

ASSOCIATION FOR VOLUNTEER ADMINISTRATION

Volume XIV, Number 3

Spring 1996

THE JOURNAL OF VOLUNTEER ADMINISTRATION

- 1 Editor's Note
A Sampling from the 1995 International Conference on Volunteer Administration
- 2 Harriet Naylor Distinguished Member Service Award Acceptance Speech
Katherine Noyes Campbell
- 5 The Seven Habits of Highly Effective Speakers
Beverly Hope Hitchins
- 8 Speaking from the Heart
Arlene Stepputat
- 13 On-Target Orientations
Laurie McCammon and Suzanne Hand
- 17 Volunteering as Seen by Statutory Agencies: A British Perspective
Wally Harbert
- 21 Understanding and Influencing the Power People
Mary V. Merrill
- 25 Management Is Not Always the Right Word!
Lucas C.P.M. Meijis
- 32 Growing Old—The Aging Game (A Training Design)
Deanna Mayer
- 35 How to Make Service into Service Learning
Cynthia Parsons
- 39 Involving Teens as Volunteers
Scott Kleon, Jeff King and Betty Wingerter

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.

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

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

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

Two major services that AVA provides, both for its members and for the field at large, are the Certification Program and the Educational Endorsement Program. Through the certification process, which recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA educational endorsement is given to those workshops, courses, conferences and training events that provide opportunities for professional growth in volunteerism.

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

For further information about the ASSOCIATION FOR VOLUNTEER ADMINISTRATION, contact AVA, P.O. Box 4584, Boulder, CO 80306, U.S.A.

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

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

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

ISSN 0733-6535

Copyright 1996. Association for Volunteer Administration.

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

Editor's Note

In this issue we give you a taste of AVA's International Conference on Volunteer Administration (ICVA) which was held in Boston, Massachusetts, in October 1995. At the conference three awards were given: The Harriet Naylor Distinguished Member Service Award, the Individual Service Award, and the Organization Service Award.

In 1967 Harriet H. Naylor wrote *Volunteers Today: Finding, Training and Working with Them*, the first book to deal only with volunteerism. During a lifetime of distinguished achievement, she worked tirelessly to get volunteer administration recognized as a profession. She was a treasured mentor and guide for many, and a strong supporter of AVA. The 1995 Harriet Naylor Distinguished Member Service Award, given annually in "Hat's" honor, went to Katherine Noyes Campbell. The award recognizes an AVA member for outstanding contributions to AVA through leadership, advocacy, research, publication, program development, and management. We lead off this issue with Katie's acceptance speech.

Marilyn MacKenzie, founding partner of Partners Plus, a Canadian authority on issues of volunteerism, received the Individual Service Award for her work as author, educator, trainer and mentor. The Organization Service Award went to Southwest Airlines and The Community of Oklahoma City. Southwest Airlines was honored for its system-wide partnership with Ronald McDonald House, where families facing the crisis of serious childhood illness receive the comfort, companionship and caring of these employees and their families. The Community of Oklahoma City received the award in recognition of and appreciation for the selfless service and impact of volunteers on that community after the bombing of the Alfred P. Murrah Federal Building in April 1995.

AVA's concern for excellence in the profession through service to others is reflected in the articles that are contained in this issue, all of which grew out of presentations at the ICVA. Included are articles on volunteer orientations, public speaking, increasing appreciation for volunteers in British agencies, working with boards, the complicated relationship between national organizations and local members, conveying to young people what it means to grow old, examples of service learning, and motivating teen volunteers.

Using these articles as a guide, we encourage you to give us the benefit of *your* expertise so *The Journal* can continue to publish material that serves as a resource tool for the profession of volunteer administration. We want to hear from you. Did you like what you read in this issue? Do you want to expand upon—or disagree with—a statement that was made? Write to me c/o the AVA office in Boulder. For those of you with e-mail, my address is avajournal@aol.com.

AVA's annual conferences not only offer stimulating opportunities for dialogue and professional development, but also an unparalleled opportunity to meet colleagues from a variety of settings who play a vital role in communities throughout the world. ICVA '96 will continue to explore the issues raised in Boston, recognizing that volunteerism is a positive response to the dramatic changes we are seeing around us. "Pioneering a New Brand of Community," will be held in Calgary, Alberta, Canada, from October 16–19, 1996. Plan to join us there!

In closing, I would like to thank Susan Ellis, who has been an invaluable partner in producing this issue. In addition, I want to acknowledge the contribution to the winter and spring issues of *The Journal* by our copy editor, Miriam Disman.

Marjorie M. (Mitzi) Bhavnani, C.V.A.
Editor-in-Chief
Spring 1996

1995 International Conference on Volunteer Administration

1995 Harriet Naylor Distinguished Member Service Award Introduction

The Harriet Naylor Distinguished Member Service Award, awarded in 1995 to Katherine Noyes Campbell, is given for outstanding contributions to AVA through leadership, advocacy, research, publication, program development and management.

"Katie," as we all know her, began her volunteer career in AVA in 1979 on the Professional Development Committee, invited by a colleague already extensively involved in the field of volunteer administration. Shortly thereafter, she assumed the responsibility for the Program Committee of the 1981 National Conference on Volunteer Administration, then a collaborative conference sponsored by AVA, the Association of Voluntary Action Scholars, and the Association of Volunteer Bureaus. Her subsequent invaluable, behind-the-scenes service was preparation for her election in 1988 as Secretary-Treasurer. Katie's presidency of AVA, from 1990-1993, led to a positive fund balance and revitalized strategic planning.

*As if this were not enough, Katie has co-authored four books with Susan J. Ellis, including the classic history of Americans as volunteers, *By the People: A History of Americans as Volunteers*, and two books and several articles for the Virginia Office of Volunteerism. Her recent appointment as Director of the Virginia Office of Volunteerism comes after eight years in that office developing meaningful resources, training, and legislation to strengthen the support for volunteering in Virginia.*

In addition to publicly setting the example through her leadership and writing, Katie has made the difference for numerous colleagues as she refocused their attention on larger community or global issues, and helped them to appreciate volunteer administration as a profession, not merely a job. She has made the time to be a mentor, friend, advocate, and partner to any who asked. Katie's concurrent support of AVA's regional growth exemplifies her extraordinary capacity to juggle simultaneously career, volunteer work, and family. AVA is privileged to have her dedicated loyalty and leadership.

**AVA Awards Committee: Christine G. Franklin, C.V.A., Chair,
Laura Lee M. Geraghty, Carol Moore Spiver, Carol Todd**

1995 Harriet Naylor Distinguished Member Service Award Acceptance Speech

Katherine Noyes Campbell

At the 1995 AVA Awards Luncheon, Susan J. Ellis, President of Energize, Inc., a previous Harriet Naylor Distinguished Member Service Award Winner, introduced Katherine Noyes Campbell.

Thank you, Susan, for your very personal—and historical—introduction. In some ways it feels like only yesterday that I wandered into this profession via your doorway, and yet I am in awe of how far I have traveled since then.

I also owe Susan a big thank-you for being the one who started me on this path . . . who told me I could do it . . . who instilled the vision and excitement of this field . . . who pushed me out of the nest and urged me to get up in front of people and share my experiences and knowledge through training. She is the one who invited me to become a co-author, and taught me the true meaning of teamwork and partnership—a legacy which continues to reap many rewards today.

Another personal thank-you goes to my parents: my mother who is here today and my Dad who I know is watching from above. I grew up in a home where service to others was a daily occurrence, just part of how we lived. I was encouraged to try new experiences through volunteering, and that clearly had a tremendous influence on the person I became and the career choices I have made. For that I am very grateful.

As I try to remember those early days at the Family Court in Philadelphia and think about what it felt like as a very young volunteer coordinator, one thing is crystal clear to me: back then I did *not* have a professional identity. I didn't *feel* like a professional, and I certainly didn't know what constituted competence in this particular type of work. I was learning as I went—as many of us did—and most of the time I was *not* terribly confident that I was doing it right.

Then I discovered AVA—and what a difference it made. As I stand here today receiving this honor, part of me knows that it is because of what I have contributed to the association, and to the field of volunteer administration. Yet by far the greater feeling that overwhelms me is gratitude for all that AVA *has given me*.

For one thing, AVA has been a school, providing dozens of opportunities to learn from mentors and teachers, including those in the very special circle I am joining today. You have been the pathfinders of our field, and you were there when I needed you.

I have been given the chance to grow and stretch into a leader. In many respects the opportunity for leadership came to me in AVA *before* it did in my salaried work. Through my involvement in this association I gained the credentials and experience and credibility with which to progress and move into new arenas in my job.

AVA has been a constant source of inspiration and renewed energy. In Virginia I am expected to be a source of support and information and assistance to those hundreds of community leaders I serve. But *this* is where I come to receive all those things myself, and that's why I keep coming back.

AVA has always been a place of laughter. Thank goodness for colleagues like Nancy Johnson and Melsie Waldner who help us see the lighter side when we take ourselves too seriously!

AVA has given me a larger vision of what this work is all about, stretching the dimensions beyond my role in Virginia, and connecting it to a greater power, a

cumulative effort. AVA is a kind of reference point to help me keep things in perspective through exposure to thoughts and activities happening in other parts of the nation and the world.

Lastly, AVA is truly a professional "home," a place where I can be sure to find kindred spirits who share similar beliefs, ethics, standards and passion. AVA members are a supportive network of folks who understand the day-to-day challenges of my work, and can offer advice and a sounding board when things get tough. You and I have common experiences, and it is very comforting to know where I can find you.

In short, there is no question that AVA has defined and created my identity as a professional, and continues to affirm it in a myriad of ways.

So in closing, *I* now want to pay tribute to *you*, the leaders and role models who have guided me through the years, and the colleagues and friends in this room who mean so much to me. I offer

you this simple affirmation of who and what we are:

We are navigators and explorers
We are dreamers and doers

We are jugglers
We are builders
We are kaleidoscope makers

We dare to reach high
We dare to dive deep

We are a little wild and crazy
But we are proud, because we are unique

We are advocates for ourselves, and the potential of every human being
We are powerful professionals with a purpose
We make the impossible happen.

Thank you for this *very special* honor.
I look forward to many more years of service with AVA and all of you.

1995 International Conference on Volunteer Administration

ABSTRACT

Public speaking is a required skill for every volunteer administrator, yet the fear of doing it often prevents people from enthusiastically standing up to the microphone. The seven habits cited in this article are suggestions for the earnest speaker. Discussion includes such speaking issues as fear, audience analysis, organization of the message, preparation, and delivery. By practicing these habits and being honest with oneself, any speaker can convey the information s/he wants to and be effective doing it.

The Seven Habits of Highly Effective Speakers

Beverly Hope Hitchins

It's true. Volunteer administrators need good public speaking skills. For most people a day on the job doesn't go by without being called on to speak. Whether running a staff meeting, speaking to the board or a community group, training new volunteers, or talking to the media, the volunteer administrator must be able to communicate clearly and directly to be effective.

Most people agree that public speaking can be daunting, especially if you haven't done it much. There are so many things to think about: the audience, the subject, your delivery, your visuals, the room set-up, the time of day—the list goes on. It can be hard to focus on what is most important and still keep your wits about you. Volunteer administrators can master this skill if they approach the task with good habits. Good habits lead to excellence. Let's look at seven of them to get you started.

Habit #1: Transform your fear into constructive energy.

Many people find their fears strangle their performance. Remember: Fear is energy. It is within our power to make that energy work for us.

Here are some ways to do that: Whenever you feel butterflies, breathe deeply and slowly several times. Before starting orally repeat honest, positive affirmations like "I am an effective communicator" or "I run good, constructive meetings." At the conclusion of each practice delivery close your eyes and visualize a successful outcome, appreciative applause, and a lively question-and-answer session.

Practice these techniques before you next have to speak publicly and notice the difference in your confidence level. Instead of focusing on your doubts and fears, invest your energy in your desired outcome.

Habit #2: Know your audience.

Often consumed with the mechanics of a meeting or special event, volunteer administrators can easily forget to put themselves in the audience's shoes. An analysis of the audience prior to the pre-

Beverly Hope Hitchins is a public speaking consultant who trains and provides individual coaching to corporate, government and association executives and staff in presentation and interpersonal communication skills. She serves as an adjunct faculty member at George Washington University and National-Louis University (McLean Campus). In 1990-91 she served as District 27 Governor of Toastmasters International where she led and managed 125 Toastmasters clubs (2600 members) in the Washington, D.C., metropolitan area. Her background includes fifteen years as an association executive and administrator.

sentation helps prevent surprises and disappointments.

Before finding yourself at the lectern—at a conference, in front of agency staff, or before volunteers—make sure you research and know these characteristics about the audience: its size; level of expertise; years of education and experience, particularly as it relates to your topic; age; race; gender; its position within the agency; and, most importantly, disposition toward your topic and perspective. If speaking to a group with whom you are unfamiliar, use your contact person or several prospective attendees to help you get to know about it in advance. The more information you have, the more easily you can tailor your presentation to the audience.

Habit #3: Use information efficiently and sparingly.

Information-overload is a common problem for most speakers, especially for those of us wishing to demonstrate our expertise. When wishing to convince others of our point of view we often deliver our presentation loaded with detail, often too much for any listener to grasp or assimilate. The annual “state of the organization” briefing is a common example of an occasion when details can overwhelm us. Surprisingly enough, speakers who deluge their listeners with facts are more likely to lose their listeners’ attention. Details need to be set aside, and revealed either in the question-and-answer session, or in handouts. Most listeners don’t follow or retain more than the highlights.

Design and evaluate how well organized your presentation is using these criteria:

- Begin with a grabber and a summary;
- Limit the presentation to just three distinct points;
- Illustrate each point with examples or anecdotes and, when appropriate, substantiate a point with a few revealing statistics;
- Once you’ve made your points, always recapitulate the main points; and
- Wrap up your presentation with a clear, succinct ending.

Habit #4: Speak from your heart.

Many people speak from their heads, convinced that facts and logic will capture the audience’s attention. Substantiated facts will help your credibility, but research on speaking effectiveness and experience reveal that it’s really the emotional chords you strike in the audience that keeps the audience with you.

By tapping into your feelings, and the motivations that got you involved as a volunteer administrator, you can tell an audience what makes you feel passionate about the subject. Avoid giving a chronological listing of facts or information members of the audience can easily retrieve from a book. Instead, give your unique perspective and speak in the first person. If, for example, you must “sell” a new budget to the board, discuss the decisions based on the compelling human factors that your organization is dedicated to address instead of the fiduciary details. Remember that even when the speaking opportunity is an obligation, what makes it unique is you are the speaker, no one else. Put your heart in it, give the audience your all, and they will remember you and your message.

Habit #5: Use your body and voice knowingly to emphasize your points.

Many people get so caught up in their anxiety they ignore their delivery. Practice gestures to heighten your awareness of what you do with your body, and get rid of unwanted ones (adjusting your eyeglasses or brushing hair off your forehead). Keep your hands at your sides until you need or want to use them.

Make your gestures decisive. Consider staying in one place long enough to make a point or two, and then move to another spot a few steps away. This may work well for an audience sitting theater-style or in a classroom set-up and can be appropriate for a recognition ceremony, volunteer orientation, or training session. On the other hand, when presenting before a group around a conference table (for example, at staff and board meetings) to remain sitting or standing in place may be better.

Know well what you want to say, let go of your notes, and give your audience the eye contact needed for an effective presentation.

Similar principles apply to your voice. Make your presentation unique by varying the pitch, rate, loudness, and intonation of your voice. Tape your voice when you practice, and listen to your vocal variety. With a little effort, you can turn a voice that has the power to lull an audience to sleep into one that can entice, captivate, and rivet the audience.

Habit #6: Use visual aids to supplement your presentation.

Many people believe that visual aids "make" their presentation. In other words, without them there would be no presentation. This is not true. *You* are who the audience came to hear. Visuals can certainly give an added dimension to a presentation, especially when describing a reorganization of your volunteer program or showing a community group new volunteer opportunities. Appropriate visuals help the audience to quickly picture the concept you wish to convey and to understand how you've organized your remarks. Visuals don't substitute for your passion, knowledge, insight, and opinions.

If visual aids are essential, come prepared with a back-up plan of action. For example, increasingly people are creating their visuals on computer to display directly onto a screen. Forgotten or flawed software or equipment can easily defeat this plan. Simple transparencies are an easy back-up. They allow you to carry on with confidence, ensuring your effectiveness and credibility.

Habit #7: Prepare and practice your delivery.

Fear, anxiety, or an overcrowded schedule cause many people to procrastinate, allowing themselves little time for homework. Volunteer administrators are no exception.

You must judge how much time to devote to your preparation. If the presentation is really important, find the time. Practicing your delivery orally will make a tremendous difference; experts recommend at least six complete dress rehearsals.

Part of adequate preparation includes arriving in plenty of time for an on-site warm-up. Get a feel for the room and the audience's mood. Test all the equipment you will use. Coordinate your introduction with the moderator. If there are other speakers, know your position in the speaking order and, for sure, confirm the amount of time you have to present. One of the worst violations a speaker can make is going beyond his or her allotted time.

CONCLUSION

Successfully building good habits also requires that you honestly evaluate your presentation and listen to others' evaluations. Volunteer administrators have many demands on their time with which to contend. Discovering necessary changes will improve your presentation and be time well spent. You want to be sure your speaking habits serve you well. Be vigilant and clear about which habits you take on because with good ones you can control your progress and develop mastery.

So, why not take these words to heart?

We are what we repeatedly do. Excellence, then, is not an act, but a habit.

—Aristotle

1995 International Conference on Volunteer Administration

ABSTRACT

Speaking from the heart is a unique approach to public speaking. The essence of speaking from the heart is that the speaker shares from a place of loving and acceptance in contrast to delivery from a stance of power and control. This article addresses 10 key guidelines to begin to be able to speak more authentically and with greater ease.

Speaking from the Heart

Arlene Stepputat

Our work life as well as our personal endeavors require us to be public speakers whether we are addressing our volunteers, our board, a community service club, or the media. Yet the number one fear named by men and women alike is speaking to an audience. Part of this stems from the limiting belief that appearing vulnerable before the power of an audience is tremendously risky. In fact, authenticity—expressing who you are—is empowering, and is precisely what creates the vital connection with those listening to you. Traditional speaking courses that rely heavily on the mind focus on the right word, correct nuance, appropriate timing for a joke and the like, and may contribute more to the mental and emotional malaise of the already nervous presenter.

Speaking from the heart is a unique approach to the art of communicating a message effectively, and produces results with ease and fun. The essence of speaking from the heart is that the speaker shares from a place of loving and acceptance in contrast to delivering from a

stance of power and control. Combining practical strategies with an approach that builds upon the assumption that the speaker already possesses the information necessary to convey a message from within, this philosophy and training provides all the tools necessary to engage an audience in an authentic exchange.

To truly benefit from this approach, one must experience it. Observing and experiencing the dynamics of working with a group, and seeing the results of the application of some of the concepts broadly mentioned in this article, bear witness to the transformation that occurs when a speaker shifts from the mind and “drops into the heart” for the communication. As one ICVA workshop participant shared, “I was amazed at the difference in my internal feelings when I actually stopped trying to entertain/dazzle and started speaking from the heart.”

VERBAL COMMUNICATION

All verbal communication has two components: the message or words used

Arlene Stepputat has a degree in English with a teaching concentration in speech and theater, an MA from Columbia University in family and community education, and an equivalent in applied psychology from the University of Santa Monica. She taught volunteer management at Seton Hall University for five years and is a contributing author to *The Volunteer Management Handbook* published in 1995 by John Wiley and Sons. She was the director of volunteers at Covenant House New York for over five years and was a member of that agency's national speaker's bureau. Currently she is an independent consultant and trainer in organizational development and personal management skills with Integrity International of Santa Barbara, California. To receive a one-page handout listing the 10 guidelines for speaking from the heart phone (805-565-0834), fax (805-565-3245) or write Integrity International, 525 Alston Road, Santa Barbara, CA 93108.

to convey one's thoughts, and the energy the message rides on. When there is a match, the communication is likely to be received the way it is intended. A mismatch means the receiver did not receive a clear communication because two distinct and often conflicting ideas were presented. Consider a crisis situation where someone hoping to have a calming effect yells at the top of his or her lungs "RELAX!" The mind has overridden the truth of the experience, and the end result is usually more tension. In contrast, the heart might say, "I know you are upset and scared. If you take a deep breath and think about being calmer, we can find a solution more easily."

The real key to speaking from the heart is the willingness to listen and trust ourselves. We know the purpose of the message we want to convey to an audience. Certainly research and statistics, and concrete concepts presented in a sequential order, assist the audience in following along but, in fact, the audience is most likely to respond to someone who speaks with conviction. The most moving speakers know from a deep place inside what it is they want the audience to feel and, more importantly, what they want the audience to do now that they have the information. Authenticity comes from trust. Our inner wisdom resides not in the recesses of our mind, but in the secret chamber of our heart. Sharing from that place is what motivates people.

In *Principle-Centered Leadership* (Fire-side/Simon & Shuster, 1991, p. 117), Stephen R. Covey states,

When we finally learn to listen, seeking first to understand, we will learn more about communication. We will learn about the absolute futility of using the mind to dominate the heart. We will learn that there are two languages—the language of logic and the language of emotion—and that people behave more on the basis of how they feel than on how they think. [Emphasis added.]

The first component of listening is to lis-

ten within. Another component of listening, especially as a speaker, is to listen to the audience. Communication with an audience—audience receptivity—is interactive even if the audience is, for the most part, silent. This concept of audience receptivity will be addressed later.

SPEAKING FROM THE HEART

So how do you speak from the heart? Within the confines of the written word what is easiest to share are 10 guidelines, or underlying principles, for speaking from the heart. Since so much of this approach relies on inner preparation these keys can be applied by anyone, whether a beginner or a polished keynoter.

The first three guides for this approach are simple concepts. If a presenter truly masters them, success is guaranteed. They are: love yourself, love your subject, and love your audience.

Loving Yourself

Loving yourself requires an alignment on the physical, mental, emotional, and spiritual levels. Thus, prior to a presentation, a speaker gets enough rest, eats well, and does basic outer maintenance for good health.

As one who will stand before an audience and perhaps even a camera lens, attention to detail in grooming and appearance also conveys a message of loving oneself. Solid colors are easier on the eyes of the audience. Jewelry can become a distraction if it is noisy or shines too much. A rumpled suit or a loud tie can distract from the focus of the message. Impeccability in preparing one's physical self reflects a level of excellence and sets a tone with the audience.

On the mental level, a speaker must do the necessary preparation for the flow and organization of the talk. The use of podiums, typed text or note cards or other barriers between the speaker and the audience are discouraged. Use a visual cuing technique to stay on course. One such method—which takes practice and some creativity—involves literally drawing a

picture of the key concept you wish to convey to the audience.

As the speaker for a crisis center I always shared founding principles with its audiences. One of the principles of the organization was immediacy—responding to the needs of each client as quickly as was possible without unnecessary delay. For example, perhaps a hungry teen was given a meal before his/her name was requested. To illustrate this point as a visual cue for myself I made a drawing of a clock. This signpost, or visual cue, assisted me in staying on track in my talk. I already knew the points I wanted to make. The clock, as a representation of time, was all the “notes” I needed.

This simple technique allows me to maximize my eye contact with the audience, and not get lost in paper. If a speaker commonly gives the same talk to a wide range of audiences, this visual mapping eventually eliminates the need for any paper whatsoever. Anything that puts distance between you and the audience must be reduced, if not eliminated.

Recently, a keynote speaker at a conference of more than a thousand people not only asked for a hand-held microphone so he was freed from behind the podium, but he also had the house light turned on. He wanted to see the audience. He told them a sea of darkness was not what he was there to address. In doing this he created intimacy and charged his talk with energy.

Emotionally, the negative self-talk and fears that arise must be reframed and used as energy to convey the message. Loving ourselves means “mistakes” become opportunities for gentle, internal learning. The judgment we fear from an audience is often projected by us onto the audience when, in fact, it is we who are the unforgiving harsh critics. If our intention as a speaker is to be a vehicle or an instrument so that audiences can be inspired, it is essential to move from the ego that lives in the mind, and allow the inner voice to come forward with the truth.

A “mistake” in public speaking, like a

joke that misses the mark, can be reconciled with the audience with humor and truth. Watch any late-night TV talk show monologue to see the way a poor joke gets acknowledged. Usually the improvisation is funnier than the original joke. People laugh because the truth is being acknowledged in lightness. It’s forgivable. It’s part of being human, and allows us to go on to the next thing.

Loving Your Subject

Loving your subject is essential. Speakers who mesmerize audiences are themselves passionate about the message. Speakers traditionally learn skills to persuade an audience. While the techniques are valid, speakers who deliver a message with heartfelt enthusiasm don’t need to convert anyone to a particular point of view. When they offer their experience, their knowledge and, most importantly, convey how the subject has changed or moved them, audiences rally.

Possessing knowledge and expertise while continually keeping abreast of new information both in one’s area of practice and allied fields, certainly is part of the required preparation. Yet it is when we integrate learned information with our own inner sense of its meaning that we are able to share a point of view that audiences will consider carefully. Tell stories. Share yourself and your work by showing the audience a verbal “snapshot” of your favorite volunteer or a special moment. Bring your presentation visually alive.

One participant in our workshop at the ICVA talked about her work in a nursing home for older adults. At first she described the setting and the clients in a rather factual way. She was then asked instead to describe one client of whom she was particularly fond and “introduce” her to the group. Suddenly her entire presentation took on new energy and a new depth. As she described the woman with the specifics—a name, a physical description, some of her personality traits—the client became real to us. The workshop participant was connected

to us by sharing with us her fondness for this elder as well as her joy in her work at the nursing home. We were all touched, and experienced what that nursing home was really about. This kind of energy and depth of commitment is what encourages people to volunteer, and to donate their money as well.

When speaking to an audience, take them somewhere. Use your voice. Use the full range of your body movements. Draw them in. It is as if you were telling a story to a small child. As a speaker, if you are imbued with enthusiasm for the story, the audience cannot help but be right there with you.

Optimally, at the end of a talk, the audience wants to take some kind of action based on the power of your message. Particularly when we are addressing community groups, either to educate them about our program, recruit them as volunteers, or solicit them for funds, it is effective to conclude your talk with a range of action steps that each person can consider. For years when talking about homeless, runaway, and abused teens, I would ask the audience always for their support—for their money, or time as volunteers—but also for their heightened awareness so the next time they saw a kid on the street they might “see” that child with new eyes and compassion. This conclusion made it possible for everyone in the audience to do something. Focus on what you want the audience *to remember*, how you want them *to feel*, and what you want them *to do*. Move from the *mind* to the *heart* so that *action* occurs.

Loving Your Audience

Prior to a presentation a speaker gathers information about who may be coming to listen. Besides finding out the most obvious facts about the audience, including potential size, age mix, and other diversity factors, a wise presenter also looks for a way to take the “temperature” of a particular group. How will the point of view you are presenting be received? What major challenges or issues has this

group faced in recent times? What will unify the group? Have any major events occurred that may color the audience’s ability to respond? Most often the person from the host organization who has invited the speaker can provide this kind of information. Research allows the presenter the opportunity to indicate to the audience an empathy for who the individuals are, and what their experiences might be.

Checking the space where the talk is to be held is important to do whenever possible. Testing the sound system, knowing when the talk is scheduled in the sequence of events, and walking around in the area where the talk will be held is preparation that makes for a smoother flow later. Stopping in the middle of a key point to request water because it wasn’t provided breaks the rhythm of a message as does a coughing fit. Take ownership. Attention to detail ahead of time will minimize distractions during the presentation and is a way to love the audience.

Finally, loving the audience allows a speaker to receive as well as to give to an audience. Critical to loving the audience is listening to them. Receptivity is the ability to be conscious of the subtleties as well as the obvious, and accepting what occurs with grace and ease. Most of our communication is not through words. Developing the ability to both sense and name what is happening is a way of creating a relationship with the audience that is genuine. Perhaps it is as simple as noticing that people are uncomfortable with the room temperature, asking them if they are too hot or too cold, and getting the adjustment made. Loving the audience is tuning in to what we call an “energetic”—the quality and character of the audience’s energy vibration—and it is a skill that one develops.

It begins by looking into the eyes of the audience. Some techniques teach us to look at foreheads or even at objects in the back of the room. Speaking from the heart advocates the risk of eye contact that lasts more than the quick once-over so com-

mon with speakers. It is through our eyes that true connections are made. Our willingness to both share our loving through our eyes, and receive it in return from the audience is what opens the door to the intimacy that makes the difference. Central to the training is a methodology that teaches how to “punctuate” a message with eye contact. One key concept to assist with this is: Do not open your mouth to speak until your eyes connect with someone in the audience.

Looking into the eyes of the audience is a way to quell fear. It is a myth that the world is full of “us” and “them.” In fact we are all just us! Truly allowing yourself to see and be seen via eye contact is one way to remember our connection to one another.

Another key tool is to remember to breathe. This may sound funny, since it is impossible to “forget” to breathe. Yet shallow breaths are quite common, particularly when anxiety is present. Awareness of and attention to breathing, especially just prior to beginning your talk, is a key to keeping the inner calm that will best support your words.

Another technique to assist the most nervous among us is a visualization technique involving a “speaker guide.” Think of someone who has touched you as a speaker. It could be someone famous, or a teacher, minister, rabbi, or other person from your daily experience. What qualities or traits does that person possess that you most admire? Make a list of several people or perhaps make several lists of potential speaker guides to see who has influenced you and how. By identifying those traits that you admire in others, you have demonstrated that you possess them yourself. For example, it is your internal resonance and experience of humor that helps

you recognize it in others. You have created internal reference points.

Now when you approach the audience after taking some deep calming breaths, visualize your speaker guides standing right next to you. Sense that they are holding those qualities you so admire which you will use throughout your talk. You might even close your eyes for a brief second, and anchor the wisdom of your heart’s message by touching it as you sense this invisible support. The power of this technique relies on your openness to try it and to allow it to support you.

CONCLUSION

The most important thing about speaking to any group is to enjoy it. When we develop a case of “seriosity,” high drama and panic replace lightness and ease. People fear public speaking, but what is the worst that can happen? Usually it is the self-punishment we might inflict. Pogo, the cartoon character created by Walt Kelly, was right when he said in a 1971 Earth Day poster, “We have met the enemy and he is us.” Being mindful of this, go easy on yourself. Look for ways for public speaking to be an adventure. As the inspirational author of books such as *Life 101: Everything We Wished We Had Learned about Life in School—but Didn’t*, John Roger has said many times, “fear is the energy to do your best in a new situation.”

Speaking from the heart is about the willingness to be in the truth of who we are: loving beings who are all connected. When we know this from a place inside, and can love ourselves, love our subject, and love our audience, then we can trust and relax. Who knows, we may even discover that we can have fun!

1995 International Conference on Volunteer Administration

ABSTRACT

This article provides helpful guidelines and tips for designing an effective volunteer orientation process. Rather than an isolated event, orientation is a process with potential for long-term impact on the commitment and satisfaction of volunteers. The orientation process should be coordinated with the organization's recruitment materials and other volunteer management systems. To be effective, orientation must address the needs of both the organization and the volunteer. Two checklists are provided to help the reader determine readiness to provide orientation. The authors share the top 10 questions volunteers bring to orientation, and suggest several methods for ensuring that a volunteer orientation is on target.

On-Target Orientations

Laurie McCammon and Suzanne Hand

Today's highly competitive volunteer market challenges volunteer administrators to attract and support volunteers for maximum success and tenure. Volunteer orientation is often overlooked as a key tool for ensuring a growing and committed volunteer base. Volunteer orientation is an important retention and recruitment tool within the overall context of the volunteer management system. It begins with the first contact between the volunteer and the organization, that is, at recruitment, and it has a far-reaching effect that, when maximized, can greatly enhance a volunteer's commitment to the organization.

ORIENTATION IS A PROCESS, NOT AN EVENT

When we began talking to volunteer administrators about orientation we found that they tended to view volunteer orientation as a written manual or single learning event. In contrast, when they re-

flected on their own experiences in becoming acquainted with their jobs, they tended to refer to an orientation process taking several weeks or months. The first step in realizing the potential of orientation is to view it as a process.

Orientation is defined as a welcome or an introduction, a way to become familiar with and adapt to an environment. Frequently one's introduction to an organization begins when one first hears about the organization through brochures, the media, a volunteer bank, or a friend. It is important to be aware of the promises we make in our public relations and recruitment materials. We must address these expectations in our orientation sessions and materials. Inconsistent messages, and unfulfilled promises can call into question the integrity and trustworthiness of the organization.

Although an orientation is often where a volunteer first interacts with an organi-

Laurie McCammon is a trainer and volunteer administrator. Her work on volunteer management systems has been twice recognized in the national publication of Girl Scouts of the U.S.A., *GSUSA News*. She has led workshops locally, regionally, and internationally on topics of volunteer management, learning organizations, and volunteer orientation. A graduate of Bates College, she will earn a master's degree in adult education from the University of Southern Maine this spring. *Suzanne Hand* is a trainer and a non-profit administrator. She is a certified instructor of trainers and has developed and presented workshops and conferences for adults locally, nationally, and internationally. She volunteers as a master trainer for Kennebec Girl Scout Council where she designs outdoor, management, and self-esteem training for adults. For two years she has led the efforts to provide training for trainers, a 16-hour course serving trainers from non-profit organizations all over New England.

-
- Do we have a written mission statement?
 - Do we have written position descriptions for volunteers?
 - How many volunteers are needed, and how many are we prepared to support and supervise?
 - Have we assessed the risks and liability issues for each volunteer position, developing policies, procedures, and systems to minimize those risks?
 - Are supervisors of volunteers familiar with, and evaluated on, volunteer management practices?
 - Is there an adequate budget to support the volunteer program?
 - Do we have systems in place to provide volunteers with feedback about their performance, to provide recognition, to resolve conflicts, to release volunteers, and to "promote" volunteers?

Figure 1. ORGANIZATIONAL READINESS CHECKLIST

You know you are ready to provide an orientation session for a new volunteer when:

- The volunteer has been properly screened and placed.
- A supervisor or contact person has been assigned.
- Written orientation materials are prepared.
- You have planned how you will put the volunteer at ease and make him/her feel welcome and needed.
- You have determined how to portray a positive image of your organization, living up to any promises made at recruitment.
- You have determined the logistics of the volunteer's first assignment.
- You have planned for any special accommodations needed for the particular volunteer at orientation, keeping in mind reading level (especially when you are distributing handouts), location, time of day, age, cultural background, length of assignment, etc.

Figure 2. INDIVIDUAL READINESS CHECKLIST

zation, it should be one of the last pieces of the volunteer management system the organization puts in place. The volunteer management system is the process by which a volunteer is recruited, screened, placed, trained, supervised, and evaluated. At an orientation session it is likely you will make promises about what the volunteer can expect in terms of supervision, reimbursement, recognition, feedback, and benefits. If policies, procedures, and lines of supervision are not in place, you risk making a poor impression on the volunteer. Checklists such as those illustrated in Figures 1 and 2 can be helpful in assessing organizational readiness for the implementation of orientation. If you have unfinished or unclear items on those lists, you will want to address them first.

SUCCESS EQUALS MEETING THE NEEDS OF THE ORGANIZATION AND THE VOLUNTEER

Let's assume your organization is ready to develop an orientation process. A successful orientation must fulfill the needs of both the organization and the volunteer. Orientation is 50 percent training, and 50 percent matchmaking. If the fit is not right for either party a mutually beneficial, long-lasting union is unlikely. Given the amount of time and resources you are likely to devote to orientation manuals and sessions, a string of unsuccessful unions can put a major strain on your program's success.

The first step in building a successful union between the organization and the volunteer is to identify the needs of both parties. Volunteer administrators have little difficulty identifying the needs of their organizations. However, it would be a mistake to assume that the volunteer wants what the organization wants. Because the needs of volunteers tend to be more personal, more diverse, and less understood than organizational needs, the only way to accurately determine the needs of volunteers is to ask them. We

suggest that you pose the following question to yourself: What assumptions do I make regarding a potential volunteer's knowledge of, and commitment to, my organization? Ask new and existing volunteers in your program to give you feedback about your answer. Ask them what they want, need, and expect orientation to provide. Are your assumptions on target?

THE TOP 10 QUESTIONS VOLUNTEERS BRING TO ORIENTATION

We asked people who volunteer for a wide variety of organizations what they needed in an orientation. A compelling pattern emerged which we have named SAPP. SAPP identifies the four key areas that should be included in an orientation: safety, affiliation, purpose, and performance. Although there is no implicit ranking in the listed order, it is important to consider all 10 questions included under the four key areas when designing an orientation.

Safety

- What are my volunteer rights and how can I expect to be treated?
- What is my level of autonomy and authority to make decisions?
- What risks are inherent in the job, and does the organization protect me from them?

Affiliation

- Who is my contact person/supervisor? With whom will I be working?
- What does this organization value? What is its mission? Who does it benefit?

Purpose

- How does what I do make a difference? Why do it? How will it help?
- Will there be opportunity for growth or new assignments?

Performance

- What exactly will I be doing, and

how do I get started?

- Logistics of the job: when, where, how long, how often? What policies and procedures do I follow?
- What tools and resources do I need (training, equipment, manuals, etc.), and will you provide them?

YOU'LL NEVER HAVE A SECOND CHANCE TO MAKE A FIRST IMPRESSION

Orientation is often just that: the first impression a volunteer forms of your organization. At this formative stage in the volunteer-organization relationship the symbolic nature of orientation is critical. For example, what assumptions would you make about an organization whose orientation session was sloppy and poorly organized? What if the person conducting the orientation was rude and disrespectful? What if at orientation several "surprise" demands were revealed to you that did not appear in recruitment materials? Would you trust that organization? Would your commitment to that organization be enhanced?

Is your orientation saying to volun-

teers what you really want them to hear? What assumptions and generalizations might volunteers make about your organization based on what they experience at orientation? We suggest that you make a list of the desirable qualities and values of your organization. Try to find evidence of these qualities and values in your orientation session outline and manual. Next, consider the qualities that you do not want to portray. Is there evidence of these qualities in your orientation? Ask an impartial group of observers to help you assess your volunteer orientation materials for these subtle messages. They often see inconsistencies and errors that you are unable to see.

When faced with the task of creating or revising your orientation materials remember that honesty is the best policy. Orientation is like a looking glass. It should reflect what is actually there. Highlight the strengths of your program, but do not "invent" qualities or philosophies that do not currently exist. Instead, put those desired, but yet unachieved qualities to work to implement real changes within your organization.

1995 International Conference on Volunteer Administration

ABSTRACT

Many volunteer projects are undertaken in partnership with government agencies. If such projects are to be successful it is important that volunteer organizers are aware of the possible conflict of interest between themselves and those with whom they must work. They will wish to ensure that the service they intend to provide appeals to politicians or board members, to managers and to professional staff. They cannot ignore the views of trade unions and the perceptions of those who use the service. Only by carefully considering the agendas of all these players, and responding to them, can an organizer ensure that a project receives the help and cooperation it needs. The organizer must be able to demonstrate how a new project will help all the players achieve their goals and, at the same time, provide a coherent service that benefits the local community.

Volunteering as Seen by Statutory Agencies: A British Perspective

Wally Harbert

INTRODUCTION

In the United Kingdom health and social care services traditionally have been funded and provided for largely by government or local government and often are known as statutory agencies. This article, based on a workshop at the International Conference on Volunteer Administration in 1995, addresses issues that arise when volunteers work alongside statutory agencies, but many of them apply wherever volunteers serve in close association with professional staff.

The objectives of the workshop were for participants to:

- Discover why statutory agencies are sometimes less than enthusiastic about working with volunteers;
- Identify strategies to combat misunderstandings among people of influence about volunteers, and volunteering; and
- Learn how to ensure that services provided by volunteers are seen as

relevant, and are valued by statutory agencies.

There are three groups of people in statutory agencies who need to be persuaded about the value of volunteer activity: politicians or board members, senior managers, and professionals. In addition, trade unions and users and carers may represent powerful influences. Each group can identify both advantages and disadvantages in encouraging the development of a volunteer program. Volunteer organizers wishing to gain support for their projects need to understand the dynamics that motivate all the players in statutory agencies in order to ensure cooperation and funding.

POLITICIANS

Politicians and board members wish to carry out their duties in a way that gives confidence to those who elect or appoint them. To curry the favor of, or to work

Wally Harbert trained in psychiatric social work, and worked in community mental health services for eight years before becoming chief executive of a voluntary family welfare organization. Subsequently he was Director of Social Services in the London Borough of Hackney (3 years) and the County of Avon (17 years). He is now Director of Planning and Development for Help the Aged, an international charity based in London. He has served as advisor to the British government and carried out assignments in Europe for the United Nations, the World Health Organization, and the European Union. He has written four books on social policy, and the management of social services.

with volunteers may seem an inferior option. In some circumstances this perception will make it difficult to persuade politicians and board members to support a new volunteer project but, more often than not, a high-quality service that saves money will not only increase the esteem in which politicians are held, but also help them retain their position.

Impressive buildings and large numbers of staff are symbols of power, whereas volunteering often carries a low status especially when it is carried out by women. Politicians are prepared to say kind things in public about volunteers, but may not regard them as powerful players in their area of influence. If they are to agree to a new volunteer initiative they usually must be convinced that it will save overall expenditures or enable funds to be transferred to another area of concern.

Time and effort spent in researching the aspirations of political leaders can repay rich dividends. In the United Kingdom some statutory social service agencies are required by law to prepare a public document each year setting out areas of their work they plan to develop and to indicate priorities for creating new initiatives. The document is prepared in consultation with many other organizations to ensure that members of the public, industry, related organizations and staff are aware of budget intentions, particularly any changes that are being proposed. A volunteer organizer has a better chance of receiving financial support from a statutory social service agency if the project meets some of the objectives set out in the public document. Even if such a document is not available, a careful examination of public reports and political manifestos may reveal those areas of activity which are giving cause for concern, and where a proposal for developing a new service may be most welcome. Armed with knowledge of this kind, a volunteer organizer has a much better chance of submitting a proposal that will be taken seriously.

It is also important to research the work of other organizations in the chosen area of activity and to find partners. Nothing is

more certain to damage a proposal than if it appears to ignore the work already undertaken by others. Prima donnas are as disliked in public service as they are in the entertainment industry.

MANAGERS

Unless volunteer projects excite the enthusiasm of managers, it may be impossible to overcome the inertia that often stands in the way of new ideas and new approaches to old problems. The first instincts of managers may be to oppose the deployment of volunteers who are likely to be regarded as less predictable and less dependable than paid staff as well as difficult to control and discipline. Lines of accountability are more complex with volunteers than with staff. Where relationships with trade unions are already precarious, managers may not wish to introduce further complications.

Insurance may be an obstacle although it is probably more often proffered as an excuse rather than as a reason for not engaging volunteers. Circumstances can arise where, due to the actions of a volunteer, an agency may be sued by a member of the public. Insurance coverage can be obtained, but some agencies insist that the volunteer or an organization representing him/her pay the premiums.

Managers may find a proposal more attractive if it points to a way of saving money or increasing the quality and range of services offered. Managers may be prepared to argue the case for a project with the board if it has the potential to meet aspirations that cannot be satisfied in other ways. Even a lukewarm manager will be helpful if his or her board wishes to proceed.

PROFESSIONALS

Many professionals employed in health and social care services, particularly in the years immediately following training, are unsure of their roles. They are establishing relationships with other professionals which seem more important to them than developing an understanding of volunteers. It can be difficult for a professional

to admit that part of the role that s/he has been trained to perform can be undertaken by a relatively untrained and inexperienced member of the public. Wording to convince them needs to be chosen with great care if they are to be won over.

Volunteers make demands on the time of professionals and, unless there is an enthusiastic commitment, volunteers will soon detect that they are not valued. Volunteers also make demands on the time of managers and supervisors and, to some extent, may find themselves competing with junior professionals for the time and attention of senior staff.

The provision of health and social care services can be stressful. Staff often feel they need to unwind and tell anecdotes about their outrageous experiences with patients, clients, or other professional groups. It is satisfying to do this with like-minded professional colleagues, but the presence of volunteers in an office can be inhibiting. Objections about a proposal for a volunteer project sometimes arise because professionals feel uncomfortable about sharing their work environment with people who may be critical or lack understanding.

Of course some professionals are looking for new challenges. They see the possibilities of using their time to bring benefits to larger numbers of their clients by the judicious use of volunteers. They are prepared to invest time in developing a good project. For some, responsibility for a volunteer project helps to distinguish them from their professional colleagues, and may get them noticed by supervisors and managers. This may be true especially if they have writing skills, and can record their work in prestigious national publications. If it is possible to provide examples of successful projects involving professionals and volunteers, it may be easier to convince skeptics of the benefit that volunteers can bring to their professional practice.

TRADE UNIONS

The clear anxiety of trade unions is that job substitution may occur. If industrial

relations are satisfactory the issues can be debated sensibly, explanations given, and arrangements agreed upon. If relationships are already soured because of a pay dispute or a spate of redundancies—where jobs are lost because of downsizing—it is unlikely that the creation of a new volunteer project will be greeted with sympathy. Similarly, if negotiations are taking place about poor working conditions, a trade union will see the introduction of volunteers as weakening its position. Timing is always important.

There is no reason why trade unions should feel sympathetic to volunteerism. Leaving aside the fact that trade unions are themselves controlled and largely managed by volunteers, their role is to protect the interests of working people. Their power, prestige, and income rises as the workforce increases. Whatever benefits volunteers may bring to their members, they do nothing for the union.

Behind the rhetoric of trade union objections to volunteer projects is often not only a fear of job losses, but a perceived devaluation of the skills held by the work force. Once a trade union accepts that volunteers can assist staff, or undertake some roles which would otherwise require staff, their bargaining power is reduced.

Volunteers are praised and patronized by the media and by politicians whereas staff, particularly those employed in public services, tend to get the blame when things go wrong. Voluntary organizations sometimes find it helpful to include the name of a prominent trade unionist on their letter-head, for example someone on the governing committee who is known locally, who can intervene if a trade union raises objections to a proposal.

Although volunteerism in public services does not fit happily with trade union policies, individual union members have wider interests than the activities of their union. They see the need to engage members of the community in their work, and many of them want to participate in volunteer projects. They would not be willing to accept the public opprobrium that

would follow if their union refused to co-operate. The growth of volunteering among newly retired people suggests that many union members see the potential benefits of volunteering.

USERS AND CARERS

Users and carers want the best quality service available. Users are defined as older, disabled persons needing and using services. Carers are family members or neighbors who provide assistance. They may see involving volunteers as a substandard option. They do not necessarily recognize that front-line staff in domiciliary care services and in residential homes are often poorly trained and supervised. Users and carers also have another problem. It is much easier to accept that a relative needs expert care than to believe that, although you cannot cope, a relatively untrained volunteer can do the job. This situation has been recognized in the field of child care. Parents may be willing to accept residential care for a child, but object strongly to an attempt to place their child with foster parents. Volunteers and their organizers must be sensitive to the powerful emotions that are at work when family members feel unable to meet the needs of their relatives and turn to outside help.

On the other hand, once users and carers have experience with volunteers, they are likely to recognize that the role volunteers perform is quite different from a professional. Volunteers have more time and can take a more personal interest. Volunteers do not have the power to give or withhold a service, so the kind of relationship that they forge is different. Volunteers can sometimes help users and carers to make better use of the services available by acting as advisers and advocates. Once initial doubts have been overcome, users and carers may themselves become powerful advocates for volunteer services.

CONCLUSIONS

All the groups mentioned—politicians, managers, professionals, trade unions, and users and carers—have their own perceptions and their own agendas. It is instructive to ask whether volunteer organizers struggling to establish a new project are the only players with pure motives. Of course not! Apart from wanting to create a worthwhile project, they wish to ensure they carry out their duties in such a way that they continue to be paid. They want their jobs to be interesting, they want recognition, and possibly promotion. They may look forward to creating a project which will enable them to publish a book or to undertake a lecture tour.

So does it matter that there are self-interested sides to all our characters and that our motives are mixed? Our task is to have a clear vision of what we want to achieve for our clients, to identify and engage the legitimate aspirations of all the players, and to be sensitive to the downside for each party. We must demonstrate that the project we are promoting will help each set of players achieve its goals. The arguments we use will depend on the people we are addressing. It is important to work to strengths that are present, to go with the grain wherever possible, and to emphasize how the project will benefit those whom we are addressing. Written reports, which will be seen by several players, need to be carefully crafted so that each can identify a benefit that appeals.

Such an approach may be distasteful to some people, but negotiation is an essential part of human interaction. Successful salespeople know their customers' needs. Sales patter is carefully crafted to make the customer feel good, and demonstrate the product will meet all requirements. Good salespeople mention only one negative—the price—but will endeavor to show that the product is worth the price because of the benefits received.

1995 International Conference on Volunteer Administration

ABSTRACT

Because the board of trustees of an organization works primarily with the executive director, staff members often feel disconnected and even passive about its role. Yet board members can be powerful advocates for organizational change, and it is helpful for staff to develop such advocates at the board level. This is especially true for the volunteer administrator. Board members can serve as models for the high-impact volunteer involvement that is most desirable in an organization. Frequently, however, board members do not see themselves as volunteers or as connected to the organization's volunteer program. Volunteer administrators must first become personally informed about the role of the board and the unique contributions of its members. Volunteer administrators can create advocates at the board level by connecting the board to the volunteer program, seeking spokespersons for the volunteer program at the board level, and by educating the board about the volunteer program thereby elevating the status of all volunteers.

Understanding and Influencing the Power People

Mary V. Merrill

The board of trustees of a non-profit organization is a key component of the organization yet frequently the average staff member has little direct connection or communication with the board and often does not understand the role and importance of the board.

First, a board is a legal requirement for all non-profits. In the non-profit world they are referred to as boards of directors or as boards of trustees because they hold the "public trust." They serve as the eyes and ears of the greater community, and are responsible for the financial transactions of the organization.

In an ideal situation, boards provide a connection to the greater community while also serving the organization in partnership with the staff. They provide leadership, objectivity, and credibility (Ellis, 1986). A board is unencumbered by

the daily management of the organization thereby allowing it to focus its attention on the greater issues of long-range planning. Board members give "credibility" through their unpaid status. Paid staff have a vested interest in the affairs of the organization while theoretically the board, as unpaid volunteers, have less of a vested interest in the organization, and are better able to make the types of difficult decisions that may affect staff adversely. The board serves as an objective policy maker, able to focus on the policy issues of the organization without being personally affected by those policies. Board members act for the good of the greater community or public.

BOARD FUNCTIONS

Boards perform six basic functions. First, they are responsible for the adminis-

Mary V. Merrill is a private consultant and trainer with twenty years experience in the areas of volunteer administration and non-profit boardsmanhip. A licensed social worker, she was the director of training and consultation for the Volunteer Center in Columbus, Ohio, for eight years. In 1994 and 1995 she travelled to Russia through the Points of Light Foundation to help develop a volunteer center in Moscow. She holds an adjunct faculty appointment at Franklin University, Columbus, Ohio, where she teaches a professional certificate course in volunteer program administration. She co-teaches a series of continuing education courses called the Institute for Volunteer Administration for Ohio State University, Columbus, Ohio.

tration of the corporation. They ensure that all legal requirements are met. The board defines the organization's purpose by establishing a clear statement of mission. The board should annually revisit the mission to be certain it is relevant and meaningful in a changing society.

Second, the board is responsible for program planning and budgeting. Every board first must ensure that programs and services are consistent with the organization's mission and are of high quality. Sometimes the board must make decisions about competing interests. It is the role of the board to define the specific needs to be addressed by the organization, to establish priorities of service, and to identify the target population to be served. Staff and board should work cooperatively to develop the programmatic and financial plans. The board approves and adopts the annual plan and the annual budget to support the program plan. The staff is responsible for the efficient, effective, and often creative implementation of the programs, within the budget parameters.

Third, the board is responsible for the ongoing evaluation of organizational effectiveness. The board regularly evaluates the progress and accomplishments of the organization. In doing so the board assesses progress in achieving the mission, responsiveness to new situations, the effectiveness of programs, and the effectiveness of the board's leadership role.

The fourth function of the board is the retention and evaluation of the executive director. The board is responsible for the hiring, supervision, evaluation and, if necessary, firing of the executive director.

The fifth function of the board is the financial stewardship of the organization. The board should assume the lead in the development of financial resources by setting the standards for solicitation and expenditures, and by engaging in long-range financial planning. One way in which board members take a leading role in the development of financial resources is through personal contributions.

Finally, the board serves as the com-

munity connection. The board represents the public interest, and through its connections with the community, gives credibility to the organization and its programs. In like manner, board members represent the organization in the larger community. Often individuals are invited to sit on a board because they represent a particular constituency of importance to the organization.

Brinckerhoff (1994) suggests that an effective board has most, if not all of the following characteristics:

- *It understands the organization's mission, and acts to implement that mission for the benefit of the organization's constituency, consistently and professionally.*
- *It acts as a policy setter and check and balance with the staff.*
- *It works primarily with the executive director and evaluates the executive director at least annually.*
- *It changes over time, filling its membership fully by recruiting new members to meet the changing needs of the organization.*
- *It elects qualified officers, and appoints qualified committee chairs.*
- *It supports the organization in public.*

THE VOLUNTEER ADMINISTRATOR AND THE BOARD

Because the lines of communication with the board pass most directly through the executive director, staff often believe and act as if they have no connection with, or impact upon, the actions of the board. The truth is that staff can play an important role with the board with the approval and direction of the executive director.

The proper lines of communication between staff and the board require staff to always seek approval of the executive director before approaching the board or a specific board member. Board members likewise are not encouraged to make direct contact with staff without prior knowledge and approval of the executive director. This does not mean, however, that staff cannot have official interaction

with the board. The first step for the volunteer administrator is to work with the executive director to highlight the importance and value of having direct interaction with the board by identifying specific areas where s/he can be of "assistance" within the board process.

Frequently staff have opportunities to serve as advisors to the board's committees. Board members are not, and should not be, engaged in the day-to-day operations of the organization. They rely on staff to bring issues of importance to their attention. Volunteer administrators are in a unique position to influence the board, and can often create volunteer program advocates through interaction with board members.

Volunteer administrators can create advocates at the board level by serving as a resource to the nominating committee where they can be actively involved in recruiting and recommending new board members. They can offer to be a part of the orientation for new board members, perhaps even taking a lead in planning it.

Volunteer administrators may find creative ways to remind board members that they, too, are volunteers for the organization. Frequently board members do not perceive themselves as volunteers and, in fact, ignore or devalue the volunteer program. Volunteer administrators must help board members recognize their unique contributions in such ways as to elevate the status and importance of all volunteers.

Board members are the high-level decision makers for the organization, and by their stewardship show that volunteers can and do fulfill critical roles in the life of the organization. They demonstrate that volunteers need not be given secondary or less important functions within an organization. This is a unique opportunity to highlight high-impact volunteer involvement that can create excitement and advocates at the board level.

Volunteer administrators can involve the board in the evaluation of the overall volunteer program by seeking their input

regarding the evaluation criteria. Ask board members what they want to know, and why it is important to them, before developing the evaluation process. As stakeholders seek their input. Provide them with essential quantitative and qualitative information about the volunteer program. Be sure the information provided affects program delivery, and helps accomplish the mission of the organization.

Volunteer administrators can assist and encourage the board to consider the roles of volunteers during board visioning and planning sessions. Work with the executive director to stress the importance of your personal participation in the process emphasizing the need to consider volunteer inclusion and impact in the development as well as implementation phases of the organization. When possible, encourage the active participation of program volunteers. Encourage the executive director and board to seek input from all volunteer program staff, paid and unpaid.

Regularly communicate issues of importance to the board. Volunteer administrators often provide monthly or quarterly reports to the executive director who may or may not pass them on to the board. Volunteer administrators need to be proactive in encouraging the executive director to allow the volunteer program to be more than a monthly report on a piece of paper.

When you obtain access to the board do not report only numbers. Also give anecdotal information that supports the goals of the volunteer program and promotes the mission of the organization. Share current literature or research about volunteerism. These reports call attention to the volunteer program and help the board be an active participant in the program. Another way to call attention to the volunteer program is to formally, through the executive director, seek board approval for volunteer program policies.

Approach the executive director about inviting board members to be a part of community speaking engagements. Volunteer administrators can encourage board members to speak out about their

volunteer involvement. Use quotes and photos of board members in agency reports and newsletters.

Serve as a staff liaison on the board's program committee. This position provides the volunteer administrator with new opportunities to remind the board of the daily role of volunteers in program delivery. Encourage the board to expand its vision of volunteer involvement, and to consider the implications for volunteers and volunteer program management when they discuss program development or expansion. Look for and encourage new ways of engaging volunteers in the work of the organization. Build advocates at the board level.

Finally, become better informed about the unique nature of board work, and the relationship of board members to the volunteer program. Respect the proper lines of communication and work closely with the executive director to define proper and appropriate avenues for interaction with the board.

Volunteer administrators should become familiar with the skills and interests of each board member as they would for other organizational volunteers. Create personnel files and document trainings. Create personalized opportunities

for recognition.

Board members are motivated by the same types of motivations that influence all volunteers: affiliation, achievement, and power (McClelland and Atkinson, 1968). Volunteer administrators are well versed in understanding volunteers and their needs and can be of service to the executive director in this area. Volunteer administrators need to recognize that board members are volunteers first, and policy setters second. By using their knowledge and understanding of the volunteer field, volunteer administrators can produce major dividends for the volunteer program by creating volunteer program advocates at the board level.

REFERENCES

- Brinckerhoff, P.C. (1994). *Mission-based management: Leading your not-for-profit into the 21st century* (Oak Park, Illinois: Alpine Guild, Inc.), 43-45.
- McClelland, D., & Atkinson, J. (1968). *Motivation and organizational climate*. Boston: Harvard Press.
- Ellis, S.J. (1986). *From the top down: The executive role in volunteer program success* (Philadelphia, Pennsylvania: Energize, Inc.), 6.

1995 International Conference on Volunteer Administration

ABSTRACT

The introduction and development of volunteer administration and management has led to better functioning volunteer organizations, but "management" is the wrong word to use in all organizational settings with volunteers. Management certainly is not correct terminology when referring to the relationship between a national headquarters and the local, volunteer-run chapters of national volunteer organizations. This can be explained by the lack of essential organizational control in those organizations, the abstract nature of shared values and practices, and the difficulty of imposing sanctions. For this complicated relationship to work, other types of governance are needed that incorporate the complexity, diversity, and dynamics of the relationship between the national organization and its members.

Management Is Not Always the Right Word!

Lucas C.P.M. Meijis

INTRODUCTION

Is it possible to "control" or change the behavior of volunteers at the local and regional levels of national volunteer organizations? This is a major managerial and governing challenge for any national federation of all-volunteer affiliates in local municipalities. From the perspective of the national organization, a certain level of consistency in the functioning of local chapters is needed to be successful. On the other hand, local chapters must be free to adjust national policies to local needs.

As a rule, general policies and practices are supposed to be the same in all local chapters. These policies and practices can be very precisely formulated and strict, but they can also be very vague. Examples of policies are: the organization only allows men to be members, is open to both men and women, or that the board must be at least 25 percent female. Experience shows that some policies are easier to implement at the local level than oth-

ers. Is it a problem if local chapters take it upon themselves to circumvent or change the policies?

The ideas presented in this article are based on research done in large organizations in the Netherlands with a national scope. Some of the Dutch organizations have more than 1,000 local chapters with more than 20,000 volunteers nationwide. Bear in mind there are only 630 municipalities in the Netherlands! Volunteers perform the primary functions of these organizations, and the local and regional levels are entirely volunteer-run. At the national level there is paid staff, but no organization has more than 50 employees. The regional organizations have an important function in the internal democracy of the organization by gathering the opinions of local chapters as well as supporting them. However, sometimes they develop procedures and activities of their own that differ from the levels above and below them.

Lucas C.P.M. Meijis is a researcher and teacher at the Faculty of Business Administration, Rotterdam School of Management of Erasmus University, Rotterdam, the Netherlands. In 1996 his dissertation on the management of national volunteer organizations will be published. Currently he is studying the policies that local governments use to stimulate and encourage volunteering and volunteer organizations as well as the special problems of volunteers in a labor union of police officers. He has published on human resources management in volunteer organizations.

VOLUNTEERS AND THE CONCEPT OF "MANAGEMENT"

A popular definition of management is the process of "planning, organizing, directing, and controlling the activities of employees in combination with other resources to accomplish stated organizational goals" (Steers, *et al.*, 1985). The effectiveness of certain styles of management depends on the situation, and so managers must be able to "read situations" (Morgan, 1986). In transferring management skills from companies with paid staff to national organizations which manage volunteers, one crosses two borders: the border between for-profit and non-profit organizations, and the border between paid and unpaid staff. These differences have been researched and described elsewhere.

Volunteer management and administration is still a relatively young professional area. It is rather well developed in the United States compared to the Netherlands. Its scarce literature is largely U.S.-based, too. The literature concentrates on subjects such as the place of volunteers within organizations, who directs or coordinates them, how to design volunteer jobs, and paid/volunteer staff relations. There is also literature on functional management areas such as marketing and public relations, fund raising, and recruiting and selecting volunteers. The application of general management tools has certainly given volunteer organizations a framework and direction.

Even in the most specialized volunteer literature, suggested management practices are built upon clear relationships between people and organizational levels. Mostly these imply hierarchical and functional relationships in volunteer settings such as non-profit agencies where organizational control is accepted or easily enforced. The situation changes when it comes to national volunteer organizations with local chapters.

Pearce (1993) makes clear that organizational control of volunteers is largely based on three elements: 1) personal relationships; 2) utilizing volunteers for tasks

they find personally satisfying; and 3) appeals to shared values.

Every organization has "core" volunteers and more peripheral volunteers. Core volunteers usually spend more time with the organization, give priority to their membership commitments, and are highly visible to other members. Peripheral volunteers do what they are asked to do because of the person who does the asking, and not necessarily because of the position the person holds. Meaningful assignments and appeals to shared values can be effective as control mechanisms under certain conditions, but personal relationships are the primary force with which all-volunteer organizations get their work done.

MANAGEMENT MISTAKES AT THE NATIONAL LEVEL

All national organizations develop internal systems for making decisions and setting new policies. For example, they may call a meeting of local or regional representatives to set national policies. Sometimes the role of this meeting is simply to "applaud" decisions that the national board and paid staff have come up with, but sometimes this national meeting is indeed the place where there is discussion about decisions. The accepted point of view is that all local chapters will follow these decisions because their representatives were involved in the process.

Absolutely wrong.

Local chapters rarely function as the national level expects. Often local chapters do their best and are not intentionally doing things differently from national policy, but they focus their activities on the primary mission of the organization—what it was established to do for the community. Local chapters may not have much interest in national concerns such as producing standard financial reports, fund raising to support the national office staff, or even recruiting new members if there is no immediate local shortage. The perspective and priorities at the local level are rarely the same as at the national level. Requests from or campaigns developed

by the national office are postponed or forgotten.

There are also those local chapters that just want to do their work differently. They develop different solutions from those suggested by the national level. They may not even open the mail from the national office. Cynics say that within ten miles of the drive home from the national meeting such members have already invented ways of dodging the supposedly agreed-upon policies.

Here is one example from the Netherlands. A membership organization has activities for children from 6 to 17 years of age. At 17 the youth must decide if they want to become volunteers or leave the organization. Frequently they leave at age 14 or 15 because they feel they already have accomplished all the exciting things available. To prevent early departures, the organization developed a national policy for local chapters prohibiting popular activities for 6-to-8-year-old children such as outdoor camping and special games. Only teenagers would get this chance.

Nevertheless, some local chapters continued to sponsor the most popular events with young children. To gain control, the national level tried to sanction these chapters by cancelling insurance for the forbidden activities. In response, some local chapters simply obtained different insurance. Meanwhile, the local chapters that rebelled against national policy continued to use the national name and image.

Traditional management techniques seem to be ineffective in creating local chapters that function as hoped for by the national level. It is not easy to direct local chapters, let alone control them, without losing them altogether. Here are some reasons for the "failure" of management techniques in these situations.

ABSENT PERSONAL RELATIONS AND CONTACTS

In the Netherlands and the United States contact between the national level and local chapters is very limited and im-

personal. The balance between the numbers of paid staff and volunteers at the national level and volunteers at the local level is so uneven (the average in the Dutch study is 200 national versus 15,000 local) that it is almost impossible to have personal contacts with most, if not all, volunteers. The national level can try to reach everyone through a newsletter or member magazine. But will individual members read, understand, and follow national "management" requests?

Most organizations do try to have regular written and oral contact with members of local boards, especially chairpeople, secretaries, and treasurers. But research indicates that a lot of the mail coming from the national level (by some guesses, as high as 20 percent) is opened too late, or not at all. Attendance at national meetings of specific officers can be as poor as 50 percent.

National volunteers and staff tell many stories about the difficulties they have getting in touch with someone at the local level. There are stunning examples of local chapters never returning telephone calls, refusing to use answering machines, endlessly postponing meetings with representatives from the national level, and failing to inform the national office about name and address changes.

ORGANIZATIONAL CONTROL AND GEOGRAPHIC DISTANCE

Of course geographical distance is also an important factor. Not only does distance hinder communication by making it less frequent, less personal, and more expensive, but it also prevents people from meeting each other in accidental, informal ways. In local volunteer organizations, members are likely to meet each other in the street or in malls, schools, and churches. At these moments members are reminded of the commitments they made to the organization or, to put it more precisely, to the neighbor they meet. The effect of distance can be felt even at the regional level.

THE ABSTRACT NATURE OF SHARED VALUES

Organizational control is helped by shared values, and practices based upon these values. These form the traditions or mores of the organization. The more similar the mores among the local chapters of an organization, the more they contribute to organizational control. In the biggest national organizations any similarity of values across the entire organization is of a very abstract nature or perhaps more of an illusion than real.

One group studied in the Netherlands is a merger of three different Christian-based churches. Most local chapters of this organization open their meetings with a Bible reading. Some also pray. But there are other chapters that just start with the business at hand. Although the national organization believes it has a sound, shared-values basis in religion, moving from chapter to chapter shows differences between mores and practices. Effective behavior is different in different chapters. The differences are so strong that some members are not accepted in all chapters.

Another organization officially decided that their policy would be for local chapters to develop their own activities and carry them out as they wished. For example, local groups decide themselves if they want mixed boys and girls activities, allow girls to be members, or whether to require uniforms. Such a policy of local decision-making is easy to "control" from the national level, but as each local group evolves its own programs, connection to the national level and any set of shared values becomes increasingly vague. Eventually it can be questioned whether allowing each local chapter to be independent will produce sufficient shared values for total organizational success.

SANCTIONS AND THE NEED FOR CONTINUING RELATIONSHIPS

Volunteer management practices allow organizations to remove non-functioning volunteers. If the organization's volun-

teers fail to meet their obligations, those already in peripheral roles simply will not be asked again. This is not as easy with core volunteers.

In order to be willing to deal with members who are not contributing as desired, organizations must feel confident that it is possible to find new volunteers. The situation is made more difficult in the Netherlands where many churches, grass-roots organizations, self-help and advocacy groups knowingly accept people as volunteers who are refused elsewhere. In addition, at the national level it is not so easy to terminate a relationship with a local volunteer, especially since local volunteers who have contact with the national level are almost certainly core volunteers in their chapters (Sills, 1957). Even trying to fire such members would certainly lead to a big political fight between the national and local boards, a fight that would end in a Pyrrhic victory.

DISCUSSION

So the question arises: What should national organizations do to "control" or change the behavior of volunteers at the local and regional levels instead of managing them?

It is clear that most local chapters do accept the leadership of the national level, and try to implement national policies as well as they can. There are techniques that can be used to try to get sufficient consistency at the local level, but "management" it is not. The concept of management is based upon clear relationships between the managers and those who are managed. Such a relationship between national headquarters and local chapters simply cannot be clarified even with attempts at written contracts. It is too easy for local chapters to dodge such agreements on the basis that they outline intent, not rules.

New models of interaction are needed that go beyond traditional management, and that keep in mind the uncertain nature of the relationship between the national and local levels of an organiza-

tion. Three different types of interaction and "governability" (Kooiman, 1993) are being studied, and preliminary results were reported at the 1996 I.C.V.A. in Boston. The more concrete results are presented here.

KEEP IT SIMPLE

A national board must work continuously to keep the organization simple. National policies must be uncomplicated, and limited to important issues that relate to the primary processes of the organization. This means making as few demands as possible on the volunteers, especially beyond the mission.

For example, a simple plan for dividing money between the levels (national gets 33 percent of local member contributions) is easier than a complex formula (national gets the first \$36 paid by every member, 45 percent of the next \$64, and 25 percent of the balance). The more complicated, the more anxious local treasurers become.

Simplification is useful in determining activities, too. For example, one Dutch organization involves 23,000 volunteers in 1,300 local chapters for visits with lonely, sick, and old people "just for a friendly talk" in their own homes. It is very tempting for the national level to prescribe in a very detailed way how many visits should be made, and what should occur during the visits. Instead, the organization has a very simple national policy which is that volunteers and the people they visit decide together on the frequency and type of visits. The only requirements are that the volunteers must go to the home for a visit, and they must respect the privacy of the people they visit.

TRUST

Local chapters must have trust in the national board and paid staff, and in the internal democratic procedures that lead to a decision. To gain such acceptance, the national board visibly must represent the mission and core practices of the organization. Trust can be created by developing quasi-personal contact between the na-

tional and local levels. For example, organizations can establish a "visit national headquarters" program for local volunteers.

One national organization studied has a program in which every week two local groups (60 volunteers) visit the national office. They are welcomed and entertained by the C.E.O., not by a public relations staff member. The mission and accepted practices are presented and discussed. After five years of such visits the plan started paying off in some unexpected ways. Now at local and regional meetings people who have participated in visits to headquarters stand up and say that "the paid staff in the national office work very hard, are honest, and must be trusted."

SUPPORT

Research indicates that national level support of local chapters can be effective in implementing policies and practices. Instead of intervening, and laying down the "law" about what the national organization wants, the national office can foster compliant local chapter behavior by providing needed and wanted support. Such support can be given through ready-to-use materials, consultations from experts, workshops, training, and all kinds of resources.

Using such support materials to implement policies and practices requires a good sense of timing and the right approach. The wrong way to do it is to send materials to local groups and insist that these resources be used. Instead, offer the materials, explaining that the local chapters may use them if helpful and making sure the materials are of excellent quality. The trick is to balance insistence with suggestion.

Part of a good support system can be local chapters helping local chapters. In some organizations, the national level identifies "model" chapters and asks them to share with other chapters their methods and results in implementing a new national policy. Fellow local volunteers generally have more credibility than paid national staff.

But there are also pitfalls to avoid. One organization studied has a strict bylaw defining the allowable forms of cooperation with other organizations. To help enforce it, they produced a list of twenty mistakes made by local chapters in cooperating with others. They attached press clippings, photos, and original letters to drive the point home. The impact of this material is negative and ineffective. Local groups learn only about non-allowed forms of cooperation, and fear becoming the bad examples for next year. As a result, many local groups have decided not to cooperate with other organizations at all, which is not good.

OTHER ISSUES

Management techniques must also be modified and adapted in volunteer groups in which the members are, in turn, representatives of other groups and organizations. Here again, personal relations—so vital to control and consistency—are often weak. This is compounded by the problem of priorities. It can be expected that priority will be given to one's own organization, but not to the group where one is only a representative.

Some volunteers as individuals have problems with "management." For some, volunteering is a way of doing work where they can be autonomous, the boss. Volunteering can be a second chance for people who feel undervalued in other contexts, or even a last resort for some. Often such volunteers are highly motivated and perform well, but they can be tremendously resistant to change within organizations.

Management can also be the wrong term for volunteers in policy-making roles. These people are often well-educated and may be managers themselves in different settings.

A final point is that a "disenchantment" with traditional models of volunteer management can be observed in the United States (Ellis, 1995) whereby volunteers seek more flexibility and independence than simply as assistants to paid staff.

A FINAL REMARK

In conclusion, management is a useful instrument for organizing volunteer work. A volunteer's time should never be wasted (Ellis, 1986), and good planning, organizing, directing, and controlling are effective. But one should not overestimate the potential for managing volunteers, particularly in all-volunteer, national organizations. In real-life situations, direction and control are limited in such organizations, and other methods must be found that allow more of a contribution by individual volunteers. Needed are techniques that do not try to reduce the complexity, diversity, and dynamics of the relationship between the national organization and its members, but which incorporate these forces. Indeed, more research is needed to clarify the relationships between different types of organizational settings in which volunteers are active, and the options available for new managerial approaches.

ACKNOWLEDGMENT

The author thanks his colleagues at the Public Management Department at the Rotterdam School of Management and Susan J. Ellis for their comments on this article.

REFERENCES

- Ellis, S.J. (1986). *From the top down: The executive role in volunteer program success*. Philadelphia, PA: Energize, Inc.
- Ellis, S.J. (1995). *Volunteer Energy Resource Catalog*. "News You Can Use." Philadelphia, PA: Energize, Inc.
- Kooiman, J. (Ed.). (1993). *Modern governance: New government-society interactions*. London: Sage Publications.
- Morgan, G. (1986). *Images of organization*. Beverly Hills, CA: Sage Publications.
- Pearce, J.L. (1993). *Volunteers: The organizational behavior of unpaid workers*. London/New York: Routledge.
- Sills, D.L. (1957). *The volunteers: Means and ends in a national organization*. Glencoe, IL: The Free Press.
- Steers, R.M., Ungson, G.R., & Mowday, R.T. (1985). *Managing effective organizations: An introduction*. Boston, MA: Kent.

NOTE

These references were used extensively in research, but are not cited in the text and may provide useful resources for volunteer and non-profit administrators.

Brudney, J.L. (1990). *Fostering volunteer programs in the public sector: Planning, initiating and managing voluntary activities*. San Francisco: Jossey-Bass.

Dunlop, J.J. (1990). Balancing power: How to achieve a better balance between staff and volunteer influence. *Association Management*, January 1990, 39-45.

Fisher, J.C., & Cole, K.M. (1993). *Leadership and management of volunteer programs: A Guide for volunteer administrators*. San Francisco: Jossey-Bass.

Handy, C. (1988). *Understanding voluntary organizations: How to make them function effectively*. London: Penguin Books.

Young, D.R., Bania, N., & Baily, D. (1994). *The structure of national nonprofit associations: Survey results*. Paper presented at the Annual Conference of the Association for Research on Nonprofit Organizations and Voluntary Action (1993). Cleveland, OH: Mandel Center for Nonprofit Organizations, Case Western Reserve.

Young, D.R., Hollister, R.M., Hodgkinson, V.A., and associates (1993). *Governing, leading and managing nonprofit organizations: New insights from research and practice*. San Francisco: Jossey-Bass.

1995 International Conference on Volunteer Administration

Growing Old—The Aging Game (A Training Design)

Deanna Mayer

GROUP SIZE:

Ten or more players (optimum 20–30), ages 12 and older.

LEARNING OBJECTIVES:

To promote understanding of the aging process.

TIME REQUIRED:

20–30 minutes.

MATERIALS:

Card stock game cards approximately 8.5" × 5.5" preprinted with key words and phrases as indicated throughout the script. There will be a set of "age" cards and a set of "topic" cards.

PROCESS:

Growing Old—The Aging Game is most successful when the narrator encourages group members to improvise using their own ideas. Props will also enhance the game.

- 1) The game is led by a narrator who reads the storyline script.
- 2) The narrator begins by asking for volunteers to hold game cards that list an age or topic (mother, father, job, etc.). Cards may be passed out as the storyline script progresses or, as an option, you may pass out all the cards before the game begins.
- 3) The first person who volunteers will be the one who "ages," and should be seated in the front, facing the audience.

S/he begins by holding up the "20 year-old" card. This card will be exchanged for other "age cards" as the game progresses.

- 4) Those holding topic cards take their places near the "aging" person and hold up their topic cards for the audience to see. They remain standing in place until the storyline script changes, when they are asked to sit down.
- 5) If you do not have enough people, you may use fewer topic cards and adjust the script. Another option is for one person to represent two topics.

NARRATOR SETS THE SCENE

Many elderly people still enjoy good health. They're friendly and cheerful, and able to go places and do the things they like. Family and friends may live nearby to help them and visit with them.

Unfortunately this is not true for everyone. Some elderly people have a lot of health problems. They may seem to be unhappy and depressed and often complain about their poor health and sad lives.

This is a game to help us understand what it's like to be a frail, elderly, home-bound person who is all alone. It's important to remember that no one wakes up one morning suddenly having become 87 years old. Many elderly people have married, had families, homes, and productive jobs during their lifetimes.

Deanna (DeeDee) Mayer has been a professional volunteer administrator since 1982. As assistant director of a Meals on Wheels and Senior Centers program, she first conceived *Growing Old—The Aging Game* as a way to prepare students for meal delivery to shut-ins. Currently she is the coordinator of Volunteer Home Care, a county-wide program of service through church volunteers to those in need of all ages. *Growing Old—The Aging Game* has been adapted as an orientation tool for these volunteers.

Old people have experienced the same hopes and fears, joys and sorrows as young people. They are just like us. The difference is elderly people have suffered losses as they aged. These losses may not be just physical, such as vision and hearing loss. Many seniors have lost close friends and family members, including a husband or wife.

They may be trying to live on a fixed income while inflation rises. For the first time in their lives they may be poor. Because of failing health, an elderly person may become completely dependent on others to get to places and do things.

To show you what this is like, we're going to need a lot of volunteers [hands go up].

GAME PLAY

You can improvise a story about your own "aging" volunteer, or use the script that follows. Each highlighted word in the script represents a game card. Prepare to hand out age and topic cards in the beginning or as the story progresses. Except for the one who "ages"—who is seated up front—all players stand until their role ends.

NARRATOR STARTS THE GAME

We're going to start with **[NAME]** and have him/her age from 20 to 80 in the next few minutes.

[NAME], come and sit here in the front. You're **20** years old now [hand out age card]. Well, John, you're a bright, handsome young man. You've just graduated from junior college and you have a **JOB**. You also have your own **CAR**. You have a **MOTHER**, **FATHER**, **GRANDPARENTS**, and a **SISTER**. You also have three friends **[FRIEND FRIEND FRIEND]**. You like to go **SHOPPING**, to **RESTAURANTS**, and the **MOVIES**. Your health is great and life is pretty good. When John was 22 he got married . . . we need a **SPOUSE**.

Now 20 years have gone by and John is **40** [exchange 20-year-old card for 40]. Lots of things have happened in his life. Now he has two sons . . . we need two sons up

front, **SON SON**. John has a nice house, but a big **MORTGAGE**. Stand up here, **MORTGAGE!** His kids will soon be in college. Who's going to be the **KID'S COLLEGE**? John's **GRANDPARENTS** have passed away [**GRANDPARENTS** sit down]. His **MOTHER** also died at an early age last year [**MOTHER** sits down]. One of his friends moved away, and John doesn't get to see him/her anymore [**ONE FRIEND** card holder sits down].

Another 20 years goes by and now John is **60** [exchange 40-year-old card for 60]. What do you think has happened to change John's life?

He's just decided to take early retirement . . . sit down **JOB**. His house is paid off . . . sit down **MORTGAGE**. By now his **FATHER** has passed away . . . sit down. One of his old friends died last year [**ONE FRIEND** card holder sits down]. John's kids are through college [**KID'S COLLEGE** sits down], and one son has married and moved away [**ONE SON** sits down]. This son seldom writes or phones and John misses him. Now John's living on a fixed income. We need someone to be John's **FIXED INCOME**. At the same time he must deal with **COST OF LIVING INCREASES** [give out cards]. John has also started to have health problems. Now for the first time he has **MEDICAL BILLS**.

Now it is 20 years later and John is **80** [exchange 60-year-old card for 80]. Life is a whole lot different from years ago when he was young. John often sits and thinks back to the days when he was busy with his job and family. People really needed him then. Now it seems like nobody needs him anymore.

The last few years have been hard for John. Two years ago his **SPOUSE** passed away [**SPOUSE** sits down]. Last winter he fell and broke his hip. It really didn't heal properly, and because of that, and failing eyesight, he has had to stop driving his **CAR** [sit down]. What does he have to give up because he's lost a car? That's right—sit down **MOVIES, SHOPPING, RESTAURANT**.

Now John has **MORE MEDICAL**

BILLS, NURSING CARE, and receives **MEALS ON WHEELS** [give out cards]. John's second **SON**, who lives in the area, is in his sixties and recently had a heart attack, so he can't help John much at all. John's **SISTER** is still alive but she is old too and he never gets to see her [the **SON** and **SISTER** distance themselves from John]. And, his old **FRIEND** passed away [**FRIEND** sits down].

SUGGESTED DISCUSSION QUESTIONS

- 1) What does John's life look like now?
What does he have left?
- 2) What losses has he suffered over the years?

- 3) How do you think he feels?
- 4) What might he be like if you met him for the first time? Why?
- 5) What are some things you could do for John or say to him to help him feel better?

ADAPTATIONS

The game and script may be adapted easily to any type of volunteer group or service. For example:

- Church Youth—**CHURCH** may be added in the beginning and woven into the script (**MARRIAGE**, **BAPTISM**, etc.)
- Nursing Home Visitation—add **NURSING HOME** to the end of the script, delete **MEALS ON WHEELS**, etc.

1995 International Conference on Volunteer Administration

How to Make Service into Service Learning

Cynthia Parsons

ABSTRACT

The traditional placing of students in non-profit organizations for a few required hours to get a taste of volunteerism, while still in place in many school districts, is giving way to service by students designed to enrich their academic course work. For the volunteer administrator this requires new considerations for volunteer student placements in order to enrich both those being served and the student volunteers.

INTRODUCTION

There is a wonderful change taking place in student volunteer work in traditional service organizations. Some might call it a true paradigm shift.

In the past, teachers did not ask their students to make any connection between their volunteer service experiences and their academic course work. This meant that volunteer administrators did not have to concern themselves with linking service activities to academic pursuits. Generally they were asked only to comment on the quality of a student's service and on whether each student had fulfilled his/her time requirement.

Now a growing number of schools and colleges want today's service learning experience for students to be part and parcel of academic course work.

Twenty years ago almost no colleges or universities asked students to write essays about their volunteer work, nor did they place student volunteer work high on their list of acceptance criteria. This is not so today. It is a well-accepted bit of college-prep folk wisdom that if there are two students matched academically, with comparable scores on national standard-

ized tests, and one has done some service learning while the other has not, the student with service experience has the edge.

Volunteer supervisors in health facilities have long noted that children who volunteer in their institutions (visiting with the residents, drawing pictures for them, assisting them in the recreation areas, recording their oral histories, etc.) have not been directed by their teachers to connect what they learn in the health facility with what they are reading in their health texts during the regular school day. Instead most health teachers have treated student volunteer time in a health facility as a "learning to serve" experience, period. These teachers have not treated volunteer service as a time for their pupils to test theories they have read as homework, discussed in class or heard in classroom lectures.

Today volunteer administrators are discovering that even primary school pupils expect to learn something about how the health facility operates, and how the residents are cared for. The students want interactions with the residents to "make a difference." Once back at school the pupils know that health teachers expect them to have learned something about

*Cynthia Parsons is the founder (1986) and coordinator of SerVermont, a statewide initiative to provide service learning experiences for all Vermont students, kindergarten through graduate school. She is the author of *Serving to Learn, Learning to Serve: Civics and Service from A to Z* (Corwin Press, Thousand Oaks, CA). She has been a service-learning teacher since 1948, and for fourteen years was the education editor of *The Christian Science Monitor*.*

health care, and to have observed the impact their volunteer assignment has had on the organization and its clients.

A 7th grade student who spends an hour a week at a nursing home for the elderly—and usually is assigned to a recreation area to play Chinese checkers with residents—is expected to note if the residents remember how to play the game from week to week, and if playing it helps them remain mentally alert.

In addition to reading about memory loss in class, health teachers may ask their students to observe the elderly whom they see during their weekly volunteer visits, and participate in class discussions, sharing anecdotal evidence about their visits.

SOME EXAMPLES OF SERVICE LEARNING

Learning a foreign language

Service learning calls for volunteer administrators to make assignments for students that are not only appropriate for their age and experience level, but also supportive of their academic course work. Using volunteer time to support the study of a second language is an obvious example. Here the volunteer administrator pairs students with those who would welcome helping them learn another language. While one native French-speaking (or Spanish-speaking) resident of a veteran's hospital might enjoy sharing a foreign-language video with an advanced language student in order to discuss it in the "second" language, another might be more comfortable sharing simple children's poems and stories with students just beginning the study of the language.

Volunteer administrators can help set up pen-pal relationships with residents for foreign-language students. They can also suggest that a phone-pal arrangement might better serve the needs of the bed-bound while at the same time providing foreign-language students an opportunity to hear and respond to a native speaker.

Meanwhile the foreign language teacher might expect students to turn in papers and tapes that translate interactions during the volunteer assignments into both English and the foreign language. Perhaps the second year French student would write a letter in French about Halloween to imaginary relatives in the south of France. Or, if preferable, students might want to write to a native French speaker at the local veteran's home. The language teacher might say, "If you get a letter back from your friend in the veteran's home, you can translate it [into English or French], and hand it in for extra credit." Warning: The volunteer administrator must be alert to an overload on a friendly and garrulous veteran by several eager students!

Let's consider another situation where high school students learning French volunteer at a veteran's hospital. An 11th grade student is taking third-year French. She is expected to improve her written French and her ability to translate from French into English and vice versa. The volunteer administrator knows a French speaking veteran who dearly needs and craves companionship, but who is severely deaf. The volunteer administrator thinks this is a good match. The student can share French translations from class with the veteran. He can respond in writing. Other veterans may be physically disabled and unable to write, but able to hear and speak clearly. Students could converse with these residents, practicing oral expression and developing vocabulary in the process.

The wise volunteer administrator will make sure that the interested residents spend time with the French-language students when they perform skits, sing songs, recite poetry, and engage in folk dancing. These events take place at school with the residents coming to the school. Or the school or a volunteer organization may be the transportation provider to get the students to the facility. All the residents, not just those for whom French is their native language, get a chance to enjoy the students and the cultural enrichment.

Those who have seen service learning know how students enrich the lives of long-term care residents and recognize that the quality of life for the residents dramatically improves. For the students, what was once a "chore" or "do-gooding" becomes a true learning experience. For the student, talking about one of Guy de Maupassant's essays with a native French-speaking, wheel chair-bound veteran (in French), and laughing together over his exploits, beats reading the essay alone and trying to translate it precisely with only a dictionary for help. One can easily assume that senior citizens are immensely buoyed knowing they can help their young friends not just with vocabulary, but also with insights about French culture.

One can similarly imagine the fun the student can have with his or her language pal. The youngster might arrange to have a birthday cake baked for his language pal by a home economics class, and ask a choir group to sing popular French songs in celebration. Perhaps the young language pal will want to write a puppet play, getting a craft class to make the puppets, and asking classmates to participate in the dialogue. The students can present the puppet play twice: once in French, the second time in English, taping the performance and receiving a translation grade from the language teacher for the quality of the work.

A History Lesson

While the impetus for using service experiences to enrich the curriculum should rightly come from teachers, volunteer administrators may be in a stronger position to know what service learning experiences would best serve not only their clients, but also their institutions. An example:

The volunteer administrator at one small rural nursing home within walking distance of the local elementary school had a brainstorm one day about how to raise the interest and activity level of the residents while enriching the lessons of the 5th grade class at the same time. The

class was studying the Civil War. Some of the residents actually knew people who participated in that war. The volunteer administrator asked the teacher if the students would like to record the nursing home residents' recollections of what they had been told about the Civil War.

Thus began a series of tape recordings about historic events. Students wrote reports in booklet format incorporating the residents' comments. When the class began studying the era of the Great Depression in the United States they discovered all of their nursing home friends had been affected. They even found the residents had opinions about the Beatles!

For students, the opportunity to do primary research was invaluable for scholarly growth. For the nursing home residents, personal histories grew in richness because of student interest. The volunteer administrator gained satisfaction from developing a more active environment for the residents.

The teacher recognized that the children's visits were always special events, times of happiness for the residents. She was astonished at how much more productive the history sessions were after the children had listened to the taped recollections and written their booklets. The students wanted to know more. They were full of questions, keenly interested in hearing the residents' personal histories. Awkwardness disappeared as the children and the residents discovered common interests.

Residents who could, read the booklets before the children arrived. In other cases the children came prepared to read portions of their booklets to the residents. The students received more praise than criticism and learned to ask better questions. The residents worked hard to remember not only what had happened, but its impact on them at the time.

OTHER OPPORTUNITIES FOR SERVICE LEARNING

Teachers who never thought that volunteer service time was anything but "learn-

ing-to-serve" time are recognizing that they have missed some golden opportunities to help students who are the types of learners who thrive when what they do correlates with what they study.

Let's look at this new way of viewing student community service from a teacher's point of view.

The Typing Teacher in the Business Skills Class

- The pupils need to learn how to create mailing labels. Almost every non-profit agency needs up-to-date mailing lists and must generate new mailing labels.
- The pupils need "letter-perfect" practice writing text material. All non-profit agencies need letters processed and directed to multiple audiences.

The English Composition Teacher

- The students need practice summarizing material in news form. Almost every non-profit agency needs shortened, summarized articles for newsletters.
- The students must learn how to take oral data and transfer this information to the written essay form. Almost every non-profit agency preserves historical data for its clients.

The English Literature Teacher

- The students must read serious literature and be able to discuss it with familiarity. Most residents in senior centers, nursing homes, hospices, and the like love to review a classic text, and welcome the opportunity to talk over meanings and impressions with new readers.

The History (Social Studies) Teacher

- The students need to serve as historians as well as read what historians have written. Every senior residence has oral history waiting to be recorded and processed.

The Chemistry Teacher

- The students need to learn the difference between the physical characteristics of potable and polluted water. Every residential facility needs to have its water supply checked for potability.

The Math Teacher

- The students need to know how to synthesize relationships in understandable charts and graphs. Every non-profit organization's annual report needs explanatory charts and graphs.

CONCLUSION

All of the service learning experiences described in this article give new duties to volunteer administrators. There is not much literature about service learning. Most volunteer administrators find they have to "play it by ear." All report that since service for learning is new to teachers, finding placements for the student volunteers almost always has to be done on an individual basis taking into account each student's needs, abilities, and maturity.

While service learning appears to enrich all involved, it takes time and creativity on the part of the volunteer administrator to carry out and coordinate. Service learning requires finding out a great deal about those being served, and those wanting to serve so that the experience is positive for both.

1995 International Conference on Volunteer Administration

Involving Teens as Volunteers

Scott Kleon, Jeff King, and Betty Wingerter

ABSTRACT

The Independent Sector found 61 percent of youth (ages 12 to 17) volunteered an average of 3.2 hours per week. Teens volunteered most often through religious organizations, youth development organizations, and schools/educational groups. Few of these teens become volunteers on their own initiative. Instead they are asked by others. A critical factor to successful youth programs is the response of young people to the adults who work with them. It is believed that effective youth leadership programs involve youth in significant relationships with mentors, positive role models, and other nurturing adults. In order to carry out their missions, groups and organizations must properly prepare both the adult volunteers/staff and the teens before and during the volunteer experience.

Relax for a moment. Close your eyes. Picture a recent (or potential) experience with a teenager. Now develop a slogan that advertises what you believe about teens. Your slogan could include a jingle or perhaps you would prefer to develop a thirty second TV spot for the local station. If we were to share our jingles or TV spots we would find a variety of thoughts and experiences. Would "volunteer" be among them?

The current and potential value of teens as volunteers in our community groups and organizations should be encouraged. Many of us have yet to recognize the potential value of teens as volunteers.

CURRENT STATUS OF TEEN VOLUNTEERING

The Independent Sector found 61 percent of youth (ages 12 to 17) volunteered an average of 3.2 hours per week (Knauft, 1992). Teens volunteered most often through religious organizations, youth development organizations, and schools/educational groups. Specific volunteer activ-

ties in which teens participated included: babysitting; youth group leader or aide; clean-up or janitorial work; arts volunteer; assisting the elderly, handicapped or homebound; aide or assistant to paid employees; choir member or director; Sunday school or Bible teacher.

Few teens became volunteers on their own initiative. Often they were asked by others to give their time. Teens most commonly learned about volunteer opportunities through participation in an organization or group, recruitment by a family member or friend already involved in the activity, or if they directly benefited from the activity. Knauft concluded that most active teen volunteers have all of the following characteristics: (a) a positive early childhood experience related to volunteering; (b) an altruistic value system; and, (c) a high activity level.

ADULT-TEEN RELATIONS

A factor critical to successful youth programs is the response of young people to

All three authors are currently assistant professors with the Ohio State University Extension working with volunteer programs in 4-H Youth Development. Between them they have over 35 years of experience working with adult and youth volunteers in non-formal educational settings. *Betty Wingerter and Scott Kleon* are currently extension agents working directly with youth through local teen groups. They conduct educational programs, teen camping experiences, and community service projects. They also specialize in building positive relationships with teens. *Jeff King* currently is associate state leader for Ohio 4-H teaching teens and adults in educational settings. All three have conducted a research project on developing positive relationships between adults and youth.

the adults who work with them (Carnegie Corporation, 1992). Cox and Woyach (1992) believe effective youth leadership programs involve youth in significant relationships with mentors, where they interact with positive role models and other nurturing adults. Involving youth in volunteer roles with adults creates unique situations and opportunities for both. Organizations must be sensitive to, and understanding of, the relationship between youth and adult volunteers, and be ready to prepare their organizations for the involvement of youth volunteers.

An Ohio study of 4-H teens (youth volunteers) and adult volunteers identified barriers and challenges that can interfere in effective relationships between youth and adults (King, Kleon, and Wingerter, 1993). The study also identified qualities and behaviors that adults and teens feel enhance effective adult-teen relationships.

Teens reported that the adults who were most effective possessed the following qualities and behaviors: good communication skills, a willingness to listen, a sense of humor, flexibility, and an ability to keep an open mind.

Teens identified the following problems and challenges working with adult volunteers: not being allowed to do enough (for example, practice skills or do meaningful tasks or work), not being listened to, and not being understood (King, Kleon, and Wingerter, 1993).

Adults felt that the qualities and behaviors teens needed to be effective in working with them included: good communication skills, self-confidence, self motivation, maturity, personality, respectfulness, and energy.

These same adults identified the problems and challenges working with teens: teen volunteers lack a sense of responsibility and commitment, are too busy, and parental support and/or involvement is absent. Adults also felt they were sometimes too busy to commit enough time to teen volunteers. (King, Kleon, and Wingerter, 1993).

The situations, the tasks to be done, and

the personalities of those involved affect the ways adults and teens work together. Cox and Woyach (1992) believe that most adult-teen relationships fall someplace along the following continuum: adult control, consultation with teens, adult-teen partnerships, delegation of power to teens, teen control.

Adult control is characterized by the adult retaining all control and power. All of the planning and structuring of the programs or experiences is done by the adults.

Consultation allows the teens to be consulted in planning and implementation, but the adults retain veto power and expect agreement.

Partnership allows the teens some degree of power and responsibility, yet the adults and teens mutually agree on specific functions.

Delegation involves negotiation between the teens and adults with the teens assuming authority over certain components of the program or experience.

Teen control allows for the teens to do the planning and implementation with the adults serving in an advisory capacity.

There is no preferred relationship for adults working with teens. Adults must consider the situation, the purposes of the program, and the strengths and weaknesses of the adults and teens before deciding where the relationship should be on the continuum (Cox and Woyach, 1992).

TEEN CHARACTERISTICS

Teenagers possess unique characteristics which develop from day-to-day and year-to-year. The transition from childhood to adulthood occurs gradually. Research has shown that adolescence can be divided into three developmental stages; early adolescence (age 11 to 13), middle adolescence (age 14 to 16), and late adolescence (age 17 to 19). Each of these stages is marked by distinct developmental characteristics. We will limit our discussion to middle and late adolescence since we most commonly research and work with these age groups.

Middle adolescents are self-oriented

and searching for independence and personal identity. They take pride in responsibility and the respect they receive from others, but their goals are based on personal needs and priorities. They wish to be recognized as unique individuals, and have difficulty understanding compromise (Karns and Myers-Walls, no date).

Karns and Myers-Walls also identify unique characteristics for late adolescents who feel they have reached full maturity and expect to be treated as adults. Rituals, uniforms, and traditions have lost much of their appeal, and plans for the future influence the activities in which they participate.

TEENS AS VOLUNTEERS

Mercer and Lynch (1992) state, "youth lack the experience of how to work or 'play the game' of fitting into the adult world." We must recognize that teens experience rapid physical, emotional, and intellectual changes, and many will come to us as "unfinished" products. It is our opportunity and obligation to provide volunteer experiences that: (1) allow volunteer administrators or supervisory staff to take the time to help teens understand organizational policies and procedures, and the importance of the job to be completed; (2) match their skills, abilities, and interests; and, (3) are well planned and allow for additional responsibilities to be added.

Young people are willing and ready to share their time and talents through local community involvement. Steinbach (1992) suggested some guidelines to keep in mind when working with youth as volunteers. They include: (1) striving for ease of participation by reviewing the location of volunteer opportunity(ies), transportation required, and time of day; (2) working at the board level to give youth full status and board membership (other adults in your organizations and board members need to be prepared to treat youth as equals); and, (3) fostering teens' imagination by listening to them, and encouraging them to try (or try out) their ideas. In addition, both long- and short-term teen volunteer assign-

ments/experiences should be encouraged and developed. Describing volunteer opportunities as job internships or training programs will help to recruit teens who are exploring future career paths.

CONCLUSION

Teens are potential resources available to many groups and organizations. They are willing to take leadership through volunteerism to improve the quality of life in their communities. However, we must recognize that we must allow teens to be "partners" in carrying out the mission of the group or organization. Specific efforts must be made to prepare adults for the teen volunteering experience as well as to prepare teens to volunteer in an adult volunteer environment.

REFERENCES

- Carnegie Corporation (1992). Reports of the task force on youth development and community programs. *A matter of time: Risk and opportunity in the nonschool hours*. New York.
- Cox, K.J., & Woyach, R.B. (1992). *Youth leadership principles*. Unpublished manuscript. The Ohio State University: Mershon Center.
- Karns, J., & Myers-Walls, J.A. (no date). *Ages and stages of child and youth development*. North Central Regional Extension Publication No. 292. Lafayette: Purdue University.
- King, J., Kleon, S., & Wingerter, E. (1993). *Adult-teen relations*. Unpublished manuscript, Ohio State University.
- Knauft, E.B. (1992). *America's teenagers as volunteers*. Washington, D.C.: Independent Sector.
- Mercer, M., & Lynch, R. (1992). *Youth as volunteers*. In Sue Vineyard & Steve McCurley (Eds.), *Managing volunteer diversity* (Downers Grove, Illinois: Heritage Arts), 26-34.
- Steinbach, J. (1992). Involving youth as volunteer leaders. In Sue Vineyard & Steve McCurley (Eds.), *Managing volunteer diversity* (Downers Grove, Illinois: Heritage Arts), 59-62.

THE JOURNAL
OF
VOLUNTEER
ADMINISTRATION

Published by the Association for Volunteer Administration
P.O. BOX 4584 • BOULDER CO 80306, U.S.A. • 303 541-0238

GUIDELINES FOR SUBMITTING MANUSCRIPTS

I. CONTENT

- A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge and inspiration about volunteer administration. Articles may address practical concerns in the management of volunteer programs, philosophical issues in volunteerism, and significant applicable research.
- B. Articles may focus on volunteering in any type of setting. In fact, THE JOURNAL encourages articles dealing with areas less visible than the more traditional health, social services, and education settings. Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organization, etc.). Models of volunteer programming may come from the voluntary sector, government-related agencies, or the business world.
- C. Please note that THE JOURNAL deals with volunteerism, not voluntarism. This is an important distinction. For clarification, some working definitions are:

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

voluntarism: refers to anything voluntary in society, including religion; basically refers to *voluntary agencies* (with volunteer boards and private funding) that 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. Author must send three (3) copies of the manuscript for review.
- B. Manuscripts may be submitted at any time during the year. THE JOURNAL is published quarterly: *fall, winter, spring and summer*.
- C. In addition to the three copies of the manuscript, author must send the following:
1. a one-paragraph biography of not more than 100 words, 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 editorial reviewers. The author's name will be removed prior to review to ensure full impartiality.
1. Author will be notified in advance of publication of acceptance of the article. 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. 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 word used) at the top of each text page.
- D. Footnotes should appear at the end of the manuscript, followed by references and/or a bibliography completed in an accepted form and style.
- E. Author is advised to use non-sexist language. Pluralize or use "he/she."
- F. First person articles are acceptable, especially if the content of the article draws heavily upon the experiences of the author. This is a matter of personal choice for each author, but the style should be consistent throughout the article.
- G. Author is 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.
- H. Illustrations (photographs, artwork) will be used only in rare instances in which the illustrations are integral to the content of the article. Generally such artwork will not be accepted.
- I. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript.
- J. General format for THE JOURNAL is in accordance with the *Publication Manual of the American Psychological Association* (4th ed.), American Psychological Association, Washington, DC, 1995.

THE JOURNAL OF VOLUNTEER ADMINISTRATION welcomes your interest in our publication. We are ready and willing to work collaboratively with authors to produce the best possible articles. If your work is not accepted on the first try, we encourage you to rewrite your manuscript and resubmit.

Further questions may be directed in writing to:

Editor-in-Chief
The Journal of Volunteer Administration
P.O. Box 4584
Boulder, CO 80306, U.S.A.

THE JOURNAL OF VOLUNTEER ADMINISTRATION Subscription Form

- I would like to subscribe to *THE JOURNAL* for one year (four issues) at \$29.
- I would like to subscribe to *THE JOURNAL* for three years (twelve issues) at \$78.

Name _____
Title _____
Organization _____
Address _____
 Street/P.O. Box
City _____ State/Province _____
Zip/Postal Code _____ Country _____

Check or money order (payable in U.S. \$) is enclosed and made out to: **Association for Volunteer Administration**. Please note: Subscribers in Canada and Mexico add \$3.00/year to cover additional postage and handling costs. Subscribers outside the United States, Canada, and Mexico add \$11.00/year.

Charge to my VISA MasterCard
Card No. _____
Expiration Date _____
Signature _____
Phone _____
Fax _____
E-mail _____

Complete and return to:

AVA
P.O. Box 4584, Boulder, CO 80306, U.S.A.
(303) 541-0238

Or . . . receive *The Journal* as a benefit of membership in AVA.

ASSOCIATION FOR VOLUNTEER ADMINISTRATION Membership Form

- I would like to join AVA as an ACTIVE individual member at an annual fee of \$100. (Persons currently active in volunteer administration. Benefits include voting rights, all publications, 20% discount on conferences, and reduced fees for certification.)
- I would like to join AVA as an ASSOCIATE member at an annual fee of \$55. (Students and retired leaders. Benefits include AVA publications and AVA product discounts.)

Name _____
Title _____
Organization _____
Address _____
 Street/P.O. Box
City _____ State/Province _____
Zip/Postal Code _____ Country _____

Check or money order (payable in U.S. \$) is enclosed and made out to: **Association for Volunteer Administration**.

Charge to my VISA MasterCard
Card No. _____
Expiration Date _____
Signature _____
Phone _____
Fax _____
E-mail _____

Complete and return to:

AVA
P.O. Box 4584, Boulder, CO 80306, U.S.A.
(303) 541-0238

THE JOURNAL OF VOLUNTEER ADMINISTRATION

Published by the Association for Volunteer Administration
P.O. Box 4584, Boulder, Colorado 80306, U.S.A.

EDITOR-IN-CHIEF

Marjorie M. Bhavnani, New York, New York, U.S.A.

SENIOR ADVISORS

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

Anne S. Honer, Consultant/Trainer, Mooresville, North Carolina, U.S.A.

EDITORIAL REVIEWERS

Jeffrey L. Brudney, The University of Georgia, Athens, Georgia, U.S.A.

Martina F. Branco, Navy Marine Corps Relief Society, Arlington, Virginia, U.S.A.

Melissa Eystad, Minnesota Department of Human Services, Saint Paul, Minnesota, U.S.A.

Renee B. Johnson, Missouri Historical Society, St. Louis, MO, U.S.A.

Helene Kylen, New York, New York, U.S.A.

Jarene Frances Lee, Trainer/Consultant, Staten Island, New York, U.S.A.

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

Nancy Macduff, Macduff/Bunt Associates, Walla Walla, Washington, U.S.A.

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

Connie Pirtle, American Symphony Orchestra League, Washington, D.C., U.S.A.

Don R. Simmons, Golden Gate Baptist Theological Seminary, Mill Valley, California, U.S.A.

Melsie Marjorie Waldner, Royal University Hospital, Saskatoon, Saskatchewan, Canada

POLICY ADVISORS

Winifred L. Brown, Consultant/Trainer, Salem, Oregon, U.S.A.

Susan J. Ellis, Energize, Inc., Philadelphia, Pennsylvania, U.S.A.

Shirley A. Gravely-Currie, Joint Action in Community Service, Washington, D.C., U.S.A.

Lois Milne, Consultant/Trainer, Clearwater, Florida, U.S.A.

Sarah Jane Rehnborg, Consultant/Trainer, Austin, Texas, U.S.A.

Pamela K. Sebern, American Red Cross, Chicago, Illinois, U.S.A.

Marlene Wilson, Volunteer Management Associates, Boulder, Colorado, U.S.A.

COPY EDITOR

Miriam Disman, Children's Memorial Hospital, Chicago, Illinois U.S.A.

1996 International Conference on Volunteer Administration

Radisson Plaza Hotel
Palliser Hotel
Calgary, Alberta, Canada
October 16-19, 1996



Pioneering
a New
Brand of
Community



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

Howdy Partners! Greetings from Calgary, Alberta, Canada, the home of ICVA 1996! It's time to request your registration brochure.

Don't miss this opportunity to shoot the breeze with your international colleagues, to participate in our dynamic "Learning Marketplace," and to interact in an exceptional leadership program that is sure to exceed your expectations.

Call AVA at (303) 541-0238 or fax them at (303) 541-0277 to receive your registration brochure or for more information.

P.S. You can save some cash if you take advantage of the early bird registration fee deadline of June 28/96. DO IT NOW!

Fee Schedule

Full Conference: October 16 - 19, 1996

* Includes workshop, most materials, coffee breaks, the president's reception and most meals

	US \$			CAN \$		
Submitted by Individual AVA members	6.28.96 310.	8.16.96 350.	9.13.96 390.	6.28.96 395.	8.16.96 450.	9.13.96 500.
Organizational/ Corporate	350.	390.	430.	450.	500.	550.
Non-Member	390.	430.	480.	500.	550.	615.

No Full Conference Registration accepted after September 13, 1996

Daily Fees: workshops, breakfast, lunch and coffee breaks

Workshops, breakfast, lunch, and coffee break	Thurs.	Fri.	Sat.	Thurs.	Fri.	Sat.
	190.	190.	125.	245.	245.	175.

*On-site daily registration will be accepted in Canadian \$ only

Pre-conference includes	Professional Assoc. Day	Wed. full day	Wed. half day	Professional Assoc. Day	Wed. full day	Wed. half day
	40.	100.	50.	50.	130.	65.

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

J 5/ 26 1001228-0000516 C1
SU llis
nt
E, Inc.
issahickon Avenue
elphia, PA 19144