strange title for a article on volunteering, for volunteering has always seemed to have a lot to do with time and not a lot to do with money. This is a debatable point, as this article will show. There has been little research in this country on the economics of volunteering; there have been only anecdotes and casual enquiries, for example, about the costs and the value of volunteering. The topic of this article, then, is a comparatively new area of interest in this country. Some of what will follow, therefore, is developmental and I hope will stimulate debate and draw attention to what are transparently important issues.

Ronald Reagan once defined an economist as someone who observes something working in practice and then wonders if it will work in theory. There may be truth in that definition, but we do need to get away from the anecdotal empiricism that characterises much work in this area. In relation to the topic of the article, I would argue that there are too

many figures for the costs or value of volunteering wandering aimlessly around looking for a rational explanation. If, therefore, we take one step back—to the theories of demand and supply—we will, I think, subsequently be able to take a big leap forward.

Volunteers are motivated by a variety of factors, including altruism, self-interest, and sociability. These and other motivations help us to understand the supply preferences of volunteers, and we also need to look at the costs to them of volunteering. On the demand side of the "market" for volunteers, we have the advantages and disadvantages of volunteering for the employing organisation. We can then examine what volunteering can mean for society as a whole.

Two further preliminary points should be made. The first is that I will not put conceptual boundaries around volunteering, nor will I grapple with the problem of setting down a concise definition for this activity. It should be noted, however, that my remarks will not be confined solely to volunteering undertaken through voluntary organisations. I am not neces-

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sarily excluding activities associated with religious congregations and political parties. Volunteering need not be confined only to those things done without any financial remuneration, and volunteering which attracts a small wage, though one which is somewhat below the going market rate, can fall within the purview of what follows. There is, however, a vast difference between volunteering, self-help, and informal care. Many informal carers do not "volunteer" for their care tasks at all. In this article, it is going to be necessary to limit my comments to exclude self-help and informal care, not because they are unimportant—on the contrary, of course—but because the motivating forces that underpin them and the costs that result are very different.

The other prefatory remark is that this article will not arrive at a single summary measure for the costs or the value of volunteering. There is, as yet, insufficient information on volunteering to calculate such a figure. That may be the cautious academic approach, and others may want to be more adventurous, though I would urge them to employ a valid methodology.

COST IS ANOTHER
FOUR-LETTER WORD

It was St. Ignatius Loyola who first implored us "To give and not to count the cost. To labour and not to ask for any reward." Why, then, should we be interested in trying to measure the costs of volunteering? There are doubtless lots of reasons, but I will mention just two: one good and one bad.

The *bad* reason is simply this: Prompted in recent years by government initiatives and policies, everyone else now seems to have a cost fixation about almost everything, so should we not also be concerned about the costs of volunteering? In an era of efficiency scrutinies, value-for-money audits, performance indicators, and the like, no politician or manager with a healthy interest in self-preservation has failed to register an interest in the cost implications of a new activity or political proposal. One of the problems facing the economist in such circumstances is that the very laudable pursuit of efficiency has been buried beneath layers of dogma and political prejudice. In fact, efficiency really *is* a Good Thing. When it is defined properly and pursued sensibly it can give more of what society desires from the same resources, or it allows society to spend less to achieve the same outcomes. The need to get more from less follows from the realisation that resources and services are scarce relative to the demands placed upon them.

The pervasiveness of scarcity prompts the *good* reason for being interested in the costs of volunteering. The supply of volunteers is not infinite, and we should therefore have one eye on how we might use available volunteer resources more efficiently. Efficiency, in its turn, is concerned with costs and benefits, burdens and values, resources and achievements, inputs and outputs.

In attaching a cost to volunteers, it is not intended to lead to the proposal that volunteers should be paid £X an hour, although that in itself is an interesting issue. Nor is it to suggest that everything must be reduced to pounds, shillings, and pence. Money is not everything. We have all learnt that money won't buy happiness—though it can perhaps buy the kind of misery you prefer—but in some situations it does act as a useful summary indicator for resources and achievements. The reason for putting a price or a cost on volunteers is to recognise and underline the value of what they do.

We could measure that value in whatever units we like. It just happens that there already exists a unit of value—money—which is designed and widely used for just such a task. If, therefore, there are things about volunteering which can be expressed in monetary magnitudes it would be useful to measure them in these terms. We could, for example, compare the organisational implications and service contributions of

volunteers with paid workers. We could suggest an amendment to the measurement of gross national product, and the treatment of volunteers within the national income accounting framework. We could stimulate debate about the support of volunteers (the reimbursement of expenses, insurance cover, and so on). With information on the costs and value of volunteering, we could better understand the comparative resource implications of service provision by the voluntary, private, and public sectors. We would also have a better appreciation of the roles and burdens of informal careers (even though I am deliberately excluding them from this article).

There are two common reservations that often get voiced at about this stage in the discussion of costs and values. First, there are important elements of volunteering—love, respect, religious faith, and so on—which can *not* be reduced to monetary magnitudes, and I do not mean to imply that we should overlook them. Volunteer labour is a substantial resource, however, and one of our common aims for employing organisations, public policy managers, social action researchers, and others is to find ways to describe just how substantial it can be. If this can be done in terms which render volunteer labour comparable with other resources, then so much the better. We then have the opportunity to engage in a different debate, and we have at least a *minimum* value or cost for volunteering.

The second reservation suggests that linking money with volunteering could be a little sordid. London VOISS (Volunteer Organisers in Social Services) argued in a 1984 paper:

The rhetoric which promotes the value of volunteering at a time of 'cuts' . . . diminishes volunteer work, appearing to judge and evaluate such efforts more in terms of cost effectiveness, rather than the volunteers' contribution to further improving the quality of life for an individual, group, or community.

It is true that some principles or activities may appear to get devalued if they are discussed or analysed in monetary terms, though the point can be exaggerated. Some volunteers may not appreciate having their services costed, and some organisations are known to cost some activities without making the information widely available. I am not going to debate the politics or ethics of attaching monetary values here, although I do not mean to suggest that they are irrelevant in some circumstances.

This issue is quite different from the actual *payment* of money, which can certainly alter an exchange relationship, as Titmuss was telling us 20 years ago, drawing on blood donation for his evidence. Twenty years before Titmuss, A.H. Quiggen wrote that:

Everyone except an economist knows what 'money means,' and even an economist can describe it in the course of a chapter or two.

Money itself can be both sacred and profane, revered and loathed; it would be wrong to see it merely as a neutral medium of exchange. This path has been well trodden by anthropologists and psychologists. My point is not to urge the exchange of money for volunteering—although, parenthetically, it is no bad thing to ponder on this from time to time, because I do not think Titmuss expected to have the last word—but to suggest that money can be a helpful shorthand or summary measure.

SUPPLY AND DEMAND
Why do we have many millions of volunteers in Britain? Why do they volunteer? And why do voluntary, statutory, and private sector agencies take on volunteers to help them produce or distribute their goods and services?

If we temporarily forget volunteers and consider the decisions of and about individual *paid* workers, we can learn from the demand and supply of labour, and the market-clearing optimum conditions. A

worker will supply her or his services up until the point at which the disadvantages or costs of working outweigh the benefits. In the simplest labour economics theory, people supply their labour services up until the point that the wage paid is equal to the value of the last hour of leisure forgone. More generally and more realistically, the disadvantages of work include not only lost leisure time but also the cost and inconvenience of travelling between home and workplace, and the sheer unpleasantness of the work itself—the effort, a dirty environment, an oppressive management system, and so on. The advantages of work are the wages, the acquisition of skills (what the economist calls human capital), and the non-pecuniary satisfaction that comes from, for example, seeing a job well done, helping customers, and comradeship with colleagues. This is the supply side of the labour market.

On the demand side we are interested in the decisions of employers. The advantage for employers of having workers around is that they can produce something, sell it, and earn a profit. The disadvantage is that they have to be paid to be persuaded to work, and machines must be bought to help get the task done, and managerial staff must be hired to oversee them. In the simplest theoretical model, the rational employer will continue to recruit labour up until the point that the value of what is produced by a worker (the marginal value or revenue product of labour) is equal to wage offered by the employer (which in the simplest model is exogenously determined by the state of the market).

Putting the supply and demand sides together, equilibrium is reached in the labour market—the market is "cleared"—when the marginal revenue product of labour to the employer, which is the value of the output produced by the last hour of labor, is equal to the value of the last hour of leisure given up by the employee. This simple model needs to be dragged into the real world, of course, but the broad principles can assist an examination of the value and the cost of volunteering.

In a simple labour market with *paid* workers, the observed value and the cost of labour are identical, and mighty tomes of economic statistics are based on this identity. But with volunteer workers, this is not the case, and we need to be clear whether we are talking about either the cost of volunteering to the volunteer, and this should be the *net* cost, or the value of the volunteer to the employing organisation, again the *net* value, or the (net) social welfare value, which incorporates both of them, but also needs to include the impact on the organisation's customers or clients if their views are not adequately captured elsewhere.

THE COSTS AND BENEFITS TO VOLUNTEERS

When we return from paid workers to volunteers, there are elements of this simple model which we can employ with some benefit. First, consider volunteers themselves. We need to ask what factors determine or influence the supply of volunteer time. On the benefit side we have no wage, so what do volunteers get out of their volunteering? And, ranged against these benefits, what are the costs of volunteering, including out-of-pocket, uncompensated expenses, and other opportunity costs? What, then, is the net benefit or value to volunteers?

Conventional or classical economics would have some problem with volunteering. Two hundred years ago, Adam Smith championed self-interest; altruism was worse than irrelevant. For a long time, economists working within the "mainstream" of theory ignored altruism, or else they sought to chip away at the rose-tinted picture of disinterested humanitarianism painted by their anthropology and sociology colleagues. There were exceptions, of course (Lutz and Lux, 1979). It would, for example, be interesting to see how an understanding of motivations could develop out of Maslow's work on hierarchy of needs. Might it be the case, for example, that the ability to volunteer, and the motivations behind

this act, will be related to need-fulfill-ment? When driven by the need for phys-iological survival or safety, which are Maslow's first two stages of need, one's "volunteering" might be more self-inter-ested than when one's primary concern (or Maslovian need) is belongingness and love, esteem, or self-actualisation. Maslow's theory has been criticised for its over-simplicity—there is for example good an-thropological evidence of genuine altru-ism in the presence of abject poverty—but this theoretical perspective is more relevant to today's problems than the simple utilitarianism of early economic theory. Interpreting economics with psy-chology has opened up this area for use-ful analysis.

We know that people volunteer for a host of reasons (Clary and Snyder, 1990). People may volunteer out of altruistic or humanitarian concerns: to benefit some-one in need, or society in general (Ferris, 1986), perhaps with a preference for es-tablishing the kind of direct relationship between giver and recipient that does not come with monetary donations to a char-ity (Mauss, 1925). They may have social adjustment aims: to fit some normative expectation of behaviour, to gain prestige or social approval for participation, or to expand their social circle. There may be therapeutic or rehabilitative reasons for volunteering: to help cope with inner anxieties and uncertainties about per-sonal competence and worth; to feel needed. The volunteer may seek to gain knowledge and intellectual enrichment. (Some of this may actually be knowledge about how an organisation operates, with resultant influences on the direction and level of monetary donations.) Finally, there is the instrumental function: to ac-quire specific new experiences or skills which might later generate career oppor-tunities, or provide an opportunity for the volunteer to display those skills to potential employers. Research has shown that the first of these—what psycholo-gists call the value expressive function (Clary and Snyder, 1990)—is the most

common and most important for a major-ity of volunteers, but the others are rele-vant, too, and more than one motivating factor is usually at the root of volunteer-ing (Van Til, 1988).

The costs to the volunteer can be both pecuniary and psychic, tangible and in-tangible. In its most general formulation, the cost of doing something is what is sacrificed—the loss of other opportuni-ties—and for this reason is called oppor-tunity costing (Knapp, 1984). The oppor-tunity costs to volunteers are likely to involve some of the following: First, there is the wage that could have been earned from more paid employment, less tax, and national insurance. The forgone wage would be relevant if volunteer time is time away from paid work which re-sults in a loss of income, and we know this does not apply to some volunteers, either because they are not in the paid labour force anyway, or because they work a fixed number of hours and volun-teering more does not mean earning less. Second, there are the (forgone) human capital benefits of work—the accumu-lated expertise that will improve career prospects and/or increase future earning capacity. In addition, there are other (for-gone) benefits of work—they might be called the *psychic benefits*—which gener-ate job satisfaction.

The most obvious costs are the out-of-pocket expenses incurred in volunteer-ing, some which are immediately iden-tifiable and can be reimbursed—travel and telephone costs are examples—and others which are less obvious, such as having a bigger care for taking elderly people to and from day centres, or a larger house so as to provide informal child-minding. The Wolfenden Report noted that: "Practice varies regarding the reimbursement of travelling and other out-of-pocket expenses . . . , [T]he pay-ment of even small sums of money made the difference between the survival and demise for informal means of care." A Volunteer Centre study published in 1980 (Orwell and Whitcher, 1980) looked at

these out-of-pocket expenses in some detail. It did not report figures for these costs, but it usefully pointed to the large number of voluntary and statutory bodies which were not reimbursing expenses, or not providing insurance cover for their volunteers. Last, but not least, there is the loss of *unpaid work* (such as gardening or do-it-yourself) and leisure time, both tricky to value, but no less relevant for that.

If the volunteers are rational in the economic sense, they will volunteer when the benefits, tangible or intangible, exceed the costs, real or notional. They will continue to volunteer up until the point when the marginal value of (additional) *volunteer* work—in terms of the psychic benefits of altruism or social approval, knowledge gained, additions to human capital, and so on—equals the marginal value to her or him of additional *paid* work, which is the after-tax wage rate, with the addition of psychic income benefits (Steinberg, 1990b). If this were *not* the case, the volunteer could alter the balance between volunteering and paid work to improve personal welfare. Economic rationality is a strong assumption, and includes full knowledge of alternative courses of action.

In reality, therefore, this equality between benefits gained and benefits lost may look too simple, but this *general* approach allows us to link the benefit or value of volunteering to the volunteer: either to the (after-tax) wage rate for the individual *in person*, or—and this is the more feasible approach—to the after-tax wage for people in similar age, income, and education groups. We certainly need to do more than assume some blanket forgone wage for all volunteers because some are retired or unemployed, and others could be giving up a variety of paid employments in order to participate. In either case, it would be necessary to make allowance for the non-wage benefits of work, plus the uncompensated costs of volunteering. And it hardly needs to be said that for retired or unem-

ployed volunteers, whilst there will be no forgone wages, the costs to them of volunteering are certainly not zero. Generally, I have difficulty accepting the blanket costing of all volunteers—or, equivalently, all informal carers—without recognition of the very different sets of motivations and constraints behind this activity.

Can we identify some of the factors which might increase or reduce the *amount* of volunteering? Taking the motivations for volunteering as our baseline, we could hypothesise that volunteering will increase when the benefits to volunteers can be raised or the costs reduced. Before we do this, we should recognise that giving via volunteering is likely to be linked to giving via monetary donations, for the underlying motivating forces will certainly overlap. The linkage is not simple. A cursory glance tells us that people who volunteer more also donate more, but does this correlation reflect causality? Recent work by US economists is beginning to unravel the underlying causal processes connecting the *economic* determinants, such as income, wage rates, and taxation policies, and their links with some of the *non-economic* determinants, though progress with the latter is still limited. What these studies conclude is that the (economic) factors which stimulate monetary donations also stimulate both the propensity to volunteer and the number of hours supplied (Steinberg, 1990b). The principle influences are income, wage rates, taxation, government activity, and the retirement and employment rates.

The effect of *income* is exactly as would be anticipated: an increase in income is associated with an increase in volunteering. Partly its effect works though the association with wage rates. In addition, a higher income gives one the flexibility to buy in non-waged work (to replace housework, do-it-yourself, and so on) and labour-saving consumer durables (washing machine, dishwasher, and so on), and also, therefore, the flexibility to express a preference for volunteering

over non-waged activity. One recent American study, for example, suggested that a 10 per cent increase in income would bring about a 6.5 per cent increase in the number of hours volunteered. (This influence, as with the others below, assumes other things are held constant.) Anecdotally, many surveys of volunteering have pointed to the higher participation rate among professional groups and higher income earners in the UK. An increase in *wage rates* pushes volunteering down. As the opportunity cost of volunteering goes up, so there is less of it. Changes in *taxation* have an impact through their association with donations of money, in addition to the impact on the opportunity cost of volunteering which has just been described. If the marginal tax rate goes up (say from 25 per cent to 30 per cent), the price of donating money will have gone down (to those people whose donations are tax deductible, for example through covenants), and these people will donate more money. The evidence also suggests that they will volunteer more. Gifts of time and money are, according to empirical data, complements and not substitutes (Clotfelter, 1985; James, 1990).

The impact of *government activities*— both provision and spending—is less straightforward. More government provision appears to result in less volunteering. This is what some people view as *crowding-out* of private action by public provision or spending; others would see it as appropriate collective action. If people are motivated to volunteer because they see unmet needs in their communities (and we have seen that this does not apply to, or dominate for everyone), then we should expect—other things being equal—volunteering to fall if government does more to help people in need (Weisbrod, 1988). If, on the other hand, people volunteer in order to gain experience— the so-called instrumental aim—they just might volunteer *more* when government spending increases because future job prospects could look rosier for those with

the necessary human capital. Of course, if government spending generates or is associated with an economic boom, previously unemployed people will find themselves with better chances of getting a job, so the reverse might happen.

Finally, increases in the *rates of retirement and unemployment* might have an impact, though there are complications given the well-known links between income and the statuses of retirement and unemployment. There is some evidence— again from the US—that newly retired people are less likely to participate in volunteering than (continuing) workers with similar characteristics, but they will then offer more hours of volunteer work (Chambre, 1984).

Because some of the forces which motivate volunteers are not susceptible to change through public policy, it might be thought that there is relatively little that governments or other agencies can do to influence the levels or patterns of volunteering. This is naive. To the extent that volunteering depends partly on *economic* forces—and there are, of course, numerous other forces at work here—government economic policies will have their effects on donations and volunteering, even if this is incidental to the main thrust of macroeconomic management.

THE COSTS AND BENEFITS TO ORGANISATIONS

What does the sign in one Oxfam High Street shop mean when it says that the hours an average volunteer puts into Oxfam during the year are worth £700 to the organisation? When it is claimed that volunteers placed through Volunteer Bureaux in Kent contributed work worth £1.8 million, what is being measured? The National Trust notionally valued the one million volunteer hours contributed by 20,000 volunteers at £3 million. What is being valued?

It is not uncommon to hear two kinds of view about the value of volunteers to organisations. The first is that volunteers are worth £X a year and the second is

that the demand for volunteers is unbounded. Consider the latter view first. Organisations, it seems, cannot get enough volunteers; their demand is limitless. This is convenient nonsense. It is convenient because, if the demand for volunteers is assumed to be infinite, policy research and policy argument about the recruitment and utilisation of volunteers need focus only on the supply side. It is nonsense because, although volunteers are not paid a wage, the costs to the employing organisation are certainly not zero. Thus the amount of volunteering is not solely supply-demand.

The costs associated with the employment of volunteers range across a number of areas. They are listed below in order of ease of identification and measurement (Payne, 1990). First, there are *direct expenditures* on supplies, travelling, protective clothing, telephones, insurance, and so on. These are directly observable costs. Second, there are the costs of recruiting, training, organising, and managing volunteers: the *routine management costs*, say. In principle, these, too, should be directly observable, though in practice they tend to get lost within general administrative or overhead budgets. It is unlikely that volunteers are *more* expensive to recruit than paid staff, but they may well require different procedures; for example, if they are not given a seemingly useful job quickly they will be lost to the organisation. It may be that volunteers will need more training than other staff, for an organisation might be able to recruit more skilled workers by offering attractive salaries. The *general* point is not whether volunteers are administratively more or less costly than paid workers, but that there exist these non-zero costs.

A third cost may come from *congestion*. If two men digging a hole take eight days, how many days will it take four men? The answer depends on the size of a hole in which they are working. Beyond a certain point, additional volunteers *reduce*, rather than increase, the overall productivity of an organisation, and these diseconomies offer another reason for not assuming an infinite demand for volunteers. Fourth, there may be *organisational acquiescence costs*. In any organisation there is "give and take" between employer and employee. There is, however, a difference between paid employees, whose employment is contractually laid out, and unpaid volunteers, who may feel able to come and go as they please, and over whom the manager may have only limited control. If volunteers have personal or political connections with trustees, managers will not find their task any easier (Young, 1984). The organization may in fact get diverted from its underlying aims and objectives in the process of acquiescence.

Finally, there are the *costs of interweaving* volunteers with paid staff. These can be burdensome. There may simply be insufficient communication between paid staff and volunteers, or difficulties of building up teamwork because the two groups work different hours. Volunteers might not be happy to accept the bureaucratic or other restrictions governing the employment of paid staff. Or the paid staff might look down on volunteers because they are less skilled, part-time, or seemingly transient. They may be reluctant to share details which might appear to threaten the privacy of clients. They may themselves feel threatened by job losses as a result of volunteer work, particularly if they perceive it as nothing more than cheap, unskilled labour. It may be harder to motivate paid staff if volunteers are around. These interweaving difficulties may be the reason that some organisations develop "volunteer roles" and "paid staff roles."

Ranged against these costs are the anticipated benefits to organisations. With volunteers, organisations have an opportunity to obtain the services of expert advisors with unusual or expensive skills, or of unusually enthusiastic or committed staff, or the perceptions and experiences of volunteers who are currently, or were

once, users of the service. These character-istics may be especially appreciated by some clients, getting around the stigma of service receipt, or offering choice, for ex-ample. Volunteers may have good links with the local community, and help with the monitoring of need. Information can flow in both directions between the com-munity and organisations employing vol-unteers (Morgan, 1983). Volunteers may free more qualified paid staff for spe-cialised tasks within the organisation (Holme and Maizels, 1978). Volunteers may be seen as free or cheap resources, and their recruitment might then increase the total amount of a service offered, or indeed make it viable in the first place. From the evidence gathered over the last 15 years in a series of cost studies, mainly but not exclusively for social care services, the use of volunteers *does* indeed appear to reduce costs, other things, including the quality of care, being equal (Knapp, Robertson and Thomason, 1990).

For organisations, then, all of these benefits could be gauged in terms of the contributions of volunteers to organisa-tional aims. The primary aims will be the production or delivery of particular goods and services, and having an im-pact on clients, but most of the organisa-tions which enjoy the services of volun-teers are likely not to conform to the simple assumption of an inward-looking, self-seeking agency (intent on, for exam-ple, profit maximisation or the mainte-nance of market share). Instead, they may recruit more volunteers than is strictly necessary for the organisation itself—or people with different skills and capabili-ties from those preferred—because they recognise and seek to promote the bene-fits that accrue to volunteers themselves.

Should we then value the (net) contri-bution of a volunteer to an organisation as the amount it would cost to hire a paid worker? This would generally be inappro-priate. Volunteers may be less efficient than paid staff in some areas. As one US economist concluded, they "may be less productive as volunteers [than in paid

work], and, in addition, those who actu-ally volunteer may be less productive in the marketplace than the average person who chooses paid work" (Weisbrod, 1988). These difficulties apply to the calcu-lations by the Independent Sector for the valuation of volunteer time in the US, where a simple blanket measure is used—the average gross hourly earnings for pri-vate nonagricultural workers, inflated by 12 per cent to pick up fringe benefits (Hodgkinson and Weitzman, 1986, 1990). For this reason I also have difficulty ac-cepting country-wide estimates of the value for volunteering, though, in the case of individual sectors of activity, this may not be so much of an error. Under certain assumptions as to the underlying organi-sational aims, the value of a volunteer to an organisation could be approximated by directly calculating the cost of employing her or him as a volunteer. However, it would be preferable to look for a more di-rect valuation of what volunteers achieve, and this has yet to be attempted.

For the sake of brevity I will not examine the public policy factors which influence organisations' demands for volunteers.

THE COSTS AND BENEFITS
TO SOCIETY
Volunteering appeals to both ends of the political spectrum. On the Right, there will be support for self-help, com-mitted citizenship, and independent ac-tion—what George Bush called the "thousand points of light." On the Left, volunteering may be seen to offer a route to participative, democratic collective ac-tion, a redistribution of resources and power. Caricatures of this kind may now be a bit dog-eared, but they serve to re-mind us that volunteering confers social benefits beyond those accruing to organi-sations and to volunteers themselves.

The social impact of volunteering is not necessarily all positive. Volunteering, like the donation of money, gives some con-trol over service delivery to those who volunteer or donate. The area in which volunteering gets done is determined by

the volunteer herself or himself, and this may result in what some people may perceive to be an inequitable distribution of support services or resources. Where society has proclaimed an egalitarian objective—as with the NHS (National Health Service)—there may be a need for monitoring and compensating corrective action if volunteering appears to be favouring one sector of society or one region, though I hesitate to suggest how this could be done easily or acceptably.

Another difficult area concerns social efficiency. Many of the costs of volunteering are external to employing organisations, so there are not the usual forces or incentives to encourage it to recruit the most efficient volunteers. Volunteers themselves may not choose the areas of maximum social benefit in which to work. If "efficiency" is a social goal, volunteering certainly helps by channelling the efforts of highly motivated and often skilled people to areas of social need, but it must also be recognised that this is not without its drawbacks.

CONCLUSION

It was not my intention in this article to suggest that economics offers the only, the best, or the dominant perspective on volunteering, its value, and its cost. I happen to be an economist, and I have done what comes naturally, using economics to address my topic. There is obviously a lot to gain by merging these thoughts with other disciplinary perspectives.

I have looked at the motivations and the constraints which shape the supply of volunteer services, and at the advantages and disadvantages to organisations of employing volunteers. The amount of volunteering that we presently observe in the UK is substantially influenced by these supply and demand forces, and so too are the costs and the value of volunteering, whether from the perspective of the volunteer, the organisation, the client, or the wider society. As I indicated at the outset, I have *not* attempted to reduce these costs and values to simple mone-

tary figures—mainly because if this is to be done, it ought to be done properly, and it is my view that we do not yet have the information to do it. Many people would also share my nagging worry that summary measures get swallowed without thinking, along with the hopelessly inadequate methodologies that sometimes accompany them, and I would prefer more caution.

Some have indicated the need for an analytical sociology of volunteering. Perhaps it is now time to see the development of an analytical *economics* of volunteering as well.

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A Sampling from the 1993 International Conference on Volunteer Administration, Little Rock, Arkansas

1993 International Conference on Volunteer Administration

Distinguished Member Service Award Acceptance Speech

Carol Todd

Acceptance of Harriet Naylor Distinguished Member Service Award, October 8, 1993

Thank you most sincerely, thank you. I am indeed honored to be selected by the Association for Volunteer Administration for this award and, at the same time, truly humbled. To be honored by you, my professional peers, is the most meaningful recognition a volunteer might ever be granted. I would not be standing here today if it were not for the nurturing support of ever so many of you and for the existence of this professional organization that has played a major role in my personal growth and development.

As you know, I came to this field via personnel training and work, and through 30 plus years of assorted volunteer involvement during the years our family served with the US Army. The encouragement of those around me to "try it, you can do it" helped mightily.

Although I did not know Harriet Naylor, let me join the ranks of those who did in applauding her for her foresight, her clear vision of what our profession could and should become. And for her abiding belief that volunteers must be nurtured and developed so that participatory democracy might be preserved and enhanced. Her writings and speeches clearly call upon us to move beyond managing or leading volunteers. She calls upon us to be proactive in the realm of vision sharing and values development. Her work demands that we inspire volunteers to bring caring and concern as well as skills, energy, and talents to their work. She tells us that "democracy can survive if volunteering does." This may well be the hour when we need this advice the most.

Our field is changing, growing, challenging us to meet the demands of this year, next year, and the future. I think one of the most exciting opportunities ever is right on our door steps.

The possibilities to work in our states with students of all ages, with intergenerational programs, with year-round or summer service corps is ours for the taking. As you know, the National and Community Service Trust Act was signed on the South Lawn of the White House on September 21. Many of you were there to hear President Clinton describe his vision of the difference community service can make to our youth, to our communities, and indeed to our nation.

Carol Todd, Interview Chair for Vermont National and Community Service Commission has served as Chair for Region I of the Association for Volunteer Administration as well as Vice President for Regional Affairs. Additionally, she has received the Harriet Naylor Distinguished Member Service Award. Ms. Todd initiated and managed the first Peace Corps Preparatory Program at the Norwich University and was instrumental in the establishment of the Governor's Commission on Volunteers for the state of Vermont.

Now is time for us as professional volunteer managers to step forward to work with school administrators, community service coordinators, service corps managers, and others to ensure that the values of volunteerism are adopted by the community service programs that are about to become a reality all over this country.

We are the best prepared members of our communities to take a lead in the development and implementation of these initiatives. We have both the managerial skills and the philosophical background and bent to assure that the service rendered by these community service workers is appropriate, truly useful, and meaningful to the participants of the programs as well as to those who benefit from the service. We can and must take our places on the State Commissions that are forming even as we meet. We are the ones who must take the lead in developing the projects that will be funded, for we know where the needs are, we know the most successful ways to deliver service in our communities, and we understand that if lives are to be changed by service, as is the intent of the Act, then values, understanding, and caring must not only be taught but demonstrated as well.

This is not to imply that there will be no problems. Indeed, major issues that will soon appear on each and every agenda are: How do we as managers deal with the concerns of non-paid staff and stipended community service workers working side by side? What changes will have to be made in the expectations we have of our volunteers? How differently will stipended volunteers see us? What supervision issues will have to be resolved? Will new training needs surface? and so on. Meeting these challenges will be worth the effort.

Our communities have come to expect solutions from volunteers. Our volunteers expect enabling leadership from volunteer managers. This is the opportunity the profession has been preparing for.

Holding fast to lessons learned in the past and remaining open to the challenges of the future, we will find ways to promote citizen service in ways that will enrich us all. These are exciting times. I salute you and thank you once again for this honor.

Polishing the Potential of Volunteer/Staff Teams

Marlene Wilson

INTRODUCTION

I am delighted to be able to discuss with all of you what I consider to be the number one challenge in the field of volunteerism today: the relationship of volunteers and paid staff. The fascinating thing is that I could have said this same thing 20 years ago and it would have been just as true.

I believe it is time for our field to stop wringing its hands and wallowing in the "ain't it awfuls" about this issue and get on with some clear, positive solutions.

This is a big order for the limited amount of time we have together today, but I believe we can share some useful insights and tools to help at least begin the positive process of "polishing the potential of effective and creative volunteer/ staff teams."

To do this, our time will be spent as follows:

1. Discuss definitions and types of teams;
2. Understand the problem;
3. Eight steps to effective volunteer/ staff team building;
4. Questions and Answers from the studio and TV audience at designated intervals;
5. Summary.

DEFINITION/TYPES OF TEAMS

The dictionary tells us a team is *any group organized to work together.* (That sounds so simple . . . why is it so hard?)

William Dyer in his book *Team Building* goes a bit further:

Teams are collections of people who must rely on group collaboration if each member is to experience the optimum of success and goal achievement.

(Aha . . . perhaps the key is the word collaboration.)

And then there is *Roget's Thesaurus*, which adds this colorful alternative:

Two or more draft animals harnessed together.

(Not totally unlike the image of some volunteer/staff teams I've seen.)

Obviously, we have all seen and experienced many types of teams. Perhaps the most helpful model I've run across not only to help diagnose what a team is presently like, but also to suggest what it might become is the following:

Types of Teams

- Parasitic   1 + 1 = less than 2 (Competitive)
- Symbiotic   1 + 1 = 2 (Cooperative)
- Synergistic   1 + 1 = 4 (Collaborative)

Marlene Wilson, President, Volunteer Management Associates, is internationally known as one of the foremost authorities and dynamic trainers in the field of volunteer management. She is the author of four books on volunteerism and volunteer management. Her latest book, *You Can Make a Difference!,* received the 1991 Benjamin Franklin Award for Best Self-Help Book. In 1982 she received an honorary Doctor of Divinity degree from Wartburg Seminary. A former editor-in-chief of *Volunteer Administration,* Ms. Wilson has served as faculty director of the Volunteer Management Program for the University of Colorado since 1972.

Let's look at each type for a moment and see how it relates to volunteer/staff teams:

In *parasitic teams*, the issue of turf dominates everything. Staff sees volunteers as interlopers and competitors, so the energy of the "team" tends to go toward turf protection and conflicts versus mission. (These kinds of teams can also be made up of all paid staff defending their departments or all volunteers where the old leadership protects its turf from new volunteers.) There is also an appalling number of interagency parasitic team efforts.

Basically, the experience that this type of team produces is that "We all got out less than we put in" (1 + 1 = less than 2), and it was a frustrating, unrewarding waste of time and energy.

This, my friends, has been the root of many of the problems surrounding volunteer/staff relationships—and it must stop! It is obscene today to waste our very precious and scarce human resources like this in a world that has increasing unmet human needs. We can no longer afford to waste them!

Symbiotic teams of volunteers and staff (1 + 1 = 2) have been the goal of our field for the past 10 or 15 years. This is why we have developed sound and effective volunteer management tools and techniques (job descriptions, interviewing, training) so we could have a fair exchange of value for value between the volunteer's needs, abilities, and motives and the organization's, staff, and client's needs.

Where good volunteer administration is practiced, this shift from parasitic to symbiotic (cooperative) teamwork is evident and to be celebrated.

However, the challenge before us in this time of dramatic increases in needs and ever-shrinking resources is to learn the invaluable skill of *synergistic team building*, where through collaboration of volunteers and staff, 1 + 1 can equal 4. In other words, we can all get out of the experience more than any one puts in (or another way of saying it is that we are better together than alone). In the proc-ess, the client is better served than ever before, and neither staff nor volunteers burn out in the process.

I know, it sounds impossible. But it isn't, and when we learn to do it, our field will be on the cutting edge of what is needed by all organizations as we move toward the new century. Are we up to the challenge? I personally believe we are!

Perhaps one of the most significant books on leadership and management I have ever read is a small paperback called *Leadership Is an Art*, by Max De-Pree. It should be required reading for anyone truly committed to forming synergistic teams. (I will no doubt quote De-Pree several times in this session). For example, he states:

> The needs of the team are best met when we meet the needs of individual persons. By conceiving a vision and pursuing it together, we can solve our problems of effectiveness and productivity, and we may at the same time fundamentally alter the concept of work.

What that says to me is that we must truly care about the needs and concerns of paid staff—as well as those of the volunteers and clients.

NEED FOR A MAJOR PARADIGM SHIFT

What is required when we tackle a problem as big and as long-standing as volunteer/staff relationships is a *paradigm shift*. I'm sure you've all encountered this hot new concept. It's the catch word of the day in how to deal with a changing world. I usually avoid those like the plague, but the longer I deal with creative problem solving, the more convinced I am that this concept is sound, workable, and necessary when tackling big challenges.

In understanding the concept of paradigms, three images have been helpful to me:

1. *The lens* through which we see life— or any particular situation, problem, or challenge.

2. *Our perceptual map*—A map of Atlanta may be a very good map, but it won't help me get around in Little Rock or Seattle. (The map must be appropriate to our destination.)

As Scott Peck said in *The Road Less Traveled*:

> Our view of reality is like a map with which to negotiate the terrain of life. If the map is false and inaccurate, we generally will be lost. If the map is true and accurate, we will generally know where we are, and if we have decided where we want to go, we will generally know how to get there.

3. *Our belief system* through which we filter and often distort data and information (so it will fit what we already believe).

> "I wouldn't have seen it if I hadn't believed it."
> (Self-fulfilling prophecies)

As Stephen Covey says in *7 Habits of Highly Effective People*:

> If we want to make significant quantum change, we need to work on our basic paradigms.

And it seems to me a problem that has been around for 20 years qualifies for this kind of major work.

One of the most useful models I've seen in bringing this idea into practical application was an article by John Scherer entitled "The Change Process: A Matter of Belief" in the *Journal of Religion and the Applied Behavior Sciences* (Winter 1987):

Your Perceptual Map
What you believe is "out there"
▼
Field of Focus
What you notice
▼
Diagnosis
Your interpretation of "the facts"
▼

Strategy
What you intend to accomplish
▼
Action Alternatives
Things you could do
▼
Action

Let me give you an example of how this works, in our personal as well as our organizational lives.

Last summer I took a few weeks off. The intent was to get off airplanes and out of hotels for a while and enjoy my lovely mountain home outside of Boulder. I decided one thing I truly wanted to do to enhance my time at home was plant my rock garden with all kinds of lovely flowers. The difficulty every year we had tried this was that the deer who "hung out" in our yard loved to eat the flowers even more than I loved to look at them.

So I went to the best mountain nursery, asked for the most deer-resistant plants they had, and also got their expert advice on how to keep deer away from the blossoms. They advised me to:

- Add blood meal to the soil;
- Spray plants with Repel;
- Add cayenne pepper as insurance.

Reassured, I had the nursery help me plant an absolutely spectacular flower garden. And for several days I sat on my deck, read, looked down on my garden, and was happy as a clam.

But then I began to notice there were fewer flowers each day. I was mystified, as I didn't see any deer in the yard. Then one day as I was on my deck reading, I heard a funny, wheezing, coughing sound—and as I went to investigate, there was a deer chomping away at my flowers. You see, *she had asthma* and couldn't smell a thing!

So I began to wage a battle to save my flowers, rushing out earlier and earlier each morning, hating to leave the house for fear she'd invade again—and all the time missing the point that I was ruining my vacation.

So—I changed my paradigm from "flowers are beautiful" to "deer are beautiful"—and I relaxed, read, and watched my doe eat contentedly through the summer.

Perhaps that's when I became convinced of the power of paradigms!

Now, let's see how changing our old paradigms might help us deal with volunteer/staff relationships:

10 Reasons Staff Resists Volunteers
1. Previous bad experience with volunteers;
2. Fear of loss of their jobs;
3. Fear of decrease in the quality of service and loss of control;
4. Lack of staff involvement in determining how volunteers will be involved, or why;

Paradigm

Volunteer/Staff relationship problems are inevitable	Volunteers/staff can work as synergistic teams
Staff is the enemy	Staff is our ally

Field of Focus

Who's fault is it? (blaming)	Problem solve versus blaming
We (good guys) vs. They (bad guys)	

Diagnosis

Staff attitudes are wrong	Understand the underlying reasons behind staff resistance
Staff is insecure and incompetent regarding use of volunteers	Examine volunteers and Volunteer Director's contributions to problem

Strategy

Shape staff up	Explore alternative ways to overcome the problems
	Set mutual goals that encourage collaborative team effort

Action Alternatives

Convert them	Learn collaborative team building skills
Train them	Share skills with staff and volunteers
Ignore them	
Give up and leave	

Action

UNDERSTANDING THE PROBLEM

In line with the new paradigm, I suggest that to effectively problem solve, we must first try to understand the problem. Let's look briefly at some of the most frequently expressed reasons for staff resistance to volunteers:

5. Little or no involvement in writing job descriptions, interviewing, or evaluating volunteers;
6. Misconceptions about who volunteers are today and what skills they bring;
7. Fear that volunteers are unreliable;

8. Fear that today's skilled volunteer might do a job better than staff can do it;
9. Lack of training in how to delegate to volunteers and how to supervise them;
10. Lack of reward system for staff if they utilize volunteers.

(You might want to discuss other reasons you have encountered.)

These are real concerns, and we need to take them seriously. And the good news is there is not one of them that can't be dealt with under our new paradigm.

EIGHT STEPS TO COLLABORATIVE VOLUNTEER/STAFF TEAM BUILDING

Let's begin to get very practical about *action alternatives* to take if you are serious about shifting your paradigm from "volunteer/staff problems are inevitable" to "volunteers and staff can work together as collaborative/synergistic teams." The particular action steps you would each take might vary, depending on what you are already doing well.

I'd like to take these action alternatives one at a time and elaborate a bit on each.

I. Focus on Mission

If you were to ask each member of the volunteer/staff team you have in mind the simple questions:

- Why do we exist as a team?
- What is our purpose or mission, and is this written?
- How do we help achieve the mission of the organization?

could they all give you the answers? If not, why not?

This is probably the single most common problem in volunteer and staff teams. We get task-focused and obsessed with short-range crisis management and lose sight of the overall mission (or don't even know what it is). This is deadly!

Mission Motivates— Maintenance Does Not!

The mission of all of your organizations is to serve your clients. . . . That is why both volunteers and staff are there. It's when we take our eyes off that goal that all the petty "turf stuff" begins to emerge.

So, if your team cannot answer the questions I posed, start there and clearly define the mission of your team (and be sure each member knows the mission of your organization so that the team's purpose is compatible and supportive of that).

Just one bias I have: Mission statements need to be short, snappy, and inspiring. Avoid the long two-to-three-page boring treatises—they don't motivate anyone. As one author put is, "Vision empowers only when it enlivens. Generalities are not very exciting."

II. Determine Clear Objectives and Action Plans Together

Here is where collaboration starts or stops. Is the leader planning *with* or *for* the team? This is where ownership or "buy in" begins. A basic management principle is:

People become committed to plans they help make.

This step helps put good intentions (and lofty missions) into doable actions. It frees people up to know what to do and how to do it.

Objectives: Specific
Measurable
Achievable
Compatible

Writing clear objectives determines *what* you are going to do about your mission this year—specifically, the action plan determines the way it will be done.

Action Plan: *Who* is to do what
How they will do it
When it will be done
(time line)
Cost involved

At this step, it is essential that you decide together not only what you will do (objectives/priorities), but also what you will *not* do. Everyone in this audience is confronted with endless arrays of things you "could, should, might, or ought to do." In times of scarce resources, it becomes vital to focus on a few essential priorities and do them well, and that means letting go of some things you've done in the past that were "nice but not necessary." And that is hard! It is a matter of focusing resources on key priorities, and your objectives are your priorities.

When these are mutually agreed upon by your volunteer/staff team, then you can begin to clearly define roles, responsibilities, and job descriptions. Everyone will then know their parts to play and can get on with doing it without wasting endless hours trying to figure out "Why am I here?" and "Who's on first?" *We/They* begins to become *Us!*

III. Participative/Empowering Leadership Is Essential

Have you ever been on a team where the leaders (either volunteer or paid staff) thought leadership meant *they decide and tell* everyone else on the team not only *what* to do, but *how* to do it. I'm sure that made you feel highly motivated, eager, creative, and needed . . . right? Wrong! This autocratic style of management was both prominent and successful in this country for a long time—when we were an industrial nation of primarily blue-collar workers and needed to run factories and huge bureaucracies. Most of the experts on the subject of effective leadership today agree that this style no longer works and in fact is becoming destructive and counterproductive (it encourages the parasitic 1 + 1 = less than 2 type of teams). So, if our goal is collaborative/synergistic teams, the issue of leadership style becomes critical. Let me share some wisdom from a few highly respected leaders:

Max DePree (in *Leadership Is an Art*):

The art of leadership is liberating people to do what is required of them in the most effective and humane way possible. . . . It begins with a belief in the potential of people. Participative management without a belief in that potential and without convictions about the gifts people bring to organizations is a contradiction in terms.

(We're back to paradigms again—the belief system out of which we operate.)

John Gardner (in his book *On Leadership*):

Leaders don't create motivation—they unlock it. They must be on the side of hopefulness and instill in their people that they *can* have an impact. . . . *It is the leader's job to keep the dream alive!*

When I read that, I realized that one of my goals as a leader in this field has always been to be an "optimistic pragmatist" (informed, but hopeful) versus being either a "Pollyanna or Eeyore." It has served me well!

Tom Peters (author of *In Search of Excellence*, etc.) in an article regarding his experiences in working with leaders throughout the world stated that exceptional leaders have three traits in common:

1. They know they can learn from anyone.
2. They constantly look for 1,000 new small ways to improve what they already do well.
3. They delight in the success of their subordinates.

These are all descriptions of participative/empowering leaders—and if you've ever had the pleasure of working with one of them, you have no doubt experienced a truly synergistic team. *Replicate it!*

If the leader is too busy doing most of the work, which is one of our traps in this field, there is neither time nor energy for this type of leadership.

IV. Determine, Develop, and Utilize the Strengths and Skills of All Team Members

Once again, let me share a quote from *Leadership Is an Art* which deals with this important step:

> It is fundamental that leaders endorse a concept of persons. This begins with an understanding of the diversity of people's gifts, talents, and skills. . . . Each of us is needed. . . . We must admit we cannot *know and do* everything.

Whenever I start a team or task force, I like to have a team building session as early in the process as possible. The purpose of this meeting is simply to help us know and understand more about one another so that we can "maximize our strengths and minimize our weaknesses" as a team. It's also how we begin to articulate our needs and hopes. A simple format I've used may be of help:

If the team is composed of a dozen or less people, I ask each one to take a few minutes and write down answers to four questions:

1. What are two strengths (abilities/talents) I bring to this team?
2. What are two weaknesses (things I don't do well) I bring to this team?
3. My major concern for this team is _____.
4. My major dream for this team is _____.

To debrief this exercise, it is vital that the leaders share their own answers first. (If you are honest, open, and therefore vulnerable, they will follow your lead—If you play games, so will they.) What you can end up with is a clear list of *team strengths and weaknesses* that will help you make sensible and creative decisions about work assignments and delegation. It become apparent very quickly that synergy makes sense. . . . We really can be better together than alone. The lists of concerns and dreams are the starting place for planning and problem-solving priorities. This is where roles start to be less important than persons!

One of the essential skills both volunteer and staff leaders *must* develop is the skill of effective delegation. We can have the greatest collection of skills and abilities on our team, but if we don't know how to share our work effectively, we don't need teams at all. We just need to continue being heroic Lone Rangers until we burn out. (And when we leave, we take everything we know with us!!)

We must deal honestly and seriously with the fact that today's volunteer work force is the most skilled, talented, and varied we have ever had. We must personally, as volunteer administrators, learn to seek out and utilize these professional volunteers in our own departments and programs and see to it that other staff is trained to do so as well. Believe it or not, many paid staff are totally unaware of the revolution in our field as to who is volunteering, what they have to offer, and why they're doing it.

So we have new training challenges before us to help staff and volunteer leaders understand and accept today's volunteers as full partners on their teams and task forces. Some topics needing to be addressed are:

- Trends in volunteerism (Gallup Reports, etc.)
- Delegation
- Creative problem solving
- Collaborative team building

Believe me when I say your paid staff has gotten almost none of this training in their professional schools.

Training is simply helping people succeed in what they have said "Yes" to—so we must provide whatever training is needed for both volunteers and staff to be at their best.

V. Develop Creative Problem-Solving and Decision-Making Skills

I am often intrigued by how much we have forgotten as adults that we knew as kids. One of the biggest things is how to be creative!

1. The difference between kids and adults is problem solving.
2. Maslow quote:

Give an adult a hammer and we treat the whole world as a nail. Give a child a hammer and they may dig with it, sculpt with it, or weigh down papers with leaves in between—because no one told them it was to hit a nail.

So the key to creative problem solving is really thinking in terms of:

Alternatives & Options

I conduct a week-long session on this subject at the 3rd Level of the University of Colorado Volunteer Management Program each year. I have found a simple three-step process to be very helpful.

1. *Clearly and creatively identify the problem to be solved and the goal to be achieved.*
   - Be sure it's the real problem and not just a symptom;
   - Have more than one alternative solution or option ("No one is more dangerous than a person with an idea, if it's the only one they've got").
2. *Strategize carefully.*
   - Determine who can say yes or no to your proposed solution;
   - Decide who, how, and when to approach them (use strengths of your team);
   - Make your case effectively;
   - Avoid getting "No's" because you didn't do your homework.
3. *Negotiate effectively.*
   - Listen to the other parties' needs and concerns;
   - Be flexible and open to a new, collaborative solution that helps you both win;
   - Always concentrate on problem solving versus blaming;
   - View other party as your ally versus your enemy.

VI. *Encourage and Reward Creativity and Risk*

If we are to encourage and develop creativity in our teams—in planning, problem solving, decision making, and carrying out their assignments, we must make it a valued group norm. That means that as a team we decide not only to tolerate, but also to encourage risk taking and innovation.

DePree has a bit of wisdom here also:

We cannot become what we need to be by remaining what we are.

Someone else once said:

The enemy of the best is not the worst, but the good enough.

We all know groups and organizations that made the deadly mistake of resting on their past laurels—and getting bogged down in the status quo . . . and in today's rapidly changing world, they're going out of business at alarming rates. In times of decreasing resources, it will be happening to more and more of our programs that were effective "once upon a time"—before the whole world changed.

And that is why what we are discussing today is so vital. It is usually the volunteer members of our teams that will have the most innovative and creative ideas because they see what we do with fresh eyes and new perspectives. They do not live with the problems eight to ten hours a day, five days a week, as the staff does. They have different skills and experiences to bring to bear on the problems—and most of all, they are like persistent, inquisitive five-year-olds, constantly asking those pesky "why" and "why not" questions that we hate, but desperately need to hear.

When I got into this field 25 years ago, I was the first director of the first volunteer center in the state of Colorado, and one thing I enjoyed most was developing new and needed services (youth and senior volunteer programs). Now to be honest, many of these programs went very well; but a few failed, and I never liked that.

My late husband, Harvey, shared a wonderful saying with me that helped me stay a risker, in spite of disappointment:

You cannot be creative if you
don't dare risk,
You cannot risk if you don't
dare fail,
It is not failure if you learn
from it.

So—the key to this step is to encourage and support your team's new ideas, try out the most promising ones, celebrate together when ideas succeed, and learn from them if they fail.

VII. Evaluate the Work of the Team Objectively and Honestly

Evaluation is simply examining periodically your *well dones* and your *opportunities to improve*.

Objective evaluation becomes easy when you have steps 1 and 2 in place—a clear mission statement and specific, measurable objectives with action plans that clarify who is responsible for what, how, when, and costs.

You simply measure your performance against these stated goals and decide:

- Did we do what we said we would, on time and within budget? If not, why not—and what do we intend to do to correct the situation (problem solving);
- Then you take a look at each member's job descriptions and assignments and give them timely and honest feedback regarding their well dones and opportunities to improve as well;
- Did you each keep your commitments to one another as a team? (It is vital to hold one another accountable and not rescue or ignore unacceptable behavior or continual failure to perform agreed upon assignments—it is deadly for the morale of the group);
- How do you celebrate your successes together? "The really healthy people of the world know when to

say 'Yes,' when to say 'No,' and when to say *Whoopee!*" How do you say Whoopee as a team?

It is essential that when the work is done as a volunteer/staff team that *all* members of the team are recognized by the organization equally.

One of the major complaints I hear from paid staff is that their agencies so often recognize volunteer contributions with pins, plaques, and parties—but staff's only reward is getting a paycheck and staying in the background. Evaluation forms for paid staff should include "ability to work effectively with volunteers," and their raises and promotions should be influenced by that factor . . . *Then* we will see staff attitudes toward volunteers change dramatically. Also as letters of appreciation are encouraged to go from staff to volunteers, the reverse is also important.

VIII. Create and Maintain a Healthy Climate

Good collaborative teams value, respect, and appreciate one another. *And they have fun together!!* This is what creates and maintains a healthy organizational climate. Climate is simply how it feels to be there, and it's apparent how important this is when we have volunteers on the team. Why should a person volunteer to work in a place or with a group that makes them feel bad . . . and do it for nothing? The fact is unless they are masochistic, they leave.

A few of the key components that determine the climate of any organization or group within it are the following:

1. *Structure*
   That is how many rules, regulations, layers, or hierarchy, and how much red tape there is. The less, the better!
2. *Leadership style*
   This is the most important factor in determining the climate. Give people the feeling of being their own boss and being considered responsible and valuable versus being bossed and/or ignored.

3. *Warmth and support*
   The team collaborates on work to be done rather than getting hung up on roles and turf. Pitching in and helping one another becomes the norm.
4. *Standards*
   Caring enough about what we are doing to be at our best versus "anything goes."
5. *Conflict management*
   Disagreements and differences are surfaced and dealt with rather than denying or smoothing them over or letting them go underground.
6. *Strong sense of identity and belonging*

All members know why the team is together, their roles and responsibilities, and feel a sense of pride and purpose in being part of the team.

To summarize what collaborative teams of volunteers and staff can and should be, I'd like to share a quote from *How Can I Help?* by Ram Dass and Paul Gorman:

The reward, the real grace, of conscious service is the opportunity not only to help relieve suffering but to grow in wisdom, experience greater unity, and have a good time while we're doing it.

ABSTRACT

This article focuses on strengthening stress management skills by understanding and minimizing burnout. What is burnout? How does it impact you, your employees, and volunteers? What can be done to minimize it? This article looks at who gets burnout, what makes them vulnerable to it, and how to detect it early. Identify organization stressors and see how they can contribute to a potential burnout state. Develop strategies to combat these obstacles, and lower your burnout potential.

Burnout: How To Spot It and Protect Yourself Against It

Marilyn Corrigan

WHAT IS BURNOUT?

Burnout is a state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce an expected reward. Ron Fronk, a nationally recognized stress management consultant, describes it as an energy imbalance—"too much giving and not enough taking care of yourself." Burnout occurs when too much energy is going outward to others and not enough energy is being conserved for yourself. It reflects an imbalance in your lifestyle.

Burnout candidates are easy to spot—competent, capable, knowledgeable, dependable individuals—but pressured, frustrated, short-tempered, and impatient. In short, stressed—and on the verge of burnout. Such highly stressed people can still function. In fact, they may even be proud of their condition, seeing their flurried activity as a sort of "merit badge" of effort and commitment. But too much stress leads to burnout—a condition in which you can no longer function effectively.

Burnout affects more than just your physical and mental condition; it singes your image and the impression you make on others. Professionals in nonprofit organizations are very vulnerable to burnout. They are devoted to causes that often hit snags along the way and which can fail to produce the expected reward. It's been said that "you can't burn out if you haven't been on fire." The commitment and energy of professionals in the nonprofit sector—that passion for causes—can turn against you if you're not careful.

Burnout results from several weeks or months of a chronic condition where the energy output consistently exceeds the energy input. It is insidious, and you may not see it coming until it is too late. Recognizing the gradual conditions that lead you down the path to burnout could save you from becoming a singed victim yourself.

Marilyn Corrigan started her professional volunteer experience in 1971 working for Camp Fire Girls in Denver, Colorado, as a District Director. Three years later, when she moved to Minneapolis, Minnesota, she changed careers and worked for several Fortune 500 companies. She is currently a leadership and communications consultant for both profit and nonprofit organizations. Over the last 20 years, Marilyn continued her commitment to nonprofit organizations as a volunteer: Board member for St. Paul Camp Fire Council, National Camp Fire management consultant, St. Paul VAC Board Member, Board member to Business Economic Education Foundation, and volunteer trainer for United Way of Minneapolis. Marilyn has presented many training programs to nonprofit organizations. She was a presenter at the 1993 ICVA Conference in Little Rock, Arkansas, and recently joined the Minnesota Association of Volunteer Directors.

WHO SUFFERS BURNOUT?

Anyone can be vulnerable to burnout. Most of its victims are competent, self-sufficient men and women who hide their misery well. They are often people who ask themselves two basic questions:

- Is there purpose to my work?
- What are the payoffs of this work?

There is certainly nothing wrong with asking these questions. The problem is that burnout candidates don't like the answers they are getting. Workaholics may also be more susceptible to burnout because they do not recognize their limits. An energetic manner may be masking chronic fatigue, and it is that fatigue that could lead to burnout.

Stress can be either a positive force in our lives or a negative one. Positive stress is called prostress. It occurs when you are very productive and have a good attitude. Your creativity and your energy level are both high. When you are really rolling with prostress, you feel like it will never end. Each success is a stepping stone to more success. However, after you have reached an optimum point, you can step into distress, which is negative stress. Productivity drops, mistakes increase, your attitude is poor, your creativity erodes, and your energy level drops. This energy cycle between prostress and distress is a normal part of life. Each person has his or her own productivity curve and crosses from prostress to distress under circumstances and conditions that are unique to him or her. The secret is knowing your own energy cycle and being able to recognize and react to your own stress exhaustion symptoms.

The Stress Exhaustion symptoms listed in Table I can help you analyze where you currently are in terms of negative stress. The five categories define how your body and mind respond to distress. As you review this list, consider how many of these common causes of burnout may apply to you:

- Too much responsibility at work and in your personal life;

- Lack of perspective on the stresses that do occur in life;
- Inability to manage the body's reaction to stress;
- Poor time management;
- Inability to work effectively with people;
- Single-mindedness—lack of important diversions in life;
- A mismatch between effort and results—too many choices and an inability to prioritize.

One of the first signs of distress is excessive worrying. Worrying, itself, is part of human nature and serves to encourage us to solve our problems, but excessive worrying is nonproductive. In fact, statistically speaking, we should definitely find better ways to spend our time. In terms of the types of things we worry about:

- 40% never happen;
- 30% are in the past;
- 12% are needless;
- 10% are small and petty;
- 8% are real.

Even the 8 percent of problems that are real fall into two categories:

- Those you can solve, and
- Those you cannot solve.

These statistics can help you put worrying in the right perspective!

THE STAGES OF BURNOUT

Burnout doesn't just suddenly overwhelm you. It creeps up on you over time, chipping away at your ability to resist it. There are five recognizable stages. The first stage is the *Honeymoon* stage—a period of high energy and job satisfaction—but a time when you use up more energy than you realize. This expenditure of energy sets you up for the second stage of burnout—*Fuel Shortage*. In this stage, the energy drain is more visible and you start to experience inefficiency in your work. Fatigue and procrastination start to take their toll.

In the *Honeymoon* stage, you know you have a full tank of gas to propel you

TABLE I
Stress Exhaustion Symptoms

Which of the following stress exhaustion symptoms have you noticed in yourself lately?

Physical
- ___ appetite change
- ___ headaches
- ___ tension
- ___ fatigue
- ___ insomnia
- ___ weight change
- ___ colds
- ___ muscle aches
- ___ digestive upsets
- ___ pounding heart
- ___ accident prone
- ___ teeth grinding
- ___ rash
- ___ restlessness
- ___ foot-tapping
- ___ finger-drumming
- ___ increased alcohol, drug, tobacco use

Emotional
- ___ anxiety
- ___ frustration
- ___ the "blues"
- ___ mood swings
- ___ bad temper
- ___ nightmares
- ___ crying spells
- ___ irritability
- ___ "no one cares"
- ___ depression
- ___ nervous laugh
- ___ worrying
- ___ easily discouraged
- ___ little joy

Spiritual
- ___ emptiness
- ___ loss of meaning
- ___ unforgiving
- ___ martyrdom
- ___ looking for magic
- ___ loss of direction
- ___ needing to "prove" self
- ___ cynicism
- ___ apathy

Mental
- ___ forgetfulness
- ___ dull senses
- ___ poor concentration
- ___ low productivity
- ___ negative attitude
- ___ confusion
- ___ lethargy
- ___ whirling mind
- ___ no new ideas
- ___ boredom
- ___ spacing out
- ___ negative self-talk

Relational
- ___ isolation
- ___ intolerance
- ___ resentment
- ___ loneliness
- ___ lashing out
- ___ hiding
- ___ clamming up
- ___ lowered sex drive
- ___ nagging
- ___ distrust
- ___ fewer contacts with friends
- ___ lack of intimacy
- ___ using people

Reproduced from R. Fronk, *Creating a Lifestyle You Can Live With.*

through your workload. In fact, you feel as if you have a spare tank, a reserve you can call on if needed. The problem is that in the *Fuel Shortage* stage, you are already using that spare tank; and unfortunately, Detroit has yet to make a bottomless tank. Even though your body isn't a car, it runs pretty much on the same principle. It needs an energy source—"gas," if you will. With the daily stresses that you are dealing with, you can forget that you are on your spare gas tank. To head off burnout, you need to be aware of your energy consumption and refuel often.

If you don't stop to refuel your energies, you will slip into the third stage of burnout—*Chronic Symptoms*. Earlier symptoms that developed in the *Fuel Shortage* stage become habitual, and new symptoms emerge. Symptoms include chronic exhaustion, physical illness, anger, and depression. Physical illness can be seen as a cold that lasts for months or a period when your immune system is clearly not working in your best interests.

Weakened by physical symptoms, you are now set up for the fourth stage—*Crisis*. In this stage, job burnout dominates everything in your life. You may become obsessed with frustrations, exhibit pessimistic behavior, be riddled with self doubts, and feel an overwhelming need

to escape. With all this going on, it isn't much of a stretch to the fifth, and most destructive, stage, *Hitting the Wall*. Victims of this stage can no longer function on their jobs. Their lives deteriorate in one of several ways: alcoholism, drug abuse, heart disease, or mental illness. Recovery from this stage is a long, arduous journey.

FACTORS THAT CAN ENCOURAGE BURNOUT

So far, we have looked at burnout from the individual perspective. However, organizations often contribute a great deal to the type of environment that breeds burnout. In fact, some people swear that the terms "organization" and "burnout incubators" are synonymous! There is certainly evidence to support such a claim. Organizational stressors include:

- Over-stimulation at work—the circuits are overloaded. You start to feel like a single-channel receiver in a multi-channel world. The work is chaotic, unpredictable, and is carried out in an unstable environment.
- Under-stimulation at work—the challenge declines, boredom ensues, and work loses its meaning.
- Mismatches between the individual and the organization or the job— work values and preferences may be in conflict. For some people, there can be a conflict between the nature of the work and their personal beliefs. One example of that would be when the values of the organization do not reflect the individual's values.
- Low organizational productivity—may be due to economic conditions, unforeseen competition, or new technology. Whatever the cause, the result is that people start to feel dejected and lose hope.

To diagnose organizational stressors in your life, examine this list of general organizational stressors and identify specific situations that contribute to your high stress. These items might include unclear expectations, nonparticipation, feeling excluded, lack of organization, too much paperwork, role conflicts, threat of job loss, no career development or unfocused or unwanted career development, office politics, unstable work relationships, lack of peer trust, dismal communications, and lack of resources. (Sounds like a normal day in the office, doesn't it?)

Organizational stressors are *external* factors in burnout, but they can have a most unfavorable *internal* effect on you. Once you've identified your particular "Hot Buttons," you can analyze them and examine how they impact you and why. Then you can develop some prevention strategies to ensure that you don't go down that scorched path to burnout.

BURNOUT PREVENTION STRATEGIES TO USE IN ORGANIZATIONS

You can use burnout prevention strategies to manage your own stress and that of others you are responsible for in the work environment.

- Increase your awareness of burnout;
- Identify the stressors in your organization;
- Evaluate the stressors' impact;
- Take action steps to minimize the high stressors;
- Identify resources for yourself and your employees.

As you increase your knowledge of the things that distress you and find ways to combat them, you will be able to better maintain your energy balance.

Prevention strategies can also involve a partnership between you and your employees. If you are managing the agency or a department within the agency, you can exert influence and create situations that will reflect this partnership. One key strategy is to seek a fit between the characteristics of the individual and the position that he or she will fill. This may involve a more detailed selection process, or it may mean creating a comprehensive development plan for an employee in a

current position. The closer the fit between the individual and the position, the less likely the job will be a stressor for the individual.

Another important prevention strategy is to develop programs which help individuals cope with the causes of stress. To do this, you need to accurately diagnose the causes and then create programs tailored to deal with those causes. Of course, if you can remove the causes altogether, that would be even better!

The key to a successful strategy is to offer ways to help individuals help themselves. Teaching and supporting self-diagnosis and individual adaptation strategies are very good approaches. Many people know that they are on the edge of burnout, but they don't know what to do about it or that anyone cares. That fear of not being able to control a condition and feeling isolated by it just adds to the stress.

Most of the individual strategies that you may cover in a stress management program are connected with self-awareness—helping people know and define their limits. An individual is the best judge of the gap between the personal desire to do something and the personal energy available to do it. Part of that assessment is to keep tabs on yourself and adjust your actions as reality interferes with your vision and begins to sap your strength. Regrouping isn't failure; it could be vital to your well-being.

When I first started teaching stress management, I was concerned that I was not a good role model for managing stress. A good friend and colleague shared a concept with me that helped me put my own coping actions in perspective. He said that I was "in process." And so are we all! Think of it this way. You are on a journey to improve your stress management skills. You are further along the continuum than you were last month, and you will be even further along it next month. The key is to keep that distant goal of effective stress management clear and to keep moving toward it.

I found that the more I taught the course, the more I improved my awareness of my own stressors. I also found that all the participants, like me, were "in process." The important thing is to assess where you are, where you want to be, and develop a plan to get there. Then you are able to move toward your goal while being patient with yourself and defining realistic expectations. If it took you several years to reach a serious level of burnout, you cannot expect to totally reverse that process in a week; but you can begin to slowly back away from the heat.

INDIVIDUAL BURNOUT
PREVENTION STRATEGIES

Within an organization, there are several excellent individual strategies you can use to minimize burnout. First, clarify your roles and responsibilities. It's the unclear job that is the stressor. The better you know your responsibilities, the better you are able to focus your energies and define the fit.

Some employees have found that sharing responsibilities or rotating them is another effective strategy. In many organizations, this is not an option. (A stressor for many people, in and of itself!) However, many people have found that with some creativity and brainstorming, they could create a job that is shared. Sharing a position or rotating responsibilities can break the existing pattern of stress and keep you from getting stuck. New responsibilities and new learning can reenergize you.

Another strategy involves recognizing your needs. Sometimes we are running so fast getting things done that we forget to stop and define what it is we want. Some people are really good about redefining their goals. When they seem to be spinning their wheels, they ask themselves: "What is the goal or desired outcome?" Taking time to clarify your values can also help you refocus and recommit to the goal.

One of the most powerful individual strategies for volunteers is to remember

this phrase: "If you can't do it or don't want to do it, don't volunteer for it." We create a lot of extra stress for ourselves by always saying "yes." Prioritizing your activities and aligning those activities with what is important to you helps sift out the items that you don't want to do. There is a wonderful definition of stress that says "STRESS—when the body says 'no way' and the mouth says 'yes.'" People are experts at convincing you to agree to do something. The major challenge is learning to say "no."

Another key strategy is to realize and accept the lack of tangible rewards in nonprofit organizations and in the "people" line of work. Many of the people you help do not directly say "thank you." The intrinsic value of the work and knowing that you may have made a substantial difference in someone's life may be the only major reward you receive. Luckily, most of the volunteers working with non-profit organizations recognize this and continue their commitment because of the internal rewards they get from the work.

One of the most important strategies is to keep your sense of humor. With all the changes in today's society, we sometimes allow pressure to push out humor. Under stress, we need to laugh or we will cry.

Cartoons often depict our situations with more humor than we are able to generate. Hanging up especially relevant ones in your office reminds you to laugh and lets you share this stress reliever with others. Many stress management experts emphasize the need to laugh several times during the day. It helps balance out some of the tension.

There is one other individual strategy you might like to try. Visualize a triangle. One side is labeled EXERCISE, another side is labeled REST AND RELAXATION, and the third side is labeled DIET AND NUTRITION. Each one of these sides represents an important category you can address in taking care of yourself. The secret is to know which category is your strength. Then, when you

are in a period of prolonged stress, focus on your strength to reduce some of the stress.

EXERCISE is my strength for taking some of the edge off of my tension. DIET AND NUTRITION is not an effective category for me because, even on a low-stress day, I love coffee and chocolate. When I'm under high stress, I need to remember to consume those items in moderation, but eliminating caffeine and sugar from my diet, even though it is good for me to do so, would make me more stressful. What I do is increase my exercise. Since exercise is something I already enjoy doing, doing more of it doesn't add any extra pressure to my life. Finding the time for the exercise may be a challenge, but at least I look forward to it and benefit from the physical and mental refreshment it provides.

The key to all these individual strategies is to:

- Manage your body;
- Manage your mind, and;
- Manage your environment.

The more control you have over your situation, the more you will minimize your burnout.

Some specific tips to prevent burnout are listed in Table II. Table III is for people who would define themselves as Type A's. Type A's seem to thrive on stress, but they too have their limits.

MANAGEMENT ROLES IN PREVENTING BURNOUT

If you are the Executive Director of your organization or manage people within the agency, you may have some extra leverage for reducing burnout. Recognizing that burnout does exist is a crucial first step. The next step is recognizing that long hours of work increase the risks of burnout.

Some ten years ago, it was predicted that Americans would have more leisure time in the nineties; instead, people today are working more hours a week on the average than they did back then. Some

organizations measure commitment by the hours that people spend at the office or at work-related meetings. This invites burnout and demonstrates short-term thinking and a lack of concern for employees' well-being. The value of an employee's effort is in the outcomes, not in the time spent producing them.

Monitoring the hours your employees work and being aware of the impact of those hours is an important part of your job. Establishing reasonable working hours is crucial to preventing burnout. You need to be very clear about what you consider appropriate. Don't allow people to continually work 18 hours a day. One manager locked the office at 5:30 every night and made employees go home. After a few days, his message got through, and the employees broke their excessive work-hour pattern.

Another vital role that a "boss" can play is that of reinforcer. Find ways to let your people know that their contributions are important. Giving praise and recognition to a hard-working employee can go a long way in helping that employee feel valued. Remember, a belief that your contribution is valued and is making a difference is an antidote for burnout.

When the pressures build up and employees get stretched, give them the op-

portunity to express their emotions—anger, disappointment, helplessness, futility, defeat, or discouragement. Whatever the emotion, it is real to them. Someone said that our feelings are facts to us, and discounting or denying them does not alter them. If anything, defending our feelings as valid only makes us cling to them more strongly. How can you create ways that allow people to "let off steam" before the pressure builds to an explosion level? Asking employees what would help them release some of the pressure is a good way to identify some possible options.

TABLE II
Specific Individual Strategies for Burnout Prevention

1. Don't avoid the situation. Denial, avoidance, and evasion sap your energy too.
2. Don't just accept your condition—understand it.
3. Work to create a positive attitude.
4. Learn the techniques of getting positive psychological strokes.
5. Learn to be assertive.
6. Learn to accept limitations.
7. Schedule time to exercise.
8. Learn techniques to live in and appreciate the "NOW."
9. Develop a support system.
10. Expect to improve.

TABLE III
Tips To Reduce Type A Behavior

1. Don't rush your life unnecessarily ("Hurry Sickness"). Consciously slow down you pace of eating, drinking, driving, and working when appropriate.
2. Prioritize the things to be done, delegate what others can do, and do one thing at a time.
3. Give yourself plenty of time for each task or event. Don't schedule appointments too close together.
4. Learn to say "no"; you can't do everything. This will help reduce the number of deadlines, self-imposed or otherwise.
5. Avoid the hurried sandwich at your desk, and reduce working lunches. Get away. Give yourself a break.
6. Avoid taking your work home. It will be there tomorrow; finish it then.
7. Keep fresh; don't do things the same way all the time.
8. Allow yourself to be more flexible and less of a perfectionist.
9. Increase listening time and decrease talking time. (Type A people have a tendency to verbalize too much.)
10. Spend more time cultivating relationships with Type B people.
11. Get up 30 minutes early to give yourself more quality time to visit with your family and dress without rushing.
12. Set aside an hour a day for you to be alone, to relax, read, walk, or just reflect.
13. Insist on having a time and a place at home in which you can be alone without being interrupted.
14. Most important, love and respect yourself.

Tips from R. Fronk, *Productive Stress Manage-*

As a leader, you may be able to reduce employee stress by relieving the factors that cause the stress. When your staff is letting off steam, listen to what they are saying. You may be able to create some staff realignments, vary work hours, or create opportunities to increase the knowledge and skills of your employees. By taking an active role, you can lead the way and substantially minimize the burnout factors in your organization.

One of the environmental stressors for people is technology. The computer arrives on the desk and defies you to use it in a productive way. It has become just one more major thing to worry about. As a manager, you must provide training and resources to upgrade your employees' skills and knowledge about the newest technological wonders in the office. In this age of cellular phones, beepers, fax machines, and computers, the sense of urgency is accelerated. Add to that the fact that your employees may not know how to use all these new communication tools, and you may begin to see high levels of stress.

As a manager of people, you may need to be a referral agent, assisting people to get support from others when the pressure gets too intense. Also, analyzing the organization and finding better fits for individuals, may be an appropriate solution.

We will never be able to eradicate negative stress from our environment. Like lightning, stress comes with stormy weather. But we should be able to prevent the major conflagration of a burnout in ourselves and in others by being vigilant about our physical and mental condition and by offering support and understanding to those around us who must also live in this stressful world with us. Perhaps, in the end, that is the true key to reducing everyday stress—those simple acts of kindness we extend and receive that remind us we are not in this alone.

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Letters

Dear Editor:

Although I could find nothing in the "Journal" soliciting reader comments, I decided to write anyway. I just finished reading the Summer 1993 issue (better late than never!) and had such strong reactions to two of the articles that I couldn't resist commenting.

I was appalled by "Senior Volunteerism Policies at the Local Level." The article was filled with trite platitudes like "Senior volunteers are, by definition, the core of senior volunteer programs" and "When paid staff resent and fail to support senior volunteers, volunteer programs are likely to encounter problems with retention, morale, and performance." But by far my favorite is "Volunteerism, unlike employment, is an activity that does not receive monetary compensation."

By contrast, "The Key to the Boardroom Door" was superb: clear, well-reasoned, challenging, and persuasive. Graff achieved that rare combination of philosophical and practical. Thank you for such a useful, thought-provoking article! I would like permission to reprint it (with an AVA membership form) for our monthly mailing to the volunteer administrators of the 105 organizations served by RSVP in southern Maine.

I do appreciate the job you are doing and am pleased every time the "Journal" appears in the mail, even though it sometimes takes several months before I get to read it.

Sincerely,
Dianne Sinclair
RSVP
Portland, Maine

Dear Readers:

Yes, the "Letters to the Editor" feature of *The Journal* is alive and well. Opportunity knocks for all of us who share a commitment to the field of volunteer administration, and an interest in communicating our thoughts and experiences in the day-to-day practice of our profession.

I believe that the point and counterpoint perspectives presented in this format offer a breath of fresh air which I hope will serve to stimulate our thoughts and push us to put pen to paper and share our feelings with our colleagues.

Please accept this open invitation to continue the dialogue and enhance our awareness of our differences, commonalities and opportunities for exchange. This is *your* Journal.

Connie Baird
Editor-in-Chief
The Journal of Volunteer Administration

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 group 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.

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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
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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 arrangement 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 work used) at the top of each text page.

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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.

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

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Typed copy should be no more than ten pages in length. Manuscripts may be edited for easier reading.

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