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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration(AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. 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. AVA is open to both salaried and nonsalaried professionals.

AVA also has a special membership category that enables organizations with mutually compatible goals to AVA to become Affiliate Members. Affiliates range from local associations of directors of volunteers, to statewide volunteer groups, to national organizations. Affiliates, each with its own membership base, broaden the networking possibilities open to all AVA members.

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

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

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

Finally, AVA produces publications, including several 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.

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To Ease Their Stay: The "Welcome a New Resident" Volunteer Program

Frances Gitelman

SUMMARY OF PROGRAM

To ease the transition for new residents from the community to the nursing home, the Department of Volunteer Services at The Jewish Home and Hospital for Aged (JHHA) Manhattan Division created a "Welcome a New Resident" Program. An interdisciplinary group of Department Heads and Administration saw the need and, with their considerable advice, the program took shape.

Since May 1989 specially-trained volunteers have had eight to ten weekly sessions with residents in their first months following admission. The volunteers answer residents' questions and assist them in finding their way around a very large facility, learning how to accomplish simple tasks for themselves and, most important, to become part of their new community by participating in activities and meeting other residents.

INTRODUCTION

"I'm a new resident in a nursing home. The first week I meet so many people and answer so many questions. I have questions to ask. Is there someone who will answer my questions about my new home?"

JHHA set the problem before a regular problem-solving meeting of Department Heads and an Administrator who helped the Director of Volunteer Services develop a new volunteer program called "Welcome a New Resident."

GOALS AND PROGRAM DEVELOPMENT

By establishing the "Welcome a New Resident" program the facility sought to assist newly-admitted residents to adjust to their new environment. Volunteers would supplement the early sessions of the professional staff with new residents, coming on the scene one to three weeks after admission. In May 1989 specially selected and trained members of The National Council of Jewish Women (NCJW) became "Welcome a New Resident" volunteers to carry out this mission. The entire project was adopted by the Council. This meant that, for the first year, it became a joint effort, endorsed by their president and Board of Trustees. They helped with recruitment of volunteers, and publicizing the program among their membership.

THE TRAINING

The training was designed so that volunteers could comfortably put themselves in the role of a new nursing home resident, exploring their own emotions as "role playing" newcomers in a nursing home. That accomplished, the training focus shifted to the transfer of their understanding of their own feelings to understanding the residents' emotional needs. The training tool for this portion was the film "The Crabby Old Woman" (see Appendix A for reprint of text). This is the first part of all volunteer ori-

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Frances Gitelman, Director of Volunteer Services at the Jewish Home and Hospital for the Aged in New York City, has been either a volunteer or a Director of Volunteers for most of her life. She feels she meets the best people. Who else volunteers? Professionally, she has directed volunteer programs at acute care hospitals and nursing homes. Developing new volunteer programs is the most challenging and satisfying part of her lifetime career. An earlier article, discussing volunteers who work with the communicatively impaired and co-authored by Theresa Martico-Greenfield, appeared in the Fall, 1988, issue of *The Journal of Volunteer Administration.*

entation. A volunteer task description (Appendix B) was developed using a checklist of topics of importance developed by the Department Head Interdisciplinary Committee (Appendix C). These portions of the training were led by the Director of Volunteer Services who also assisted the Director of Staff Development with the actual "Welcome" training. Role play was used extensively. The rest of the training was the mandatory Safety and Security, Wheelchair and Walker Management, and an extensive and comprehensive tour of the facility. Because the training group of middle-aged women had long and varied volunteer experiences, many questions and much discussion expanded the material covered in a most comprehensive manner.

Some background is needed to explain numbers of residents involved. Not all new residents were referred. Suitable candidates, selected by the Associate Director of Social Work, included only those alert enough to profit from the experience. Blind and otherwise disabled residents were included. The blind needed particularly verbal volunteers who could speak in pictures.

IMPACT ON THE RESIDENTS

For the residents, the volunteers were there to answer their questions! The first volunteer contacts established for the new residents the fact that they would have the help they needed to function best in their new surroundings.

Once the welcoming of residents began, it encompassed much more than was expected. Residents, feeling reassured, could express complaints, anxieties, ask volunteers to assist in bringing matters to the attention of the Volunteer Services Department to be referred to appropriate staff for solutions.

In a very short time, volunteers began to:

- assist residents in making appointments for some services such as beauty shop and boutique.
- assist residents with direct service—arranging for cleaning and placing labels on clothing.
- make residents aware of the Home's many cultural activities, particularly those that fit their own early life interests.
- accompany residents to activities, discuss the pleasure of the experience, and encourage residents to attend alone.
- encourage residents to participate in therapy. Volunteers frequently go along and quietly sit on the sidelines, with permission of the therapist, serving as a kind of cheering section.
- arrange meetings with other residents on the unit. Many of these developed into daily socialization.

The impact of these successful connections reached into all areas of the residents' non-medical lives at the Home.

IMPACT ON THE VOLUNTEERS

Supplied with psycho-social history of residents referred by the Associate Director of Social Service, the volunteers approached their residents secure in the knowledge that they were helping with a vital service, one that they would want for themselves or their families. Volunteers recognized that they were seeing the Home in a way few would have the opportunity to do and consequently were better able to communicate with those they served.

RELEVANCE

Residents' difficult transition from secluded home or hospital to nursing home could be viewed as an opportunity for socialization and community, eased by learning the how-to's in a relaxed manner from volunteers whose time and attention were totally theirs.

Often there was a noticeable improve-

ment in therapy as residents "performed" for the volunteers as well as the therapist.

Where there was no family to help settle them in, for two or three months there were volunteers making weekly visits, becoming friends who listened and helped; who, furthermore, knew the intricacies a family member might not know.

EVALUATION PROCESS

Volunteers' written observations at the end of the eight- to ten-week period they spent with each resident were sent to the Associate Director of Social Service, who then turned them over to residents' Social Workers. At a Social Work staff meeting the Director and Assistant Director of Volunteer Services were told that workers felt good starts had been made by volunteers, enabling Social Service to launch follow-up on specific problems and concerns. Volunteers' notes frequently also assisted in team care plan.

COST

The Department of Volunteer Services' role is to implement programs, to discuss problems with volunteers, to pass along important notes to other departments and to evaluate work of volunteers. The description of this service demonstrates that there is no additional cost associated with the program for the Home. About 10% of staff time is devoted to these volunteers, which is about the time that any new program needs to see that it and the volunteers are properly launched and in place.

Savings are reflected in other staff time that might be spent with new residents. Now these residents are seen by volunteers with results reported in a timely manner to appropriate departments.

RESULTS

Of the residents seen, a majority felt they had been helped by the Welcome process. Some of the others had a variety of problems that interfered with the process. Their problems were passed along to the appropriate staff members so that complaints, too, represented part of the program's effectiveness. For the volunteers, the results were extremely clear. Their notes always contained the words "He/she was so glad to see me." Irresistible words for any volunteer!

The volunteers were also in a position to explain to the residents' friends and families the value of a good nursing home because they got to see and experience the admission process—indeed, to become a significant part of the process.

The Social Work Associate Director reported that, of those residents in the program, staff heard fewer of these complaints: "I don't know how to get to Shops, the Auditorium or where to find the activities." "I can't find anything." "There's no one to help me." The best comment she reported was "I wish I'd had something like this program when I came in" from a long-time resident.

PUBLIC TRIBUTE FOR THE "WELCOME A NEW RESIDENT" VOLUNTEER PROGRAM

On June 5, 1990, the National Council of Jewish Women honored one of the Welcome volunteers as a "Volunteer of the Year" at its annual luncheon. This outstanding volunteer had completed more successful visits than others in the program, written the best notes, and had new volunteers assigned to her as apprentices to round out their formal training. The facility was praised by the National Council for Jewish Women President for creating this necessary program and for the excellence of training which enabled volunteers to do superior work with new residents.

INNOVATION OF THE YEAR POSTER SESSION AWARD FROM THE AAHA

The program was selected as one of 12 poster sessions of the national conference of American Association of Homes for the Aging as an innovation of the year. This was the first time a volunteer

program had received the award. Once again the necessity for such an approach to new nursing home residents was recognized, this time by an association whose mission is service to nursing homes on a national basis.

Replication of the program can be done rapidly, as the forms are self-explanatory. Requests have come to the Home from as far away as Texas and continue to arrive.

APPENDIX A

A CRABBY OLD WOMAN

What do you see, nurses, what do you see?
What are you thinking when you look at me?
A crabby old woman, not very wise,
Uncertain of habit, with far-away eyes,
Who dribbles her food and makes no reply
When you say in a loud voice,
I do wish you'd try.
Who seems not to notice the things that you do,
And forever is losing a stocking or shoe.
Who, unresisting or not, lets you do as you will.
Is that what you are thinking, is that what you see?
Then open your eyes, nurse, you're not looking at me.
I'll tell you who I am as I sit here so still
As I do your bidding, as I eat at your will,
I'm a small child of ten with a father and mother,
Brothers and sisters, who love one another.
A young girl of sixteen with wings on her feet;
A bride soon at twenty—my heart gives a leap,
Remembering the vows that I promised to keep;
At twenty-five now, I have young of my own
Who need me to build a secure, happy home;
A woman of thirty, my young now grow fast,
Bound to each other with ties that should last;
At forty, my young sons have grown and are gone,
But my man's beside me to see I don't mourn;
At fifty, once more babies play round my knee,
Again we know children, my loved one and me;
Dark days are upon me, my husband is dead
I look at the future, I shudder with dread.
For my young are all rearing young of their own,
And I think of the years and the love that I've known.
I'm an old woman now and nature is cruel
'Tis her jest to make old age look like a fool.
The body it crumbles; grace and vigour depart,
There is now a stone where I once had a heart.
But inside this old carcass a young girl still dwells,
And now and again my poor battered heart swells.
I remember the joys, I remember the pain,
And I'm loving and living life over again.
I think of the years, all to few, gone too fast,
And accept the stark fact that nothing can last.
So open your eyes, nurses, open and see
Not a crabby old woman, look closer—
SEE ME!

APPENDIX B

"WELCOME A NEW RESIDENT" VOLUNTEER

Task Description

The volunteer in this service is with the resident to inform, to stimulate, to encourage, to share—by trained listening—his problems and triumphs.

Upon referral from a Social Service Worker, the volunteer will work with the new resident on the following specific tasks:

1. Help resident to read and understand INFORMATION book.
2. With bedridden residents, a talking "tour" of the Home, stressing that, as his volunteer, you can become his "legs" for errands within the Home.
3. Tour of facility at a leisurely pace, answering questions, stressing resident's own places of interest, based on your referral notes.
4. Draw resident out slowly to talk about himself, his life, his expectations for the rest of his life.
5. Encourage resident to talk, not just to volunteers and staff, but to his neighbors. Make introductions with staff assistance on the unit.
6. Be sure to let resident do as much as possible himself.
7. Join resident at one activity he selects himself. Discuss experience with him.
8. Record, as soon as possible after visit, your observations and leave record in Volunteer Office.

Training

Introduction to volunteering, stressing emotional needs of the aged, understanding and meeting these needs through discussion and role play.

Practical training in techniques, safety and learning the facility and how each department meets residents' needs.

Consultation available by appointment when indicated with Social Worker.

Qualifications

Some experience with and understanding of the elderly. Equal measures of gentleness and firmness. Patience. Most important, the ability to listen and respond with information, facts and positive feelings.

APPENDIX C

"WELCOME A NEW RESIDENT" DOCUMENTATION

Resident's Name _____ Room No._____

Social Worker _____

First visit summary, including resident's stated interests:

Other languages?_____

TRAIN AND REVIEW

Room

_____ Bed Operation
Dates

_____ Call Bell

_____ Bathroom

_____ Closet

_____ Bureau

_____ Night Stand
Dates

_____ Bulletin Board

_____ TV Operation

_____ Telephone Operation

_____

Unit

_____ Nursing Station
Dates

_____ Dining Room

_____ Day Room

_____ Pantry

_____ Bulletin board
Dates

_____ Public Telephone

_____ Elevator

Corridors

_____ Hand rails
Dates

_____ Floor (level, slant, etc.)
Landmarks

_____ Protrusions (Nursing Station)

_____ Doorways
Dates

_____ Turns

PROGRAMS ATTENDED (on unit or first floor)

Date _____ Name of Program _____
____ Observed only?
____ Participated?
____ Enjoyed it?
____ Wants to return?

COMMENTS:

Date _____ Name of Program _____
____ Observed only?
____ Participated?
____ Enjoyed it?
____ Wants to return?

COMMENTS:

TOUR

Friedman 1
____ Coffee Shop
____ P.T.
____ O.T.
____ Library
____ Goldsmith Room
____ Auditorium
____ Smoking Area
____ Garden

Frank 1
____ Beauty Shop
____ Frank Lounge
____ Craft Shop

Friedman Ground
____ Lounge
____ Cafeteria

Introduction to Other Residents:_____

_____

2nd Visit

3rd Visit

4th Visit

5th Visit

6th Visit

7th Visit

8th Visit

Please return this form after each visit for follow-up to the Volunteer Office where you will pick it up before subsequent visits.

Completed summaries will be distributed to Social Services, Activities, Nursing and other appropriate therapies and may become part of Resident's chart.

An Untapped Volunteer Resource: People with HIV Disease, ARC, or AIDS

Irene K. Wysocki

We all know that maintaining and replenishing a pool of talented volunteers is an ongoing and often difficult process, and as volunteer managers we must be creative and even take risks in our choices. The questions we need to ask are whom to recruit and how to recruit. A rich resource of skilled and willing volunteers to consider, then, lies in the approximately one million people living with the Human Immunodeficiency Virus (HIV). People with HIV infection, AIDS (Autoimmune Deficiency Syndrome), or AIDS-Related Complex (ARC) can tremendously benefit any volunteer administrator and organization, offering advantages such as flexible schedules (a volunteer manager's dream-come-true), enormous talent, and an extraordinary motivation to help others. Beyond their direct volunteer efforts, they can also help an organization make a contribution in the fight against AIDS and HIV disease by fostering understanding about the epidemic and about people with AIDS.

For those unfamiliar with working closely with individuals with AIDS, many questions arise. How do I find these individuals and how do I go about recruiting them? For other staff and volunteers, what might be the ramifications of incorporating this group of volunteers and how do I address those issues? This article will attempt to answer these questions and present an understanding of this extraordinary volunteer resource.

THE HIV-POSITIVE VOLUNTEER

After the 1989 International Conference on Volunteer Administration workshop, "Managing People with HIV Infection, AIDS, and ARC," many members of the audience commented that it had simply never occurred to them that a pool of "ideal" volunteers existed in the HIV-infected population. While people infected with HIV may be unable to maintain a full work schedule and are technically disabled (covered by the list of handicapped conditions in the new Americans with Disabilities Act), they are nonetheless productive and can often provide substantial volunteer hours. Many are also young, well-educated, and professionally trained. For example, the author has found pertinent volunteer assignments for lawyers, doctors, public relations experts, writers, editors, and graphic artists. Given volunteers with such high-calibre skills *and available volunteer hours*, managers can frequently expand the scope of traditional volunteer assignments. A volunteer with the time and requisite expertise can often take on large, involved projects for which an organization would otherwise have to hire an employee or paid consultant.

In addition to the skills and time offered to an organization, a qualified volunteer also needs to have a sense of personal commitment and responsibility toward helping others. Again, many potential volunteers with HIV disease meet

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Irene K. Wysocki, Director of Volunteer Services of the San Francisco AIDS Foundation, has been involved in the AIDS epidemic in San Francisco since 1985. She began as a volunteer educating the general public about AIDS and developed the current volunteer program at the San Francisco AIDS Foundation, where for the past three years she has been managing volunteers. She strongly supports the AVA Board of Directors' resolution discouraging discrimination against volunteers with HIV infection and seeks to share with her colleagues the methods she and others have employed to cope with the disease among her own corps of volunteers. Ms. Wysocki received a B.A. degree in Psychology and Business in 1986 from New College of California.

this description, whether due to an innate sensibility or because of the effects of their unique situations. They are usually ordinary folks who, at a young age, have retired from the workplace because of their HIV infection or related conditions; their illness prevents them from living their lives as they once did; and it forces them to face the stark reality of their own mortality, a circumstance which most people don't encounter until much later in life.

With the help of support groups and services, many are emotionally coping with this reality and want to make a meaningful contribution to society—not only as a way to reciprocate the love and understanding they have encountered in their lives, but also to counter the feelings of frustration and powerlessness that often accompany a potentially fatal disease. Significantly, while many people with HIV disease choose to work at an AIDS-related organization because of its obvious relevance to their own situation, or because they feel particularly accepted and comfortable there, this is certainly not a rule of thumb. In the course of interviewing hundreds of HIV-infected individuals, the author has found many who, for a variety of reasons, would rather *not* work at an AIDS-related agency: some say they "don't want AIDS to become their whole life," some may be more interested in the nature of the work they can do at other organizations, some may already have a favorite "cause" to which they've never before had the time to donate as a volunteer. Regardless of how they choose to allocate their time and abilities, people with HIV disease usually have that extraordinary dedication that marks a great volunteer.

RECRUITING VOLUNTEERS WITH HIV

Given that people with HIV are also members of the general population, any active volunteer recruitment includes them. Specifically recruiting people with HIV, then, often simply entails making it well known that your organization will not discriminate against people with HIV and, in fact, invites their participation in your work. For example, an organization might include the phrase, "Those covered under the Americans with Disabilities Act are encouraged to apply" in all published literature and volunteer solicitations. When an organization is truly open and accepting of different individuals, word spreads rapidly— this, of course, also holds true well beyond the HIV-infected population.

Other more proactive means of recruitment are many and varied:

- contact the AIDS agencies in your area and, if they publish a newsletter, ask them to mention the volunteer opportunities that exist at your agency.
- speak with these agencies' volunteer managers and inform them of your needs; not only could these managers refer volunteers who have decided they would rather not work in AIDS, but you also might be able to "share" volunteers who have a lot of hours to donate but who would burn out if they allocated their time solely to AIDS.
- place a classified ad or listing in the local gay press or in AIDS-related publications (e.g., there has been a proliferation of general-reader publications that review current AIDS research and alternative treatments).
- post a notice on bulletin boards at the Public Health Department, hospitals, clinics, the Social Services Department, and AIDS service organizations in your area.

ISSUES SPECIFIC TO WORKING WITH HIV-INFECTED VOLUNTEERS

Why haven't volunteer managers actively recruited this new and growing population of people who, by and large,

have all the qualifications a volunteer manager could ask for? There are probably two main reasons: the fact that people simply haven't thought of HIV-infected individuals as a discrete segment of the population from which to specifically recruit volunteers, and the fear and stigma associated with the disease. This article addresses the first factor and, over time, education effectively addresses the second.

In fact, education should be treated as an issue distinct from a manager's conscious decision to recruit people with HIV disease. As mentioned above, whether aware of it or not, when a volunteer manager recruits from the general population, that manager also recruits people with HIV—the disease is a fact of life in the 90s, people with HIV live in every community, and they lead active lives that often include volunteer work. In other words, it's highly likely that you have, have had, or will have volunteers who also happen to be infected with HIV. And every one of your employees and volunteers is capable of contracting the disease. For many corporations and organizations, that simple fact is enough to instigate AIDS education in the workplace, which then assuages any possible fears should an employee's or volunteer's HIV status become public knowledge or should a person with HIV disease join the organization.

Many public health departments and AIDS service organizations produce AIDS education materials; many also have Speakers Bureaus that provide in-house training sessions to local businesses, schools and organizations. If nothing else, basic AIDS education assures people that HIV is not easily transmitted: it isn't an air-borne virus which could be caught through casual contact such as sharing equipment, food utensils, bathrooms, or shaking hands or hugging; specifically, the virus is transmitted through high-risk (unprotected) sex, shared injection drug needles, or by receiving a transfusion of contaminated blood (an extremely rare occurrence in this country since screening of blood donations began in 1985).

Given the fundamental ignorance and fear of HIV that still persists, an hour or two spent listening to a speaker often proves a practical investment, but more comprehensive programs and resources are also available. The San Francisco AIDS Foundation produces a very successful package entitled "AIDS in the Workplace," which covers issues such as managing employee and co-worker concerns, diffusing problems, legal and ethical considerations, benefits, and grief and bereavement issues. This is just one example, and there are many other avenues to explore. Community AIDS agencies, the health department, Impact AIDS at 1-415-861-3397, or the National AIDS Hotline at 1-800-342-2437 can answer HIV-related questions and provide a list of local AIDS agencies.

Volunteer managers who decide to actively recruit people with HIV disease, then, will find this prior AIDS education will have addressed many of the ramifications of that decision. The fact remains, though, that an individual volunteer's HIV status may always remain a moot point. Not only might volunteers never disclose their conditions to volunteer managers, which is the person's prerogative, but even if they do, they will probably wish it to be treated as confidential information. Fellow employees and volunteers may never realize that they have been working with an HIV-infected individual.

Nonetheless, in anticipation of possibly having HIV-infected volunteers on staff, a manager might have concerns about the effect of a volunteer showing signs of illness or physical deterioration, and the impact of a volunteer's death. These are real and valid issues, although not necessarily specific to people with HIV, and can be briefly addressed here. While people with HIV can live for a long time

without displaying obvious signs of illness, they may show weight loss or decreased stamina. Managers must address these issues of declining productivity and whether or not the volunteer should terminate service on a case-by-case basis, but the unfortunate fact remains that many people with HIV will cease their volunteer work before they become really ill and show signs of that illness.

If the former volunteer dies (often well after leaving the volunteer position), this can have a profound emotional impact on staff who had worked with that person. Again, this is not unique to an HIV-related death: managers should ask themselves what they would do if a volunteer unexpectedly died of a heart attack or in a car accident, and they'll have the answer to how they would deal with staff emotions if a volunteer died of AIDS. In general, society isn't very adept at dealing with death and bereavement, and these issues will never be easily addressed.

A VALUABLE RESOURCE

In considering the recruitment of people with HIV, then, managers need to balance the potential infusion of new and vital talent against the potential issues of fear and grief involved. Any exploration of new volunteer resources involves thoughtful deliberation, however, and as the demographics of the workplace and of volunteerism continue to evolve, volunteer managers will increasingly face the challenges inherent in innovative volunteer recruitment. A volunteer manager who works daily with HIV-infected individuals constantly witnesses their commitment to doing work that they find meaningful—and often refers them to other agencies that are not AIDS-related but where their talents and dedication will be well appreciated. Volunteer managers who accept the challenge of educating themselves and their colleagues about HIV infection can also reap the benefits that come from working with these volunteers. Volunteer managers can help their agencies discover how to tap this valuable resource. They not only will enhance the acceptance and civic pride of HIV-infected individuals, but also will do much to broaden the definition and value of volunteerism in this country.

APPENDIX A

An Untapped Volunteer Resource: People with HIV Infection, AIDS, or ARC

How to Effectively Manage People Who Are HIV-Positive as Volunteers:

In the United States approximately one and a half million people are living with HIV infection.

A large segment of this population of people is in the prime of their lives and careers. Frequently, they are professionals. After coping with the shock of being diagnosed as HIV-positive, they often embrace life with an enthusiasm and energy that few of us ever experience. Tapping their energy and giving it direction can help them as individuals and us as volunteer managers.

As Volunteer Administrators, What Is Our Obligation to This Population?

As volunteer managers we see the many contributions that volunteers provide. These contributions become even more important for HIV-infected persons because for them, helping others is very important. As volunteer managers we have the rare opportunity to empower these people by channeling their energy into focused volunteer work.

By Using HIV-Positive Volunteers, You Can:

- Expand your horizons as a volunteer manager.
- Set a public example for compassion during a time of widespread misunderstanding about the AIDS epidemic.
- Support volunteer managers' needs to make changes in their programs which match societal changes around AIDS and AIDS-related discrimination.
- Use your leadership skills to change community responses to the needs of those with HIV infection.

How Can Managers Best Learn to Support This Volunteer Base?

The ability to look at our fears about HIV infection and what this means to us personally is a critical first step. The second important step is to educate ourselves so that we overcome our fears.

As effective volunteer managers, we must:

- Sensitize ourselves to HIV infection.
- Reduce homophobia.
- Reduce irrational fears of HIV infection.
- Sensitize our staffs and other volunteers to the needs of people with HIV infection.
- Educate ourselves and our staffs about the issues surrounding a life-threatening illness, such as HIV-infection.
- Support the will to live in all persons with life-threatening illnesses.

Benefits to Volunteer Administrators and Their Organizations When They Work With People With HIV Infection

People living with AIDS or HIV infection will expand our volunteer bases, providing flexible schedules, enormous talent, and extraordinary motivation to help others. Other benefits are:

- Their contributions to AIDS prevention education. They can speak to these issues first hand.
- They offer volunteer managers the opportunity to learn about AIDS and HIV infection in a way that can lessen irrational fears.
- They can provide volunteer managers the personal enjoyment of getting to know and to support individuals with AIDS or HIV infection.

- They offer volunteer managers the opportunity to learn special supervision skills.
- Their individual skills increase an organization's talent pool.
- They provide an organization a way to make a direct contribution to fighting AIDS and to make a statement to other agencies about their leadership role in the AIDS/HIV epidemic.
- They provide remarkable volunteer leadership.
- They can help your agency play a role in changing your community's response to AIDS.
- Their desires to help others are furthered by providing them meaningful work in the organization of their choice.

APPENDIX B

BASIC PRINCIPLES OF THE SAN FRANCISCO AIDS FOUNDATION VOLUNTEER SERVICES DEPARTMENT

"It is the intention of the San Francisco AIDS Foundation to provide equal opportunity to all qualified persons without regard to race, color, sex, sexual orientation, religion, age, national origin, physical challenges or veteran status."

-from the San Francisco AIDS Foundation Volunteer Services Policies and Procedures Manual

AIDS Terms:

HIV:	Human Immunodeficiency Virus
AIDS:	Acquired Immune Deficiency Syndrome
ARC:	AIDS Related Complex
IDU:	Injection Drug User
PWA:	Person With AIDS
CDC:	Centers for Disease Control
ADA:	Americans with Disabilities Act

One Million people infected in the United States

•

8 to 10 million people infected worldwide

ADA List Of Conditions Found to Be Disabling

High Blood Pressure (ANT)
Epilepsy
Back Condition
Heart Trouble
Asthma
Amputation
Respiratory Ailments
Paralysis or Palsy
Trunk/Spine Defects and Deformities
Blindness
Hearing Impairment
Mental Illness
Neuropsychiatric Problems
Skin Condition
Speech Impairment
Cosmetic Disfigurement
Diabetes
Arthritis
Cancer
Gastrointestinal Problems
Drug Addiction (See 1978 Amendment)
Alcoholism (See 1978 Amendment)
Obesity (New York State)
AIDS/ARC/HIV Antibody Positivity

U.S. AIDS STATISTICS BY STATE

New AIDS Cases per 100,000 Population in U.S. States and Territories[1]

Highest (30+ cases)	High (15-30 cases)	Medium-high (12-16 cases)	Medium (9-12 cases)	Low-medium (6-9 cases)	Low (3-6 cases)	Lowest (0-3 cases)
Dist. of Columbia	California	Connecticut	Colorado	Arizona	Alabama	Alaska
New York	Florida	Hawaii	Delaware	Mississippi	Indiana	Arkansas
Puerto Rico	Georgia	Massachusetts	Illinois	Missouri	Kansas	Idaho
	Maryland	Texas	Louisiana	New Mexico	Kentucky	Iowa
	Nevada		Pennsylvania	North Carolina	Maine	Montana
	New Jersey		Washington	Oregon	Michigan	Nebraska
	Virgin Islands			Rhode Island	Minnesota	North Dakota
				South Dakota	New Hampshire	South Dakota
				Virginia	Ohio	West Virginia
					Oklahoma	Wisconsin
					Tennessee	Wyoming
					Utah	Guam
						Pacific Islands/ Trust Territory

[1] *Source: HIV/AIDS Surveillance Report, November 1989, Centers for Disease Control*

CDC National AIDS Hotline: 1-800-342-AIDS

ABSTRACT

The purpose of this article and of the workshop on this subject presented at the 1989 International Conference on Volunteer Administration is to inform Directors of Volunteers of a new approach to burnout prevention which can directly impact occurrences among themselves and their co-workers. We in volunteer administration are not immune; our burnout rates average 3 1/2 years. This situation, left unchecked, poses a threat to the long term effectiveness of our organizations.

Preventing Burnout: Taking the Stress Out of the Job

Marcia Kessler, M.S.

Burnout is taking a toll on an increasing number of people and is one of the most challenging issues confronting organizations today. Traditionally, most approaches to burnout prevention come from an individual perspective that teaches stress reduction, time management, relaxation exercises and various other coping skills. This is the "blame the victim" approach which supports the notion that preventing burnout is purely the responsibility of the individual worker (staff or volunteer). These techniques and strategies are needed and important, but if we stop there, we are looking at only part of the problem and thus only part of the solution. We need to look beyond the individual for the causes of and solutions to burnout.

A newer and wider approach to burnout, supported by the work of social psychologists Christine Maslach and Ayala Pines, is utilized today. This new approach examines the ways in which organizations contribute to burnout and seeks to bring the organization into partnership with the individual worker in dealing with it. "Rather than identifying 'bad people' as the cause, we need to be looking at the 'bad situations' in which good people function" (Maslach, 1982).

Research supports the fact that organizational characteristics play a larger role in burnout than individual vulnerabilities (Pines, 1982). While it may be quicker and easier for individuals to learn coping techniques, making improvements in the workplace has a far more pervasive and longer lasting impact on burnout rates. It is far more effective to try to change the organization in order to create a less stressful, more productive environment for all. Why not take the stress out of the job?

WHAT IS BURNOUT?

When asked to define burnout, the response given most often by people is, "I know it when I feel it." Maslach defines burnout as a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur

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among those who do "people work" of some kind. She sees it as a response to the chronic emotional strain of dealing extensively with other people, especially when they are having problems or are in trouble (Maslach, 1982).

Burnout has also been characterized as a withdrawal of energy resulting from the fatigue and frustration brought about by dedication to a job, a cause, a way of life, or even a relationship which ceases to bring the expected rewards. This is being "OVER"—over-loaded, over-whelmed, over-involved and over-extended by the emotional demands of others. Too much energy is going out, and not enough is coming back in. As a result, there is a breakdown caused over time by daily struggles and/or chronic stress. It is not so much that the situation changes, it is more that one's ability to cope with and tolerate the situation changes.

The definition of burnout spells trouble for volunteer programs and becomes a major contributor to turnover among Directors of Volunteers and volunteers alike. The large amount of "people work" in the field makes burnout a common occupational hazard.

In recognizing burnout, it is important to remember that a certain amount of stress in an organization is healthy and can actually be helpful. A level of stress and pressure can be important factors in creating effectiveness, excitement and achievement. However, there is a line for each person and organization beyond which a challenge becomes a burden, and excitement becomes fear. The key is that one environment is not for everyone and the task for each person and organization is to discover the optimal level.

EFFECTS ON THE ORGANIZATION

It is essential that organizations acknowledge their parts in burnout, and there is growing interest among them to better understand and more effectively combat it. This newborn interest comes as the result of realizing that the organization is as affected by burnout as the workers within the organization. Effects of burnout on the organization, as reported by workshop participants, manifest themselves through low morale, poor performance, high absenteeism, high turnover, accidents, poor relationships and increased health care utilization. These effects directly impact the healthy functioning of an organization by disrupting the continuity of work. This results in on-going staff and volunteer training, high health care and training costs, lost days at work and negative client/consumer care. Consequent reactions from the community can damage the reputation and credibility of the organization itself.

It is easy to see that recognizing burnout as a legitimate organizational problem is in the best interest of all and needs to be dealt with on that level. "Imagine investigating the personality of cucumbers to discover why they had turned into sour pickles without analyzing the vinegar barrel in which they'd been submerged" (Maslach, 1982).

ORGANIZATIONAL VARIABLES

Workers are quick to blame themselves for inadequacies rather than looking to features in the organization and the job which promote burnout. Such a focus allows for the possibility that the "Nature of the Job" may precipitate burnout, not just the "Nature of the Person" doing the job (Maslach, 1982). Rather than looking for defective people, one focuses on the situation people are in. What sort of tasks do they do and why? In what settings do activities take place? What limits or constraints exist? What rules, regulations, standard operating procedures, management styles and levels of support are there?

Four variables in the organizational environment have been identified as important components in promoting or preventing burnout (Pines, 1982).

Psychological Component

Included are features that can be both emotional and cognitive in nature:

- Emotional
  The worker's sense of significance and self-actualization in the workplace. Are the goals those which workers can relate to? What levels of creativity and initiative are provided? What opportunities for growth are there? What is the worker's sense of acceptance? How does it feel to work there?
- Cognitive
  What is the variety and frequency of overload and is the burden more than the person's ability to handle it? What demands are made on the worker? Is too much coming in, too fast? What is the sense of accomplishment, power and control over the work? Is there a level of boredom?

Physical Component

Included are fixed features such as space, architectural structure, noise, lighting, crowding, ventilation, phones and privacy.

What amount of flexibility is there to change those features to make them more suited to individual taste, comfort and efficiency?

Social Component

Included are all of the people coming in direct contact with the individual worker:

- Clients
  The number and severity of their problems.
- Co-Workers
  The quality of work relationships and personal relationships. The level of support, relief, work share, trust and fun available.
- Volunteers
  The number of volunteers. The intensity of the job, personal and work relationships, emotional needs, support, problems and available resources.
- Supervisors/Administrators
  What is the quality of feedback, support and challenge provided? What resources are available? Level of trust, accessibility and management style?

Organizational Component

Includes bureaucratic hassles like red tape, paperwork, rules, regulations, communication patterns, decision-making, the role of the individual in the organization, back up, autonomy and control of the work.

ORGANIZATIONAL ASSESSMENT

These organizational variants become the basis for individual worker's assessment of the work environment to see where each experiences stress in the job. Attention can then be focused on the most stressful aspects of the job and the workplace in general. Once those aspects of the job which contribute to burnout are identified, they can be dealt with effectively.

The guiding rule is to "change what you can and support what you can't." A useful strategy at this point is to have workers brainstorm possible remedies to common stressors, including all ideas whether feasible or not. Out of this process many alternatives will arise from which to choose. Creativity, ownership and fun can flourish here. When this process was implemented at the workshop, some of the alternatives generated were: job redesign, improved and/or additional training, role clarification, different patterns of work division, job rotation, support teams, improved supervisory feedback, more staff, more effective and new involvement of volunteers, sports teams, parties, maximized ratio of staff to clients, feelings meetings, rearranged workspace, flexible leave time, changed organizational policy, re-

designed forms, soundproofed space and redesigned phone systems. It is from this list of alternatives that realistic, feasible and affordable remedies can be chosen and then implemented to impact burnout in the organization.

VOLUNTEER PROGRAM AND BURNOUT

One advantage to involving volunteers is that their time commitment is usually less than that of staff so they may be less prone to burnout. Volunteers can have a positive effect on staff burnout rates by helping to offset the workload through sharing responsibilities and by taking over during needed "times out". Volunteers bring to the organization fresh ideas, energy and new perspectives which can revitalize staff. This can counter the danger of staff burnout "rubbing off" on volunteers. Good staff and volunteer relations can be created by this interplay which offers support to both groups.

The downside is that volunteers are just as susceptible to burnout as staff, although it may take them longer to get there. The same features in the organization that promote burnout in staff can have similar effects on volunteers. The enthusiasm and zeal volunteers bring to their work, combined with demands and conditions in the organization, can set volunteers up to experience burnout. Teaching volunteers about burnout—how to set and respect limits and how to say NO—needs to become an integral part of the initial training. Including volunteers in the organizational burnout assessment process is highly recommended.

Directors of volunteers are highly susceptible to burnout because of their unique positions in most organizations. Balancing the needs and demands of volunteers along with those of staff can put directors of volunteers in stressful situations which, over time, can contribute to burnout. Working with large groups and a wide variety of people; dealing with negative attitudes about volunteers, sudden resignations, and lack of follow-through; and supporting the emotional needs of their volunteers only scratch the surface of the particular stresses directors of volunteers face every day. A healthy work environment for all is the goal.

PREVENTION STRATEGY

Even with the best of efforts from all concerned, most staff and volunteers will feel discouraged from time to time. This is the natural ebb and flow of "people" work. The key to preventing burnout is the response of both the organization and the individual and the timeliness at which it is caught. An ounce of prevention equals a pound of cure. The best way to beat burnout is to keep it from happening in the first place. Take action before everyone is feeling burned out.

Education

Reframing burnout prevention as a dual responsibility of the organization and the individual is essential. Conducting educational programs around the issue of burnout will let workers know it is an important area of concern in the organization.

Catch Early

Everyone should learn the first signs of burnout since it is easier to deal with in the earlier stages. Individuals tend to see signs in others before seeing them in themselves, so good communication can allow workers to help each other. An atmosphere of trust and support which impacts the organization's social and psychological components contributes to concern for others.

Standard Reviews/Pre-Burnout Check-Ups

Regular reviews of the work environment are essential for a healthy organization. By identifying aspects of

the job most clearly linked with burnout, the organization can institute changes which will impact the job setting and forestall future problems. Pre-burnout checkup with peers and/or supervisors can be especially helpful to maintain an atmosphere of caring, concern, support and attention to burnout. These highlight the importance of the issue in the organization and communicate that it will be directly addressed.

Forewarned of Job Stress

Letting people know ahead of time of the stressors and emotional demands of a job can allow expectations to match reality. When high ideals, high expectations and reality do not match, burnout becomes more likely. Forewarning workers may help avoid feelings of mistrust, anger, frustration and disillusionment. This is especially necessary when recruiting volunteers for such high intensity job placements as dealing with domestic violence, crisis hotlines, rape, hospice, homelessness, mental illness, chronic illness and child abuse.

Be Prepared

Know oneself, the organization and the workers. Build in the flexibility to suit the workers at any given time. Conduct yearly assessments. Conduct workshops to teach and/or practice interpersonal skills, communication skills, signs and symptoms of burnout and discuss individual coping strategies. Remember, it is the chronic, day-to-day emotional stresses that are more associated with burnout than the occasional crises.

CONCLUSION

Learning this new approach to burnout was very helpful and enlightening for workshop participants. When asked at the end of the workshop for feedback, some common responses were: "I felt let off the hook, that burnout wasn't all my fault or responsibility." "It opened my eyes to a new way of viewing burnout, one that seems more manageable." "Allows me to look at my organization in a new way." "I can't wait to get home and share these ideas with people, I feel empowered around burnout."

Is burnout inevitable? Some people think so:

"While individual differences may determine how soon one will burn out, how extreme the experience and what the consequences will be, the work environment determines the likelihood that burnout will occur across the board" (Maslach, 1982). Staff—both paid and volunteer— want to join together to maximize the positive and minimize the negative. If unhealthy stress can be taken out of the job from the beginning, the whole experience will be physically and emotionally less stressful. When organizational remedies, along with individual techniques, are well practiced parts of the coping styles for burnout, workers will be better able to handle problems later.

Again, burnout is not a function of "bad" people, it is more the result of the "bad" situations in which good people function. Understanding this concept in relation to burnout will keep workers motivated and alert to ways they can work together to provide the healthiest environment possible and allow workers in the organization to feel cared for. The more stress removed from the job the better.

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Letters

Subject: *List of Contact Names and Addresses for People Involved in the Provision of Higher Education Courses in Volunteer Administration in the United States and Canada*

I have purposely left the letter without an opening salutation to encourage as many people as possible to assist me in my request.

I have enrolled in an Ed.D. (adult education) program through which I want to study voluntarism/volunteerism in context to corporations and human resource training and development.

My first course is Societal Factors Affecting Higher Education. As a result of the course, I intend to write a specialization paper on "Corporate Voluntarism: A Field of Study or Just Another Course?"

I am attempting to contact as many people as possible through names listed in articles in magazines and/or journals such as *The Journal of Volunteer Administration* (see IX:1—Patton, p.1, and Brudney and Brown, p.21).

With this brief introduction to my request, I am hoping you can assist me. Whereas there is a deadline for the specialization paper, there is no deadline with regard to securing contacts for the overall Ed.D. major applied research paper. If it is possible to include this letter in *The Journal of Volunteer Administration* under *Letters*, then I am sure more people will want to help.

Respectfully,
Stephen Hobbs
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#48, 4940 39th Avenue, SW
Calgary, Alberta T3E 6M7, Canada
Telephone: (403) 246-3322

A Sampling from the 1990 International Conference On Volunteer Administration

Kansas City, Missouri

Each year, THE JOURNAL OF VOLUNTEER ADMINISTRATION devotes its Spring issue to a report on the previous October's International Conference on Volunteer Administration, sponsored by the Association for Volunteer Administration. This is not intended to be a "proceedings" in the usual sense, but rather is a "sampling" of the diversity of presentations made by those on the cutting edge of volunteerism.

In the following pages you will find five articles and one speech that offer practical management suggestions, interesting new approaches to volunteer involvement, and thoughtful comments to widen your horizons.

You might wish to contact the presenter or author for more detailed information regarding the topics discussed.

Some of these articles read the same as the regular submissions to this JOURNAL. Others are more like synopses of what was presented in a workshop format during the International Conference in Kansas City, MO. As always, we invite your reactions to these authors . . . and we invite you to attend the 1991 International Conference on Volunteer Administration coming up in Atlanta, GA. On the outside back cover of this issue, we are giving you a preview of this exciting upcoming event. JOIN US!

One way that you can be sure to keep informed about the International Conference and other important events is to become a member of the Association for Volunteer Administration. See the inside front cover of this JOURNAL and the inside back cover for more about AVA and how to get involved.

1990 International Conference
on Volunteer Administration

Association for Volunteer Administration Distinguished Member Service Award Acceptance Speech

October 26, 1990

Christine G. Franklin, CVA

At the 1990 International Conference on Volunteer Administration, Christine G. Franklin, CVA, was presented with AVA's Distinguished Member Service Award. Ms. Franklin is currently the Director of Alumnae Affairs at Simmons College in Boston. Prior to that she had a 15-year career in Human Services, including serving as Executive Director of a local Camp Fire Agency and Vice President of Community Services for the United Way of Massachusetts Bay. Ms. Franklin is Certified in Volunteer Administration, conferred by the Association for Volunteer Administration. She chaired the Association's 1981 National Conference on Volunteerism in Philadelphia, was on the Board of Directors for nine years, was President of the Association from 1985 to 1989, is presently the Chair of the Past President's Council, and serves on the Certification Committee. Ms. Franklin has done training in volunteer administration for the Council for Advancement and Support of Education (CASE). A graduate of Wellesley College, Ms. Franklin remains active in alumnae and community programs with volunteer commitments which include church and educational related organizations.

The highest honor one can receive is to be recognized by one's peers and colleagues in one's chosen field and I am humbled to be selected to stand among AVA's leaders. My service to AVA has always been rendered as a contribution, to enable others to do their best on behalf of a cause important to them. I am gratified to know that my service and efforts have made some small mark on the long road which AVA and the profession have to travel.

I want to take this opportunity to specifically thank two persons who have stood by me through this exciting and demanding time in my career:

Bob Franklin is the one who is consistently there when I stumble, nudges me when I hesitate, and always, gently, encourages me to grow. As many of you know, after attending several of these conferences with me, he can well articulate the vision for AVA and volunteerism as well as any of us mired in the trenches—and does so when called upon—and even sometimes when not called upon!

[AVA Executive Secretary] Martha Martin has been a bountiful source of perspective, constant faith, and unstinting willingness to help me attempt to fulfill my dreams for the Association. I am indebted to her for her steadfast confidence, both in me and in AVA, and for the innumerable moments of laughter we've shared, even in the direst of times!

As you might suspect, Harriet Naylor, for whom this award was named, was a role model and visionary, as well as a pioneer—a determined woman who would not give up until she had us on the map. Indeed, I learned much from Hat.

In fact, I've worked and learned from many of you—those named Distinguished Members before me, VAC directors, consultants, authors and program directors, agency executives, fellow Board members, Region Chairs, *Journal* editors, conference chairs and committee members—all professionals with a commitment often far greater than mine. It amazes me that I should receive this award when so many have been alongside.

Having moved out of the 360 degree vantage point of a volunteer center to managing the activities of a small college alumnae constituency, I have realized after a year that it really doesn't matter where you are in the hierarchy of an organization. You can make an impact as a leader anywhere. I am not planning to launch into all the attributes of leadership this noon, but simply to make some observations on leadership—yours and ours.

To bear this out, I looked up the word "lead" and found it has 33 definitions as a verb and 22 as a noun (according to the Random House Dictionary of Modern Languages, printed back in 1967). Additionally, the word "leader" has 13 definitions, some of which are quite relevant, if your sense of humor is intact:

For instance, "leader"—

- an insulated single *conductor* used between two pieces in an electrical apparatus (ever felt that way? perhaps more isolated than insulated?);
- a short *summary* serving as an introduction to an article (I've certainly been used that way before);
- a *base runner nearest to scoring* (oh, that we should be there more often);
- a *pass thrown ahead* of an intended receiver to allow him to catch it while running (an everyday occurrence in our business);
- a *duct for conveying* warm air from a hot air furnace to a register or stack (I certainly have been accused of that).

Or, on a more serious note, a conductor, as in an orchestra. As I once said to my close friend and colleague Helen Mahoney, it was my hope, as President of AVA, that we would all be playing from the same score, no matter if we individually resembled trumpets, percussion, violins, or oboes. It was my hope that soon we would share the complete piece and produce a sense of harmony as yet unheard in volunteerism.

You, too, may be any or all of the above! But regardless, all of you are leaders in volunteerism.

In fact, I'm quite proud of AVA's leadership because it:

- elects a grassroots board that understands the issues in the field; everyone on that board is considered a leader, regardless of title, discipline or occupational setting;
- has begun a bank of qualified leaders to serve at all levels of responsibility;
- created standards of excellence for the field and continually urges us to attain and acknowledge our own high standards of competence;
- And, AVA has the courage to stand on its own in the belief that a professional association is needed and viable in the field of volunteerism. I think of AVA as the base runner nearest to scoring.

Anatole France once said: "To accomplish great things, we must not only act, but also dream, not only plan but also believe." We certainly are believers.

Sure, there have been internal changes and challenges this past year to make us all reflect on what AVA's priorities need to be. If we are creative, we will recognize these challenges as "innumerable opportunities brilliantly disguised as impossible hurdles." But no organization moves ahead without pain and introspection. We are in this together, and our volunteer leaders have reached out to us in an unprecedented way, inviting comment, written and verbal, as well as our participation.

"Leaders are us," to paraphrase a popular toy company name. You and I are leading the shaping of leadership in the field of volunteerism for the next decade, if not the next century. In fact, I wonder: while AVA is in the process of critiquing itself, why not call us the "Association for Leaders in Volunteerism"??? Isn't that really who we are?

In any event, I hope you will continue to lead, along with AVA, in whatever way is the most fulfilling and proactive and challenging for you. But please never let up; start now if you've never felt you could. For as Goethe said: "Whatever you can do, or dream you can, begin it. Boldness has genius and magic in it."

Let *your* leadership be bold.

1990 International Conference
on Volunteer Administration

Volunteer Protection Legislation

Jeffrey D. Kahn

In the past few years, about half of the states have passed some form of "volunteer protection legislation" to create special liability rules for legal actions brought against volunteers. Although these statutes vary in their terms and applications, their basic effect is to make it more difficult for potential plaintiffs to maintain liability actions against volunteers. These statutes reflect developing public policies about the relationship between liability rules and the extent of volunteer work performed in our society. As an embodiment of these policies, the statutes' effect may extend far beyond changing of legal rules for maintaining actions against volunteers.

COMMON LAW RULES

The recent volunteer protection statutes must be viewed in the context of the legal rules they purport to change. Absent any special legislation, all individuals, including volunteers, are subject to the same "common law" liability rules, *i.e.*, rules developed through court cases. Under these well-established common law rules, all people are personally liable for any damages caused by their negligent or intentional conduct. "Negligence" is conduct that departs from the standard of care that a reasonable person would use in the same circumstances. "Intentional conduct" is just what it sounds like, conduct in which the actor intends to cause some harm or damage. Under these rules, for example, if a person is driving a car and fails to use the standard of care that a reasonable person would use, and as a result of this "negligence" causes an accident, the negligent driver may be personally liable for the resulting damages. It does not matter that the driver may have been transporting meals to the elderly as part of his or her volunteer work at the time of the accident.

In addition, under common law, organizations may be "vicariously" liable for the negligent or intentional acts of their volunteers. This is an application of general master-servant law, which applies to situations in which a person causes an injury while working for another person or entity. Under the rules of vicarious liability, an organization (as "master") may be liable for injuries caused by one of its volunteers (as "servant") if, at the time of the injury, the volunteer was performing his or her assigned work, was acting negligently or with the intent to cause injury, and was within the organization's control. Again, this is merely an application of general legal rules, rules that apply to a business and the acts of its employees.

Jeffrey D. Kahn is an attorney with Schnader, Harrison, Segal & Lewis in Philadelphia, and has a special interest in legal issues relating to the involvement of volunteers. He is the author of various articles about liability issues and volunteers, including the "Legal Issues" chapter in *From the Top Down: The Executive Role in Volunteer Program Success* (Susan J. Ellis [1986] Philadelphia, ENERGIZE Associates). He is the former Special Projects Manager for the consulting and training firm ENERGIZE Associates, Inc.

THE CHANGING LIABILITY LANDSCAPE

In the mid-1980s, the conjunction of several factors produced a widespread effort to create special liability rules for acts of volunteers. First, there was a sense among many legal observers that awards for plaintiffs in civil tort actions were getting out of hand. The press widely reported on extremely large verdicts in a variety of liability cases. These cases included suits involving volunteers. One of the first involving volunteers to get a great deal of publicity was an action in New Jersey against a volunteer Little League coach. The parents of a Little League participant alleged that the coach had been negligent in moving their son from a position in the infield to the outfield, and that this negligence resulted in their son's injury by a fly ball. Although that case settled out of court, the legislature in New Jersey reacted by passing a statute making it more difficult to maintain actions against volunteer athletic coaches.

Along with the reports of large jury verdicts and actions by what many people believed were greedy plaintiffs, the insurance market became very tight. The insurance market goes through cycles, and in the mid-1980s, liability insurance rates climbed at a great rate. It became difficult for all types of entities, including those that involve volunteers, to obtain affordable liability insurance.

Some legislators and representatives of the nonprofit sector reacted with great concern to these trends in the courts and the insurance market; these concerns were fueled by the widespread press coverage of the "liability insurance crisis." Lawmakers heard reports of nonprofit organizations curtailing their programs because of the inability to obtain affordable insurance. They also had a perception that some number of potential volunteers were not willing to donate their services because of the prospect of lawsuits alleging negligence by volunteers. Following the lead of New Jersey's "Little League" statute, states began passing special laws to replace the common law rules for maintaining actions against volunteers. There was also an initiative for Congress to pass a bill, given the number "911" to connote a sense of urgency, which would create incentives for states to enact these volunteer protection statutes.[1]

At the present time, according to a recent survey of state laws compiled by the newly-formed Non-Profits Risk Management & Insurance Institute, about half of the states have special statutes giving some degree of protection to volunteers in cases of actions personally directed at them. In addition, some states have also acted to give new protection to charitable organizations. Finally, almost all states have now passed statutes limiting the liability of directors and officers of certain types of nonprofit organizations.

PROVISIONS OF VOLUNTEER PROTECTION LEGISLATION

None of the statutes relating to actions against volunteers completely immunize volunteers from suit. Rather, they give varying degrees of "partial immunity" by changing what a plaintiff has to prove in an action against a volunteer. Whereas under common law the plaintiff merely had to prove that the injury resulted from the volunteer's negligence, these special statutes require the plaintiff to prove something more: that the volunteer acted with gross negligence, in a willful or wanton manner, with bad faith, or in some other way that goes beyond mere negligence.

The statutes also vary in the volunteers to whom they apply. They contain varying definitions of "volunteer" (and many do not even use that word) and they apply to volunteers who work for various types of organizations. Some of the statutes only apply to volunteers

working for organizations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, whereas others apply to broader categories of "charitable organizations." The statutes also have varying exceptions, such as for accidents caused by volunteers operating motor vehicles, or they may only apply to volunteers working for organizations that have insurance.

The statutes also vary as to whether they also change the liability of the organization. In most cases, the statutes only change the rules for suing a volunteer, and do not make it any less difficult to prove liability against the organization, even for the "vicarious liability" described above.

EFFECTS OF STATUTES

At this point, there is no data on whether the statutes are having their desired effects. One of the goals of these statutes was to remove a barrier to volunteer participation. It is unclear whether states that have passed these protective statutes are seeing an increase in the total number of volunteers coming forward or whether previously reluctant individuals are now less concerned about liability. Nor are there any statistics as to whether, in these states, volunteers are now more willing to take on assignments that are viewed as "risky" or assignments that may be more likely to result in legal actions for injuries caused by a volunteer.

There is also no data as to whether organizations whose volunteers are covered by the volunteer protection statutes, or the volunteers themselves, have experienced any changes in the cost or availability of insurance coverage in response to these statutes. Statistical information is also unavailable about whether such organizations are now expanding their programs or reversing decisions to curtail programs.

Indeed, such "hard" data that the statutes are having the desired effects would be very difficult to assemble. The statutes themselves were based on information about the effects of increased liability costs and the prospect of large damages awards that was more anecdotal than scientifically compiled. Thus, even if studies were made now, there is no data on volunteer involvement, programming decisions or insurance before the statutes were enacted to compare with current information. Information about the statutes' impact would also be difficult to compile because the statutes may have had subtle effects on individuals' decisions to volunteer or organizations' programming decisions; these decisions are the result of a constantly-changing mix of considerations.

EDUCATION ABOUT THE STATUTES

Just as members of the volunteer community had a role in proposing the crafting of some of the statutes, they may also have a role in implementing the statutes. If directors of volunteers agree that these statutes have removed a barrier to volunteer participation, then it may be up to them to educate the public about the statutes. There are several layers of education that directors of volunteers might pursue.

Of course, the first level of education is self-education. Every director of volunteers should know whether his or her state has a volunteer protection statute or whether such a statute has been proposed.

Certainly an immediate concern of all volunteer administrators is the maintenance of participation by present volunteers. In those states with volunteer protection statutes, new and existing volunteers should be informed about these statutes and how they change volunteers' potential liability. It would undoubtedly be helpful for directors of volunteers to have an attorney available to whom volunteers can direct questions about liability. A discussion about volunteers' liability might be incorporated

into an initial orientation session or into a risk management training program.

A greater challenge is how to educate members of the public at large, some of whom may be potential volunteers who would want to know about these statutes. Some states are now producing booklets about the liabilities of volunteering. These booklets are being developed with the cooperation of state bar associations and may be used as educational tools by directors of volunteers.

WHOSE INTERESTS DO THESE STATUTES SERVE?

Volunteer protection statutes are the result of a deliberate public policy decision to create special rules for liability actions against volunteers. In recent years the concept of volunteering has been incorporated into political discourse to an extent previously unknown. These statutes are in some sense a continuation of that trend. They represent a large-scale recognition by legislators of the value of volunteering and of legislators' interests in furthering volunteering. Implicit in these statutes is the belief that making it more difficult to maintain lawsuits against volunteers will raise the level of volunteer participation and will ultimately have a beneficial impact on our society.

Yet upon closer examination, the public policy choices represented by these statutes are very complex. These statutes chiefly affect three groups: volunteers, the organizations for which they work, and people being served by volunteers. The interests of these groups with regard to volunteer protection statutes are in some ways in sharp conflict.

At first blush, it would seem that volunteers would want extremely protective legislation, legislation that would make it extremely difficult to hold volunteers liable for any accidents that they cause while they are doing their volunteer work. After all, volunteers might say that they are freely giving their time and energies while other people are not, and that they should not be penalized for any mishaps that occur while they are doing their best to help their communities. This rationale is explicitly recognized in Colorado's statute, which states that its intent is "to encourage the provision of services or assistance by persons on a voluntary basis to enhance the public safety rather than to allow judicial decisions to establish precedents which discourage such services or assistance to the detriment of public safety" (Colo. Rev. Stat. § 13-21-116). These statutes do not completely immunize volunteers from suit and do leave plaintiffs with the option of suing volunteers who acted recklessly, in bad faith, etc., as the various statutes provide.

However, these statutes may also be contrary to volunteers' interests. The statutes create a double standard. They hold everyone in society except volunteers liable for their negligent acts and give special protection to volunteers. Some people may view this as reflecting a perception that volunteers are not as capable as salaried workers, or that volunteers need such protection in order to perform at their optimum level. Volunteers might perceive a paternalistic strain underlying these statutes. Certainly throughout all of the years before such statutes, people in our society have participated extensively in volunteer work.

People who benefit directly from volunteers' services are among the most likely potential plaintiffs in actions against volunteers. When one examines these statutes from the perspective of these people, first impressions are again somewhat deceiving. Initially, it would appear that such people would be strongly opposed to these volunteer protection statutes. The statutes make it harder for people to recover damages against volunteers. In the event of an injury caused by a volunteer to a beneficiary of the volunteer's services, the

beneficiary would want to be able to maintain an action against the volunteer to its fullest.

On the other hand, direct beneficiaries of volunteer services also want to have the most capable, talented and dedicated volunteers available. To the extent that potential volunteers do not come forward because of fear of liability, people served by volunteers would be in favor of some limited protection because such protection would help create the best pool of talented volunteers.

Organizations that involve volunteers also have complex interests with regard to these statutes. Organizations would certainly support these statutes' goal to encourage the best possible group of volunteers to come forward and give their time. But to the extent that these statutes leave the organizations on the line for liability and remove liability from volunteers, that may give organizations some pause.

This analysis of the disparate interests of volunteers, beneficiaries and organizations does not make the position of volunteer administrators any easier. In some sense, volunteer administrators have obligations to further the interests of all three of those groups. Difficult as these questions may be, it seems clear that volunteer administrators, both individually and as a group, must come to grips with them and decide on a position. Volunteer administrators can then act on this position in following the effects of volunteer protection statutes in those states with such statutes, in lobbying in those states that have not yet enacted them, and in participating in the ongoing national debate about the desirability of these statutes.

NOTE

1. In December of 1990, the White House instituted a Volunteer Liability Protection Initiative. One of the goals of this initiative was to establish a standardized, model volunteer protection act that all states could enact.

1990 International Conference
on Volunteer Administration

Overcoming Road Blocks: Change Strategies for Arts/Museum Volunteer Programs

Heller An Shapiro and Nancy Macduff

Volunteers in arts organizations face constant changes: paid staff change, the expectations for volunteers change, the leadership of trustees changes or the expectations of the community toward the organization shift. And just when the volunteer thinks change is done, a new form or procedure is introduced. Managing volunteers means helping them accept change.

By understanding the stages of change the volunteer program manager can orchestrate or plan for change. Because everyone deals with change on a daily basis, some predictable stages or steps have been identified. The movement of individuals through these stages can be quite haphazard. For example, when the volunteer manager at a small town symphony knew that the conductor would be leaving, she recognized that each volunteer would react differently to the news. Since the leave-taking was not sought by the conductor, but forced by the trustees, it was expected that the fall-out would include lawsuits and adverse publicity. This would in turn cause musicians, staff, and volunteers to react to the change in ways that could hurt the symphony. The volunteer manager decided to plan for the change by becoming a change agent and helping her volunteers handle their various reactions in a way that would not hurt the symphony.

STAGES OF CHANGE

A change agent begins by understanding that change has some predictable steps or increments. The stages of change according to Lippitt are 1) shock; 2) disbelief; 3) guilt; 4) projection; 5) rationalization; 6) integration; and 7) acceptance. Volunteers may not move through these stages in order, they may become stuck at one stage, refuse to move ahead, bypass a stage, or speed through all the steps in a minute or more (depending on the scope of the change). Volunteers dealing with the change of a new artistic leader—curator, conductor, or artistic director—might experience these typical reactions:

SHOCK: "This isn't happening!"

DISBELIEF: "I can't believe this is happening."

GUILT: "This is my fault! If only I had . . ."

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PROJECTION: "This is *their* fault. They caused this problem."

RATIONALIZATION: "Well, if she leaves then maybe we will get someone who understands the volunteers." Or, "If *they* think this is a better way to do it, I suppose I better learn how."

INTEGRATION: "I'm having trouble remembering the way it used to be done." Or, "The new conductor has a certain flair."

ACCEPTANCE: "I want to show you how to do this, it's really easy and a valuable skill." Or, "We made this change at the museum and it might be worth trying at the church."

Volunteers can be encouraged to accept change by providing an environment where it is permissible to work through the stages of change. In fact, there must be acceptance of the pain of change and a willingness to assist the individual in processing change. Every effort should be taken to reduce the likelihood of volunteers feeling forced into maintaining old positions or procedures to avoid the new change.

CHANGE STRATEGY

Change in an arts organization usually is conducted with an intense media spotlight. Many people are affected by decisions: patrons, artists, visiting professionals, critics, paid staff, volunteers, musicians, actors, and others. This scrutiny can make it difficult to bring about change without strong resistance. With adults it is virtually impossible to avoid all resistance, but it can be reduced through the use of a change strategy.

The change agent is a leader with insight and clarity of direction. This individual is not simply accepting of change, but actively strives to manage it. This is most effectively accomplished through the use of a planned change strategy.

Awareness

At this stage the volunteers are introduced or made aware of the idea or possible change. It is important to provide information, no matter how skimpy. Even if few details are known, the volunteers should be alerted long before the actual change is made. The volunteer coordinator or director needs to be positive about the change. For example if a new gift shop is being designed, volunteers should know about it as soon as possible. Rumors abound and it is better if even the most meager information comes from a reliable source. This is also the time to educate volunteers about the current financial situation and potential gains to be expected from the new gift shop. It helps them understand the broader dynamic of change throughout the organization.

Interest

As volunteers become more aware of the impending change their attitudes about the change can be positively influenced. This is done by increasing the flow of information about the change. It is especially important to present this information as it relates to the volunteers. For example, if a museum is changing physical access for security reasons, it is wise to relate the changes to the need for security of both volunteers and things. Everyone wants the collection to be safe, but if it will take five minutes longer to get into the building from the parking lot, the reasons for the change are best explained in personal terms. As the volunteers' interest increases, they begin to see the impact.

Evaluation

This is a process of visualization. Here the volunteer can be asked to evaluate the change by thinking or sharing all the pro's and con's related to the change. They might be encouraged to "imagine" the change as it relates directly to them. It is important to allow the volunteers to express anxiety about their own ability to make the change. Many adults have a fear of failing in new situations and, rather than explore those new situations, they retreat (and not always quietly).

The effective change agent creates an environment where it is "o.k." to mentally experiment with the change. Suppose volunteers are talking about the change in museum access for volunteers and staff mentioned earlier. The volunteer director/coordinator might say: "What new things will you see coming into the building that way?" "Are there things you will miss coming in the old way?" "What will it be like for visitors seeing volunteers arriving at that door?" This sounds like mental gymnastics, but it gives the volunteer the opportunity to express anxiety and practice dealing with the new change mentally before it becomes a physical reality.

Trial

This is where the volunteers try out the change on a small scale or practice level. An ideal way to deal with this step is to train a core group of volunteers to carry out the change and have them teach other volunteers. This strategy increases the number of change agents in the organization. This technique is especially effective in dealing with new internal systems: new forms, new check-in procedures, new ways to sign up for complimentary tickets or events, etc. It is at this step that volunteers make the decision to make the change or reject it and sometimes leave the organization. A successful transition in this phase leaves volunteers proud of skills and more willing to tackle the next change. Arts volunteers can be heard to say things such as, "Well, if we mastered the new computer security system, we can adapt to anything."

Adoption

An effective leader who plans for change and gives the opportunity for volunteers to express their shock and disbelief is rewarded. This step occurs when the change has been implemented and volunteers handily accept and integrate the new "thing" into their existing jobs. The surest indicator of adoption is when a volunteer becomes the best advocate for the change when talking with other volunteers or staff. For example, a symphony orchestra fired its conductor of 11 years in the glare of a media spotlight. A part-time volunteer coordinator began a systematic process to help volunteers deal with the loss and get them ready for the arrival of a new conductor. In the six months prior to the arrival of a new conductor there was ample opportunity to deal with shock and disbelief. The volunteers who stayed worked through their anger to express their support for the orchestra. This happened not by accident but through a systematic plan to make volunteers aware of the change, build their interest and commitment to change, think about the effects of the change, practice the reaction to change by greeting visiting conductors, and adopt the new person coming to lead the orchestra.

CONCLUSION

Helping volunteers arrive at the adoption stage occurs more easily if volunteer concerns have been considered in the entire process. Volunteers cannot be forced through the five steps. Instead, they need to be an integral part of the change process by having the opportunity to air their concerns and suggest options and alternatives.

The stages of change are natural and occur without any assistance from the outside. The severity of reaction to change can be mitigated. The volunteer program manager can be the catalyst to help volunteers process and accept change more quickly and in a supportive environment.

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APPENDIX A

STAGES OF LEARNING WORK PLAN SHEET

	What will you do about change?	What will volunteers do?
Awareness of need or problem		
Active interest, information gathering, self-inquiry		
Evaluation		
Trial, practice of new behavior and emotional insight		
New learned behavior		

1990 International Conference
on Volunteer Administration

Using the Mission Statement To Recruit Church Volunteers

Frances Ledwig

INTRODUCTION

An enormous reservoir of energy and talent is present in the numerous religious congregations in North America. For the most part, believers are waiting to be called to service, service which will offer them opportunities and enable them to act out their beliefs and convictions. Imagine what could be accomplished by mobilizing these diversely rich talents! Church and community volunteer leaders need only to learn how to tap into this vast reserve of human energy and conviction.

The word "church" is used here in its broadest sense, to include all organized religious groups of any denomination. The "volunteers" are the members of the congregation who work without pay to accomplish the mission of their particular organization, both within the organization (the gathered church) and in the wider community (the scattered church).

THESIS

The purpose here is to develop a method for tapping into the time and talents of members of a religious congregation, with a primary focus on using the organization's mission statement. It is appropriate to recruit church volunteers for both the gathered church and the scattered church. The same volunteer management principles apply in each situation; however, in this case, they will be treated separately for clarity.

THE MISSION STATEMENT

A general understanding of a mission statement (or "declaration" or "proclamation" as some congregations call it) is a basic premise for what follows. For our purposes, a mission statement can be defined as a statement of identity and purpose for a community of believers (who we are, and what we are called to do). The written mission statement gives direction and purpose to the religious organization. It can be as brief as a sentence or two or as long as a couple of paragraphs. However, the trend is toward simplifying statements so that they will be more easily read, understood, and used.

Examples

A.) The Church of _____ is a community of believers in association with the church universal, who strive to serve the world in order to prepare the Kingdom of God as proclaimed in the scriptures. We do this by giving mutual assistance in daily life, witness, worship, and

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service to those outside our community (Rademacher, p. 177).

B.) We, the community of _____ _____ declare it to be our primary mission to live in a faithful relationship to our God. We are called to be a listening, worshiping, serving, and loving people. We will pursue this mission with the help of God through the gifts and talents of our members (Harms, p. 29).

The mission statement should be drafted by a group of leaders, with opportunity for input from all members, and presented to the congregation for ratification and ownership. The mission statement becomes a cornerstone from which all activity is built. It becomes an essential tool for planning, goal setting, and program planning, including *volunteer participation*. To be of optimum value, it must be communicated often to those who are attempting to accomplish the mission. The statement should be published, displayed, referred to, reviewed yearly, and changed if necessary.

USING THE MISSION STATEMENT TO RECRUIT CHURCH VOLUNTEERS FOR WORK IN THE GATHERED CHURCH

Most religious organizations subscribe to the idea that each member has been created with unique and valuable gifts meant to be discovered, developed, and used on behalf of others (Wilson, p. 15). Fortunate are those church members whose leaders (both paid and unpaid) take seriously their roles of vision setting and planning before making an appeal for volunteer participation.

Those who design work for volunteers need a knowledge of and a sensitivity to the gifts and needs, as well as the rights and responsibilities, of the membership in that particular community or tradition. (This supports the selection of a person from the congregation or community as the volunteer coordinator.)

Effective leaders design volunteer jobs to accomplish a part of the mission. They are able to communicate how a job relates to the overall mission, the work of paid staff, and other volunteers. A written description of each volunteer job is a key component in deciding *who* is needed to do the job.

The members of the church cited above in Example "A" might fulfill their mission in their gathered church by:

1. forming a single parent support group within their membership to "give mutual assistance in daily life,"
2. expanding roles for members with talent and knowledge in areas of worship such as prayer leadership or heading a worship environment planning group.

For most members, at least in the case of adults, membership in the congregation itself is voluntary. Committed members welcome the opportunity to contribute to the life and mission of their church, and they have a right to expect their involvement to be well-planned and related to the mission. Often the Director of Volunteers is the person who raises an awareness of this and begins to create the climate in which it can happen.

Helping an organization to form its mission statement could be the first step to helping members become involved in the work of their church. In some instances, the attempt to manage volunteers more effectively in a congregation may necessitate some improvements in overall management of the organization. While good administration and good pastoral care are not mutually exclusive, good management practices are often not the primary concern of religious organizations. Remember, it is mission that motivates members to commit their time and talent, not necessarily the task

itself. Focusing on a mission statement which reflects the members' values will make a big difference in recruiting volunteers for action in the gathered church.

USING THE MISSION STATEMENT TO RECRUIT CHURCH VOLUNTEERS FOR WORK IN THE SCATTERED CHURCH

A given congregation can be seen as a group of people who "stand for something." They share some common values and dreams for making a difference in the world. What better place to recruit volunteers for a project which will meet their criteria for mission?

For instance, in the case of example mission statement "B" cited above, members might fulfill their mission to the scattered church by:

1. "listening" and "loving" victims of abuse, by volunteering in a domestic violence prevention center or a rehabilitation program for parents who have abused their children,
2. "serving others by using our gifts and talents" in administration of community organizations which promote and protect human dignity, such as a Red Cross board or a city government's human relations commission.

An important condition for church members using their gifts, in the name of their church, in community or agency programs is the clear understanding that using the volunteer position to proselytize for one's particular tradition is inappropriate and could jeopardize the success of the program. This should be addressed in the training and orientation sessions of both the church and the agency.

Before an agency or project volunteer coordinator considers approaching congregational leaders or members to recruit volunteers, it is imperative that she or he thoroughly understand the mission of her or his own organization or agency. The recruiting coordinator should then:

1. Send a letter of introduction to the religious organization, explaining the opportunities the agency/program can provide the members.
2. Make an appointment with the congregational leader.
3. Inquire about a mission statement. Read, discuss, and make sure she or he understands it.
4. Explore the possibilities for involving the church's members in the work of the agency, program or project to the mutual benefit of each organization.
5. Get the name and phone number of the person in the church with whom to review the situation at length and to determine if the match is feasible.

A worthwhile nonprofit agency program or project which can relate its needs for volunteer services to a church's mission statement and goals, without compromising the integrity of either's values, could indeed find a treasure in the church's membership. This is especially true for those traditions which place a high value on outreach and positive societal change, looking to make a difference in the world.

SUMMARY

Whether one is attempting to involve volunteers in the work of the gathered church or the scattered church, keying into the organization's mission is the first step to successful recruiting. Upon analyzing the elements critical to effective volunteer involvement, it becomes obvious that efforts which are successful are well managed from beginning to end, including planning, organizing, designing jobs, recruiting, interviewing,

screening, orienting, training, coaching, recognizing, and evaluating.

The beginning is a clear statement of purpose—who is involved and what they do, and the mission statement. The end is the evaluation of what was accomplished, assessing whether indeed the mission was carried out and the goals were achieved as planned. This "end" becomes a "beginning" as we begin again our mission—focused planning, thus continuing the cycle of action based on beliefs.

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1990 International Conference
on Volunteer Administration

Getting Help at No Charge

Nancy Macduff

Getting organized to find free sources of help begins with the establishment of a Resource Development Committee. The Resource Development Committee is not just a fund raising committee; while that is an important function, the committee is also charged with the task of developing resources that do not cost the organization, agency, or program any dollars.

Sources of free help usually take two forms. In one case it is people. These resources are individuals with skills and talents needed to accomplish a task. If the organization is developing a promotional slide/tape presentation, it could use experts in photography, scripting, media production, recording, and public speaking. All those individuals are "resources" recruited by the committee. Other free gifts take the form of "things." They can be office equipment, coats for children, equipment, books, flowers. The list is limitless.

THE NEED

To effectively identify sources of free help, the committee begins with the need. It is absolutely essential that the "need" or problem to be solved is clear. If someone says, "Gee, it would be really nice to have a library on parenting," it is not the time to rush forth and find books, shelves, or magazines. It is the time to ask: "Why?" "Whom is the library for?" "Who has requested the library?" "How many people will use it?" "Is there another way to meet the needs of those requesting the library?" "Exactly what is meant by parenting?" "What types of resources are needed?"

THE PLAN

A wise volunteer program manager told her colleagues recently that the clear identification of the problem, so everyone understands and agrees, means you are a millimeter from a solution. That applies to resource development. A resource development volunteer asking someone for free help must know clearly what is needed and why. He or she must believe that it will benefit the entire program.

Once a need has been identified, the next step is to develop a plan to access the most likely sources of assistance. Suppose a library on parenting is seen as a need for a program. The resource development committee could assign the responsibility for this project to two or three members. That core group could add to their numbers from other interested volunteers or staff. They begin by brainstorming all the things needed for the library, determining if any money exists to support this project, and deciding what is needed to get the library started.

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THE RESOURCES

A brainstorming strategy can be used to get ideas of where to go for free help. The small group should list all the places that have the needed resources for the library. They would list such things as shelving and then identify all the places in the community that have the type of shelving that would work in a library. The list is then "mined" for sources of free help. This technique can often bring out new sources of assistance. Many voluntary programs get in the rut of asking the same people for free help. This limits the influence of the organization or program in the community. The more individuals and businesses who are connected to a volunteer program, the greater the strength of that program. Besides, most donors want to spread their resources around. By increasing the number of donors to a program, the organization or agency increases its influence and the community's awareness of its needs.

When potential sources of free help are identified, then a prioritized strategy to solicit donations can be planned by members of the committee. The chairperson of the committee coordinates activities with other resource development activities so individuals and businesses are not asked for help from several different people representing the same organization. This casts an unprofessional shadow over the organization.

Over time, sources of free assistance fall into predictable patterns. An organization or agency can develop an ongoing relationship with businesses or individuals. The businesses can donate surplus equipment which can be used by the organization. It is important to develop new sources to add to the regulars. The same is true for human resources. A local attorney may agree to review by-laws on an annual basis, but he or she should not be the only attorney with a relationship to the organization or agency. Perhaps the individual would like to try a new assignment after a few years of reviewing the by-laws. This provides the opportunity to recruit a new person for the job, gives the current volunteer a more challenging assignment, and spreads the information and welfare of the organization into more hands.

SUMMARY

Finding sources of free help is not a mystery. It must be done in an orderly and planned strategy with those raising money for the organization. Using a planned approach means an effective campaign that benefits everyone in the organization or agency.

In Appendix A is a list of potential sources of free help which was developed during the International Conference for Volunteer Administration in Kansas City in October, 1990. It focused on possible sources of assistance with audio-visual productions, equipment, and space for offices or programs.

APPENDIX A

POTENTIAL SOURCES OF COST-FREE HELP

Audio-Visual Productions

- ☆ college or university instructional media classes or AV production programs
- ☆ school district audio-visual programs where students are learning about production
- ☆ Chamber of Commerce with interest in collaboration and knowledge/experience in production
- ☆ United Way classes or staff expertise, especially if you are a United Way agency
- ☆ other agencies which have done this and may be willing to help with parts of the production process
- ☆ companies in the AV production, photographic production business which are new and can use exposure
- ☆ some radio and TV commercial stations will help nonprofit voluntary groups
- ☆ members/clients/parents affiliated with your group may know how to do this
- ☆ manufacturers of supplies or products used in AV production

Equipment

- ☆ companies that manufacture the equipment
- ☆ federal surplus (includes military bases, and municipalities or county government)
- ☆ bankruptcies (after everything that can be sold—check to see what is done with the rest)
- ☆ members or clients (donation for tax credit)
- ☆ former users (especially good with some hospital equipment)
- ☆ "after" the business closure

Space for Programs

- ☆ other non-profit or voluntary organizations
- ☆ businesses with unused space
- ☆ collaborative programming with group that only provides space
- ☆ government surplus space

1990 International Conference
on Volunteer Administration

Tough Choices: The Challenge of Leadership in the 90's

Judith V. Waymire

You supervise 15 volunteers in your very busy, understaffed office. Mrs. Gibson is your most valuable volunteer. She is organized, works long hours, fulfills her responsibilities in nearly every way, and has potential for a more responsible position. However, she undermines morale by disparaging other volunteers' work and then threatens to leave unless you put forward her name as board president. What do you do?

Factors in choosing often make "right" and "wrong" less than perfectly clear. Making choices is even harder when you're a volunteer administrator, because you're not just making personal choices but choices that affect volunteers, staff, stakeholders, and constituents.

What affects the choices we make?

Self esteem is one of the factors in choosing. How do we feel about ourselves? Do we "give in" to gain acceptance by the group or "stand firm" even when we're standing alone?

Ethical reasoning involves several other types of choices.

1. Legalities vs. compassion
2. Set beliefs vs. situation-driven
3. Results of actions vs. intentions

Roles, status, and structures all compete as we try to make rational choices. By recognizing the various pressures, we can make choices more reflectively, more self-consciously, and more consistently.

1. The roles we play (Director of Volunteer Services, treasurer of our club, daughter, friend, mother, etc.) all carry behavioral expectations. An administrator needs to be equitable, a daughter needs to be loyal to family, a treasurer needs to be honest, etc.
2. Roles may often be in conflict with the status we have acquired. Can you be a sympathetic friend and collect dues? Can you be a compassionate mother and a disciplinarian?
3. The social structures in which we work (office, tennis team, church, family, etc.) also suggest norms for behavior which may conflict with our personal norms. Do I play office politics to get a promotion? Can I work for a health organization and be a smoker? Can I be an aggressive fundraiser for the church?

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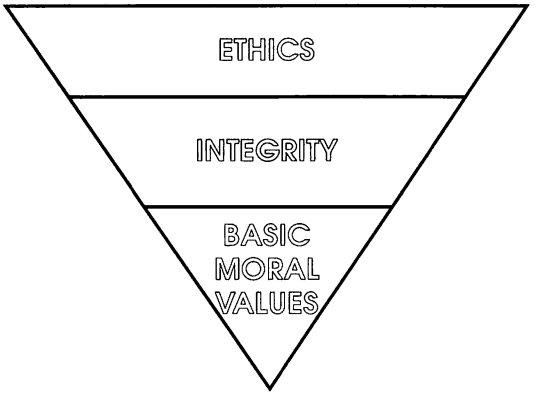

Figure 1
Leadership Value Progression

Basic moral values (see Figure 1) are at the core of leadership. For the most part, effective leaders have a solid moral foundation, a sense of right and wrong and what is important. Effective leadership, especially for a volunteer administrator, springs from a commitment to personal values, such as straightforwardness, truthfulness, honesty, respect for others, and justice. At the heart of all behavior are personal values, deep-rooted principles which impact our choices, behaviors, and attitudes. By examining our values, we become more sensitive to why we make the choices that we do.

Integrity is the cement which holds personal values together. It is the behavior consistent with those values. An individual must act by principle rather than expediency. A leader can only maintain trust if decisions are consistent and predictable. It is devotion to what is right and just. This means that I will do exactly what I say I will do. Integrity does not allow for compromise.

Ethics are personal values translated into action. They are the norms that govern behavior in a group. Leaders are responsible for establishing and maintaining the code of ethics in a group by their own actions, by reinforcing appropriate behaviors and communicating their positions to others.

One of the major tasks of a volunteer administrator is to examine this value base, discard values left from history if they aren't appropriate, and take ownership of values that work. This, in turn, helps us develop a clearer understanding of our behavior so that we can better control our lives.

You know you're in a tough choice dilemma when your stomach gets tied in knots and you say, "Help, what should I do here?" An ethical dilemma often tugs between "wants" and "duties."

FRAMEWORK FOR ETHICAL DECISION-MAKING

Ask yourself these questions:

1. What is the dilemma?
2. What are the facts here?
3. What values are apparent in this situation?
4. Which values do I wish to advance here?
5. What are the alternative courses of action/options?
6. What are the consequences, risks, implications of each option?
7. What is my decision?

Then answer these bottom-line considerations:

1. Ultimately, I have to take responsibility for what I do or don't do.
2. Can I live with this decision?
3. Is my action ultimately doing more good than harm?
4. How is my decision affecting the "stakeholders" in this situation?
5. Am I using excuses to justify my behavior?
6. Would I be proud to have my decision placed in headline news?
7. Am I practicing the Golden Rule, "Do unto others as you would have them do unto you"?

Personal values affect our choices but, as leaders, we also need to be especially

aware of the concept of *sustaining values.* Sustaining values are those principles which are more universal in scope and are critical to maintaining a just society. Sustaining values keep our world sane and healthy and are at the opposite end of the continuum from self-interest values (see Figure 2). While self-centered values have a "me" orientation, sustaining values have a "human good" orientation.

A belief in sustaining values suggests that there is a community "out there" that needs attention. As leaders, the concept of sustaining values is especially important because leaders are presumably obligated to have a positive effect in building a community—whether that be local, national, or global. John Gardner, noted leadership expert, goes so far as to say that building community is the most essential skill a leader can command. Sustaining values do not negate personal values and individualism. They simply represent an orientation toward the human good rather than toward total self-interest.

The keys to ethical decision-making are an understanding of your own personal values, an ethical framework for making decisions, a sensitivity to sustaining values necessary to maintain a just society and an integrity in your own actions.

Figure 2
Value Continuum

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Guide to Publishing a Training Design

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

TITLE OR NAME OF ACTIVITY

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

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

TIME REQUIRED: Approximate time frame.

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

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

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

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

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

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

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GUIDELINES FOR SUBMITTING MANUSCRIPTS

I. CONTENT

A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge 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 this JOURNAL deals with *volunteerism*, not *voluntarism*. This is an important distinction. For clarification, here are some working definitions:

volunteerism: anything related to volunteers or volunteer programs, regardless of setting, funding base, etc. (so includes government-related volunteers)

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

Our readership and focus is concerned with anything regarding *volunteers*. A general article about, for example, changes in Federal funding patterns may be of value to executives of *voluntary agencies*, but not to administrators of *volunteer programs* necessarily. If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your manuscript subject for you.

D. THE JOURNAL is seeking articles with a "timeless" quality. Press releases or articles simply describing a new program are not sufficient. We want to go beyond "show and tell" to deal with substantive questions such as:

— why was the program initiated in the first place? what obstacles had to be overcome?

—what advice would the author give to others attempting a similar program?

— what might the author do differently if given a second chance?

— what might need adaptation if the program were duplicated elsewhere?

Articles must be conscious demonstrations of an issue or a principle.

II. PROCEDURE

A. The author must send three (3) copies of the manuscript to:

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B. Manuscripts may be submitted at any time during the year, but the following are deadlines for consideration for publication in each issue:

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

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

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

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

C. With the three copies of the manuscript, authors must send the following:

1. a one-paragraph biography, highlighting the author's background in volunteerism;

2. a cover letter authorizing THE JOURNAL OF VOLUNTEER ADMINISTRATION to publish the submitted article, if found acceptable.

3. mailing address(es) and telephone number(s) for each author credited.

4. indication of affliation 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 Reviewing Editors. The author's name will be removed prior to this review to assure full impartiality. The review process takes six weeks to three months.

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

2. Unpublished manuscripts will be returned to the authors with comments and criticism.

3. If a manuscript is returned with suggestions 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.

III. STYLE

A. Manuscripts should be *ten to thirty pages* in length, with some exceptions.

B. Manuscripts should be typed, double-spaced on 8½" x 11" paper.

C. Manuscripts should be submitted with a title page containing title and author and *which can be removed* for the "blind" review process. Author's name should not appear on the text pages, but the article title may be repeated (or a key work used) at the top of each text page.

D. Footnotes should appear at the end of the manuscripts, followed by references listed alphabetically (please append an accurate, complete bibliography in proper form).

E. Authors are advised to use non-sexist language. Pluralize or use he/she.

F. Contractions should not be used unless in a quotation.

G. First person articles are acceptable, especially if the content of the article draws heavily upon the experiences of the author. This is a matter of personal choice for each author, but the style should be consistent throughout the article.

H. Authors are encouraged to use interior headings to aid the reader in keeping up with a lengthy article. This means breaking up the text at logical intervals with introductory "titles." Refer to issues of THE JOURNAL for sample headings.

I. Illustrations (photographs, artwork) will only be used in rare instances in which the illustrations are integral to the content of the article. Generally such artwork will not be accepted.

J. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript. Because of the difficulty we have in typesetting figures and charts, authors are requested to submit such pieces in *camera-ready* form. Figures and charts will generally be placed at the end of an article.

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

Further questions may be directed either to our administrative offices in Boulder or to Barbara Spaulding Gilfillen, Editor-in-Chief (508-468-7568).

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We're the international, multi-discipline membership organization of professionals in volunteerism and volunteer administration. We're AVA— your Association for Volunteer Administration.

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AVA sponsors the only professional certification program in the field of volunteer management, and has done so since 1967. The designation CVA, "Certified in Volunteer Administration," is awarded following a peer review of an applicant's competency-based portfolio.

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- *AVA Membership Directory*, an annual directory.

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