

THE JOURNAL OF VOLUNTEER ADMINISTRATION

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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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

Membership in AVA is open to salaried and non-salaried persons in all types of public, non-profit, and for-profit settings who choose to join with AVA to promote and support effective leadership in volunteerism.

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

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

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

For further information about the ASSOCIATION FOR VOLUNTEER ADMINISTRATION, contact us at P.O. Box 32092, Richmond, VA 23294, U.S.A.
Tel (804) 346-2266 • Fax (804) 346-3318
E-mail: AVA@freedomnet.com
Website: www.avaintl.org

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Tel (804) 346-2266 • Fax (804) 346-3318 •
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Editor's Note

The spring issue is always entirely devoted to AVA's annual conference. We had the good fortune to receive more articles from conference presenters than could fit into a single issue. We decided to continue to showcase the conference in the summer issue by featuring four more articles here. One describes virtual volunteering, another explains how to assess volunteer program impact, the third is a training design to help with organizational change, and the fourth reports on techniques that can help to appropriately place volunteers, especially those who are older. The final article in this issue—not a conference submission—presents a spiral model of volunteer administration for you to consider.

At The Points of Light Foundation's annual conference in New York City in June 1997, I had the opportunity to attend a panel discussion on the worldwide dimensions of volunteering. It was sponsored by the International Association for Volunteer Effort (IAVE). Preceded by an introduction by Kenn Allen, senior vice president of The Points of Light Foundation and world president of IAVE, you can read the thoughts of panelists from Denmark, Bangladesh, and Venezuela. In working with me to meet deadlines and expedite the process, I want to acknowledge the invaluable assistance of Silvia M. Virreira, director for international development at The Points of Light Foundation. I also want to acknowledge the senior advisors and copy editor who work on each issue of this journal and thank Reenie Marshall who read the final page proofs this time.

As Kenn Allen says in his introduction to the section on international perspectives, "While we have much to share with the world from our experience, we have even more to learn." I hope this publication informs that awareness.

Marjorie M. (Mitzi) Bhavnani
Editor-in-Chief
E-mail address: AVAJournal@aol.com

1997 International Conference on Volunteer Administration

ABSTRACT

This article introduces virtual volunteering, where real people are able to do volunteer work via cyberspace. Readers will learn about the possibilities for contributions by volunteers working remotely via home or work computers and the Internet and how to assess organizational readiness for virtual volunteering.

Virtual Volunteering: A Powerful New Resource for Volunteer Managers

Jayne Cravens

THE INTERNET AND VOLUNTEER MANAGERS—A PERFECT MATCH OR TECHNO-HYPE?

Many people actively search for volunteer opportunities they can complete via home or work computers because of time constraints, personal preference, a disability, or a home-based obligation that prevents them from volunteering on site. Virtual volunteering enables anyone to contribute time and expertise to non-profits, schools, government offices and other organizations that utilize volunteer services without ever leaving home or office.

Virtual volunteering also enables agencies to expand the reach of current volunteer programs by allowing more volunteers to participate and by involving volunteers in new areas. Virtual volunteering is a way to extend the range of volunteer opportunities and help organizations meet the increasing challenges of the future, while also reaping tangible benefits from emerging technologies.

There are many ways people can (and do) volunteer virtually. They can:

- Send E-mail answers to questions people ask or engage in a chat room where

support group members provide advice to one another. This type of virtual volunteering is similar to phone answer/support lines.

- Work together (volunteers and/or clients) online to carry out a project such as writing about news of the neighborhood, school, or special interest group to post on a Website or use in printed material.
- Electronically "visit" with someone who is homebound, in a hospital, or a resident of a nursing home.
- Provide online mentoring and instruction via E-mail. Examples include helping students with homework questions or helping adults learn a skill or find a job.
- Conduct online research such as finding information to use in an organization's upcoming grant proposal or newsletter, or gathering information on a particular government program or legislation that affects an agency's clients.
- Welcome people who are about to enter the hospital or go to summer camp and follow up afterward.
- Train other volunteers in a subject via

Jayne Cravens is the manager of the Virtual Volunteering Program at Impact Online, a national not-for-profit organization. She has presented workshops on various non-profit and technology-related subjects for the Association for Volunteer Administration, The Points of Light Foundation, the Texas Governor's Conference on Volunteer Leadership, the Support Center for Nonprofit Management in San Francisco and the American Chamber of Commerce Executives Conferences, among others. She is a regular contributor to various Internet discussion groups.

the Internet through distance learning.

- Design an organization's Website, newsletter, or brochure, or copy-edit a publication or proposal.
- Translate a document into or from another language.
- Register an organization's World Wide Web home page and other appropriate pages with Internet search engines.
- Conduct online outreach and advocacy by posting information or sending legislative alerts to appropriate newsgroups and listservs.

Virtual volunteering is not a replacement for face-to-face volunteering. Instead, it expands existing volunteer resources, augments an organization's off-line activities, and offers another way for someone to help support an organization and give back to the community. For some people it will be a preferred avenue of volunteering, but for many it will be an additional avenue of volunteering.

In 1996, Impact Online (IOL), a national non-profit organization "turning good intentions into action," launched its virtual volunteering program to assist organizations with virtual projects. IOL's own services would not have come into being without the contributions of numerous volunteers, on and off-line. IOL has been talking about and benefiting from virtual volunteering since 1994 when it first went online. As part of its virtual volunteering program, Impact Online offers a number of resources.

IOL has an ever-growing area on its Website to showcase information about virtual volunteering and to facilitate matching volunteers with non-profit organizations who need them. Information includes:

- The benefits of using the Internet to find and involve volunteers.
- Marketing an organization's volunteer opportunities online.
- Determining if an organization is ready for virtual volunteering.
- Suggestions on how to get staff buy-in

and participation, developing an implementation plan, training staff and volunteers, etc.

- Implementing a virtual volunteering pilot project.
- Suggesting needed adjustments in styles and approaches to volunteer management that must be made to ensure the success of virtual volunteering.
- Orienting and evaluating volunteers for virtual assignments.
- Informing about volunteer activism via the Internet.
- Making E-mail communications more effective.
- Tips for volunteers who want to work virtually.

Impact Online is working directly with selected organizations to help them develop or expand effective and ongoing virtual volunteering programs. This has made it possible for Impact Online to obtain firsthand data on the realities of setting up and maintaining such a program. Issues such as volunteer screening, monitoring, evaluation, and recognition, as well as how to look for assignments within an organization that can be handled by volunteers via online technologies are being thoroughly researched.

Impact Online posts learnings and tips to the Impact Online Website regarding virtual volunteering and communicates its findings via appropriate Internet discussion groups. It compiles its virtual volunteering information from organizations that involve or have involved volunteers virtually, internationally recognized experts in volunteerism, volunteers who have provided support to an organization via a home or work computer, IOL staff's own firsthand experiences working with volunteers virtually, and related resources on telecommuting or publications such as those that help organizations involve people with disabilities as volunteers.

The focus of Impact Online's project is to engage organizations that already understand the basics of volunteer man-

agement and how to work with volunteers effectively in traditional, face-to-face settings. We don't recommend that organizations that do not have experience managing volunteers embark on a virtual project. The Impact Online site does not have information to teach the fundamentals of volunteer management. However, our Index of Online Resources for Volunteer Managers on our Website has links to other Internet resources that provide information on the basics of volunteer management.

HOW DO I KNOW IF MY ORGANIZATION IS READY FOR VIRTUAL VOLUNTEERING?

Before your organization decides to involve volunteers virtually, do some self-evaluation of both yourself and your organization. Impact Online suggests your organization meet the following criteria before attempting to engage in virtual volunteering.

- The entire staff and board should understand how your organization already involves volunteers and be committed to the success of your existing, off-line volunteer program.
- Your organization should already successfully involve volunteers in traditional, face-to-face settings either assisting staff and/or working directly with clients. You should have an established management system for volunteer recruitment, screening, matching to assignments, feedback, and evaluation (measures of success for both volunteer assignments and your volunteer program in general).
- All of your organization's paid staff should have training and/or experience in the basic hows and whys of volunteer recruitment, screening, and management. You should also have an established system through which staff members define and communicate to you volunteer needs in their own areas/departments.
- The volunteer manager in your organi-

zation should have regular access to an Internet E-mail account during day-time hours. The same person who is in charge of managing your current volunteer program should also manage the virtual volunteering component. Don't think of virtual volunteering as a different program. Think of it instead as an extension of your existing, off-line volunteer program.

- Your organization should already have on file the E-mail addresses of volunteers as well as the postal mailing addresses and phone numbers for all volunteers.
- The volunteer manager must be committed to reading and responding to E-mails regarding volunteering with your organization within 48 hours of receipt.

A well-run agency and a well-organized volunteer program are key elements to the success of virtual volunteering. If you feel you meet all of the above criteria, you are ready to start looking into setting up and managing a virtual volunteering program.

AUTHOR'S NOTES

If you feel your organization is ready to create an online component of its volunteer program and would like to participate formally with Impact Online, please visit its Website (<http://www.impactonline.org>).

The author has her own Website (<http://www.coyotecom.com>) that offers technology tips for not-for-profit organizations. It was a featured selection by America Online's Web Diner and inspired AOL to spotlight online Web resources for not-for-profit organizations.

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The author wishes to thank Susan J. Ellis, President of Energize, Inc., who co-presented this workshop on virtual volunteering.

1997 International Conference on Volunteer Administration

ABSTRACT

Evaluating the impact of volunteer programs has become an important management and program development focus for volunteer managers and administrators. This article uses the Targeting Outcomes of Programs (TOP) model to differentiate between volunteer program inputs, outcomes, and impact. The authors explain and provide volunteer program examples of program inputs (resources, activities, and participation); outcomes (reactions, and changes in knowledge, opinions, skills, and aspirations); and impact (practice change, and societal, economic, environmental, and other impacts).

Assessing the Impact of Volunteer Programs

R. Dale Safrit and Mary Merrill

Contemporary volunteer organizations and programs exist in environments of increasingly scarce resources. Although not limited to the public sector, this phenomenon is especially critical to non-profit organizations that often must depend upon multiple funding sources in order to function and have come under increased public scrutiny to be accountable (Kearns, 1996). Taylor and Sumariwalla (1993) stated:

Increasing competition for tax as well as contributed dollars and scarce resources prompt donors and funders to ask once again: What good did the donation produce? What difference did the foundation grant or United Way allocation make in the lives of those affected by the service funded?

Fisher and Cole (1993) concluded that "because programs involving volunteers must compete for resources in the com-

munity as well as within the organization, program evaluation has become an indispensable tool of the volunteer administrator." Consequently, evaluating the impact of volunteer programs has become an important management and program development focus for volunteer managers and administrators, especially within the past five years.

Early writings in the profession of volunteer management either did not emphasize program evaluation at all (Naylor, 1973; Wilson, 1981) or only included limited information (Naylor, 1976; O'Connell, 1976; Stenzel and Feeney, 1968; Wilson, 1979). More recently, Fisher and Cole (1993) stated that "volunteer administrators are continually faced with the need to demonstrate the value of their programs" and devoted an entire chapter of their text to evaluating volunteer program processes, results, and impacts. Ellis (1996) concluded that "just as with employees, it is possible to monitor and

R. Dale Safrit is an associate professor in the Department of Human and Community Resource Development at The Ohio State University. He teaches and conducts research related to leadership and volunteerism. He has more than 15 years of volunteer management experience and has presented workshops in Canada, Brazil, and Russia. Mary Merrill is a private consultant with 20 years experience in volunteer administration and non-profit boardmanship. A licensed social worker, she was the director of training and consultation for the volunteer center in Columbus, Ohio. She worked extensively in Russia through The Points of Light Foundation to help develop a volunteer center in Moscow, and has presented workshops in Canada and Venezuela. She holds an adjunct faculty appointment at The Ohio State University. The authors co-teach a series of continuing education courses called the Institute for Volunteer Administration for The Ohio State University, Columbus, Ohio.

measure the accomplishments of volunteers by stating goals and objectives ... and then assessing whether these were achieved."

EVALUATION, IMPACT AND ACCOUNTABILITY

Three closely-related terms are often used interchangeably by volunteer managers yet they are not synonymous. These terms are evaluation, impact, and accountability.

Thiede (1971) defined *evaluation* as the process of determining the extent to which program objectives are obtained. Steele (1970) believed that evaluation is "the process of judging (or a judgement as to) the worth or value of a program." Gay (1985) defined evaluation as "the systematic process of collecting and analyzing data" and stated that

... with minor variations, most of the definitions basically represent one of two philosophical viewpoints ... : (1) Evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree, objectives have been, or are being, achieved; (2) Evaluation is the systematic process of collecting and analyzing data in order to make decisions.

Boone (1985) concluded that evaluation involves making "judgements about ... programs based on established criteria and known, observable evidence." Whatever the specific definition or author, an overarching theme implies that evaluation refers to measurement: measuring the progress of program plans, measuring the success of program objectives, or measuring the effects of program activities.

In comparison, *impact* "refers to the extent to which the program has affected the audience. It refers to the extent to which people changed or benefitted because they participated in the program" (Spiegel and Leeds, 1992). Patton (1982) concluded that impact involves program results and effects "especially for making

major decisions about program continuation, expansion, reduction, and funding." Finally, Rossi and Freeman (1993) stated that impact assessment was the "evaluation of whether and to what extent a program causes changes in the desired direction among a target population." Thus, impact refers to a program's effects on the sponsoring organization, participants and clients, volunteer and paid staff, and the entire community or society.

Finally, *accountability* is "the process of reporting efficiency of program operations, primarily to the learners and leaders of the target publics, the organization, funding sources, the profession, and (where appropriate) the governance body" (Boone, 1985). Rossi and Freeman suggested that accountability involves providing evidence to program stakeholders and sponsors regarding the program. According to Brizius and Campbell (1991), "what sets today's emphasis on public accountability apart is the part of the message involving proof." Consequently, accountability refers to communicating the effects (impact) of a program that have been measured (evaluated).

A NEW MODEL FOR ASSESSING IMPACT OF VOLUNTEER PROGRAMS

In 1994, Bennett and Rockwell introduced the Targeting Outcomes of Programs (TOP) model, an integrated approach to program planning and evaluation. Originally designed for application in Cooperative Extension organizations, "TOP uses a single model to target outcomes, track the extent they are achieved, and evaluate program performance toward achieving them" (Bennett and Rockwell, 1994). A specific strength of the model is its focus upon connecting program development directly with program outcomes and impact evaluation. "TOP suggests an integrated approach to needs and opportunity assessment; program design; outcome tracking; program process evaluation; and program outcome/impact evaluation" (Bennett and Rockwell).

The TOP model suggests that in planning programs an educator or manager should first target the social, economic, and/or environmental conditions (SEEC) the program is designed to address. Then the question must be asked: What has to be changed to achieve the knowledge, opinions, skills, and aspirations (KOSA) in clients, paid and volunteer staff, etc., that will result in the desired impact and practice changes?

As an example, school administrators may identify a need to increase the number of students who are successfully passing the fourth grade proficiency test. There is a need to provide individualized, supplemental instruction to increase skill levels in primary students. Students who successfully pass the test move forward in the academic system and have greater chances for future academic and life success.

Next, client reactions should be anticipated that will ensure their participation in appropriately designed program activities. Schools can conduct teacher and parent surveys and community opinion polls to determine interest in having mentor/tutor programs for primary school students. Based on the identified need and the community support, a program manager identifies the number of volunteer mentors/tutors required to begin and sustain the program, screening and placement procedures, training needs (both hours of training and personnel to provide training), supplies, materials, and paid staff for ongoing supervision and support.

Finally, the program developer identifies the resources necessary to conduct the intended activities. Using the example of school mentors, this would involve such things as targeting (and subsequently recording) numbers of volunteers to be involved, hours of service expected from the volunteers, numbers of students to be served, and training and support resources/hours that will be required. (Of course, these types of records are usually maintained by a volunteer program.)

For example, the local school board has identified alarmingly low numbers of students passing the fourth grade proficiency examination. Past test scores and teacher input suggest that high numbers of students continue to read at a first or second grade level well into the fourth year of school. Fourth grade teachers report spending excessive amounts of time providing remedial instruction, primarily in literacy skills, in preparation for the examination. A community-based organization has agreed to recruit volunteer literacy tutors to address this situation. Research indicates that literacy tutors are most effective when working with first and second grade students in one-to-one situations. Practices such as reading aloud, encouragement and praise, and conversation about story content serve to increase skills, develop reading interest, and build self confidence.

The program developer/manager conducts interest surveys/interviews with parents and teachers; determines the number of volunteers needed; plans for the recruitment and placement of volunteers; identifies training needs, resources, and ongoing supports; and develops a budget as part of the program planning process. Program planning targets the desired impact and identifies the inputs needed to achieve the impact.

TOP also provides a conceptual map for evaluating programs based on program inputs, initial outcomes, and ultimate impact (see Figure 1). A program developer or manager first evaluates the resources (material and human), activities and client participation in the program (the inputs). Program inputs include material resources (such as budgets, appropriated funds, user fees, grants, and financial gifts), program materials (such as curricula and promotional materials), and organizational materials (such as office space, equipment, and utilities). Human resources include the actual program participants/students, paid and volunteer staff involved with the program and other

PLANNING AND EVALUATING VOLUNTEER PROGRAMS FOR IMPACT						
Program Inputs			Program Outcomes			
			Program Impact			
Resources	Activities	Participation	Reactions	KOSA (Knowledge Opinions, Skills, Aspirations)	Practice Change	SEEC (Societal, Economic, Environmental Conditions)
Budgets Program materials Organizational materials	Program planning meetings Volunteer recruitment and training Program activities with participants/clients	Participants/clients Paid staff Volunteer staff Organizational staff not directly involved with the program	Participant/client reactions Volunteer reactions Paid staff reactions	Participant/client changes in knowledge, opinions, skills, and/or aspirations Volunteer changes in knowledge, opinions, skills, and/or aspirations	Participant/client changes in patterns of behavior Volunteer changes in patterns of behavior	How participants/clients have been helped/hindered by KOSA and/or practice changes How the public has been affected SEEC impacts of the program

Figure 1

The Targeting Outcomes of Programs (TOPS) model (Bennett & Rockwell, 1994) as applied to evaluating volunteer program impact.

organizational personnel who indirectly support the program (such as clerical staff, advisory committee members, and board members). Program activities include program planning meetings of paid staff, volunteer recruitment and training activities, and activities with the program participants/clients.

Moving to program outcomes, the developer/manager evaluates the reactions of program participants as well as changes in their knowledge, opinions, skills, and aspirations (KOSA) as demonstrated in actual practices. Program outcomes include the reactions of program participants/students as well as paid and volunteer staff involved in the program. KOSA focuses upon both program participants/students as well as program volunteers and includes any knowledge they gained, opinions that changed as a result of the program, skills they developed through the program, and aspirations

they have as a result of being involved with the program. Practice changes are instituted as a result of any patterns of behavior by program participants/students or volunteers from knowledge, opinions, skills, and/or aspirations achieved through the program.

Using the case described above, through student, parent, teacher, and volunteer surveys, the program manager evaluates reactions to the mentorship experience. Pre- and post-tests may be used to measure improved confidence, increased self esteem, increased problem solving skills or study habits, and/or increased positive feelings toward the learning environment among students. Parents will feel a greater sense of involvement with the school or sense of satisfaction with the child's progress. Parents will have increased their skills for working with their children to improve learning. Volunteers have a new apprecia-

tion for the schools or feel a sense of connectedness to the educational process. Volunteers may aspire to a career in education and pursue new career choices. Finally, measuring the increase in skills of students involves a comparison of pre- and post-test scores regarding the mentoring process. Overall impact is measured by the number of students successfully passing the fourth grade proficiency test. The environmental impact of the program is measured in increased teacher efficiency, less need for remedial instructional time, increased academic success for students in succeeding years, perhaps higher graduation rates and increased employability. This information will provide a basis to assess the ultimate societal, economic, and/or environmental conditions (SEEC) the program intended to impact.

The evaluation process begins with inputs and leads to impact. This is the process that allows volunteer managers and administrators to answer the question: How effective was this volunteer program? The ultimate questions to be asked in assessing the impact of the volunteer program are: "How has the public (including nonprogram participants) been affected by the program? Have participants—individuals, families, and communities—been helped and/or hindered by the results of program induced changes in targeted practices? In what way? To what degree?" (Bennett and Rockwell, 1994). Such SEEC impacts for volunteer programs include not only direct impacts upon program participants/students, but also cost savings to communities and society realized as a result of the volunteer program.

CONCLUSION

Evaluation, impact, and accountability are each distinct concepts important to contemporary volunteer administrators. The Targeting Outcomes of Programs evaluation model helps volunteer administrators distinguish between program inputs, outcomes, and impact. Traditionally, vol-

unteer administrators have focused primarily on program inputs and immediate outcomes. The challenge today is to use inputs and outcomes as a foundation for assessing client/participant behavioral and practice changes that are stronger indicators of program impact.

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1997 International Conference on Volunteer Administration

ABSTRACT

This short training exercise is meant to demonstrate to volunteer managers and/or board members what is likely to happen to written instructions they send out. The exercise is particularly instructive for national organizations that want to implement major change in their local chapters. It illustrates that agreed-upon directives for change, conveyed only in writing without back-up support, can lead to confusion when implemented. The exercise can be used to start a workshop (or lecture) on organizational development or the management of change.

Balloons and Organizational Change (A Training Design)

Lucas C.P.M. Meijs

TRAINING DESIGN

GROUP SIZE AND TYPE:

No fewer than 10 to ensure there is a range of differing results. The best audience is made up of national headquarters paid staff and board members or volunteer managers and board members of local chapters in national, multi-level organizations.

LEARNING OBJECTIVES:

To help internalize the fact that change management or organizational development is not simple and that it may be naïve to expect change to be implemented as directed.

TIME REQUIRED:

Approximately 10 minutes.

MATERIALS:

Balloons for everyone, flipchart or overhead projector, and a place to keep the balloons until they are returned to the

participants to take home with them after the workshop/lecture. The two overhead sheets or flipchart pages should include 1) the instruction to inflate the balloons and 2) a summary of the results of the exercise.

PHYSICAL SETTING:

This training exercise can be carried out in all kinds of settings, but a room where everyone can sit comfortably is best.

THE PROCESS:

0-2 minutes

After welcoming the group and introducing the goal of the workshop/lecture, the trainer opens by saying, "We are going to do something new, something funny, to prove a point."

2-4 minutes

The trainer starts by turning to the first flipchart page or overhead sheet that says, "INFLATE THE BALLOON!" The

Lucas C.P.M. Meijs is a researcher and consultant who teaches non-profit management at the Faculty of Business Administration, School of Management of Erasmus University, Rotterdam, the Netherlands, and business organization and volunteer management at the Institute for Higher Education, Utrecht. He has published articles on organizational development and human resource management in volunteer organizations, why and how local government should help volunteer organizations, and explored issues of concern to regional chapters of national organizations. He writes a column for *Vakwerk*, the Dutch national magazine on volunteering.

trainer reads aloud this simple instruction (nothing more) and gives everyone a balloon. (Someone can assist in the distribution.)

4-6 minutes

While the participants inflate the balloons, the trainer walks around evading questions about the desired size of the inflated balloon, whether to tie knots, etc. The trainer can smile and softly say something like, "Good question!" Soon it becomes obvious that some will participate in the exercise and some will not.

6-10 minutes

The trainer turns to the second flipchart page or overhead sheet that summarizes the results of the exercise and applies them to "real life" situations in organizations.

THE EXERCISE

This balloon exercise, where participants are given balloons to inflate, is simple and fun to do. Typically, this assignment leads to inflated balloons of varying sizes. After inflating them, most participants tie the balloon closed which is not part of the assignment. Some will let the balloons fly away or make them explode. Some participants don't inflate their balloons because they consider the assignment childish or because they can't.

When the exercise is over, the trainer explains that the assignment to inflate a balloon is simple compared to what a national organization may ask local chapters to do to implement new organizational procedures. Even if local chapters agree with the proposals, the exercise is meant to show how written directives for change are, or are not, carried out.

The results, applied to real life situations, should be summarized and shown to the group on an overhead sheet or flipchart page at the end of the exercise.

THE RESULTS OF THE TRAINING DESIGN

Uninflated balloons

These individuals/local chapters can't or don't want to carry out the change requested by the national organization. They may represent 10 to 20 percent of those asked to implement change. Maybe they didn't open the mail on time. Maybe they don't agree with the instructions sent to them by the headquarters office. Although we don't know why, in these groups change doesn't take place at all. The trainer should make clear to those who have not inflated their balloons that while some chapters don't participate on purpose, most have their own "good" reasons for not participating.

Inflated balloons of different sizes

Balloons blown up to different sizes illustrate that the results in each chapter will differ. Instructions from headquarters may not have been clear. Perhaps there was no guidance on how to proceed.

Balloons tied closed

These enthusiastic individuals/chapters add to and alter the assignment. They think there is something missing in the instructions and add ideas of their own. Often this is not a problem, but it can lead to more differences among local chapters than expected or wanted.

Released or exploded balloons

These chapters/individuals attempted change but fell back into old habits. They just found it too difficult to accept (hold on to) the new way. Even if nobody in the group let a balloon fly away or explode, explain the point.

In the unlikely event the trainer does not have enough balloons, the situation can be humorously incorporated into the exercise to help group members identify with the problems faced by individuals of good will when they try—and fail—to make things turn out as expected. In this case, the trainer can "represent" the

national headquarters office. The office thought it had correct addresses for all chapters, but obviously didn't.

The exercise completed, and the results applied to real life situations, the trainer now moves on to the substance of the session and starts discussing organizational development or other topics relevant to the exercise.

ACKNOWLEDGMENTS

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ABSTRACT

Matching strategies can be implemented to help older individuals identify the most appropriate volunteer assignments that are particularly productive for organizations. This article describes an approach that can be replicated and utilized by organizations working with volunteers of all ages.

Making Magic by Maximizing the Potential of Older Volunteers: The Transferable Skills Approach Utilized by RSVP in New York City

Amy Cohen-Callow

INTRODUCTION

The Community Service Society of New York City's Retired and Senior Volunteer Program (RSVP/NYC) is a nationally acclaimed program that enlists older adults and retirees age 55 and older to serve as volunteers in their communities. As the largest older adult volunteer program in the nation, RSVP/NYC has 10,000 volunteers who contribute more than 2 million hours of service annually working in 600 organizations throughout the five boroughs of New York City. The program aims to enrich the lives of older persons by enabling them to help others through community service and to assist public and non-profit agencies in addressing urgent social needs in New York City. RSVP/NYC offers a wealth of volunteer opportunities to retirees.

One of the major functions and greatest challenges for RSVP/NYC staff is to match the right volunteer with the most appropriate volunteer assignment. Many retirees come to RSVP/NYC unsure of what they would like to do and how they can contribute. They do not need to have specific career experiences to carry out a

volunteer assignment effectively. For example, a retired librarian is not the only person qualified for volunteer opportunities in a library. Depending on the assignment, perhaps an organized person who enjoys books might be better suited for a volunteer position there.

There are many skilled older adults who want to contribute to the community by drawing from their career experiences. A retired teacher may want to mentor or tutor a child, a librarian may want to continue to volunteer at the local library, or an accountant may find providing free income tax preparation assistance to the elderly particularly rewarding. However, more often than not, older adults may prefer to do something entirely unrelated to their work experience. Some find it difficult to pinpoint the skills they have to contribute. The challenge is to help the retiree—as one would with any volunteer applicant—identify the personal experiences and skills that can be applied to a volunteer assignment and, at the same time, ensure that s/he is matched with a rewarding and successful volunteer placement.

Amy Cohen-Callow is the project director for the Community Service Society of New York's Retired and Senior Volunteer Program (RSVP/NYC). A graduate of Columbia University School of Social Work, she oversees a number of volunteer programs solely utilizing the resources of older adults, and designs and conducts volunteer management training workshops for internal and external agency staff and volunteers.

THE TRANSFERABLE SKILLS CONCEPT

The matching process utilized by RSVP/NYC to place older adults in volunteer assignments was adapted from the transferable skills interview process first introduced to the field of volunteer management by Henry G. Pearson in an article titled "Interviewing Volunteer Applicants for Skills" (*Voluntary Action Leadership*, Summer 1986). Pearson extends the strategy utilized in the work arena as an aid to matching volunteers to volunteer assignments. Transferable skills were defined by Pearson in his article as "...traits, characteristics, abilities and competencies that individuals carry with them all their lives and use effectively in a wide range of activities, whether at work or at play." For the purpose of the volunteer match, he suggests that those transferable skills that are particularly enjoyable to the person are the most important for the volunteer matching process.

RSVP/NYC has adapted Pearson's technique to provide an actual framework that enables staff to work with older potential volunteers to narrow their many life experiences and focus on activities they enjoy and skills they have. Staff are able to tap the lifetime experiences of retirees that can be transferred to a suitable volunteer position that meets the volunteers' needs and offers them the opportunity to try something new. Although this process can be applied to match a volunteer of any age, the transferable skills matching process is a particularly relevant technique when working with older adults who have had many years of work, personal, and volunteer experiences and therefore a wealth of "transferable skills."

Simplified, the matching process is divided into two parts. The first includes well thought out volunteer assignment descriptions that list the transferable skills needed to successfully fulfill the expectations of the position. The second part is a screening interview to assist potential volunteers identify the personal transferable skills they possess and like. Finally, based

on a match between the potential volunteer's transferable skills and those needed to complete the volunteer assignment competently, an appropriate assessment and match are made. RSVP/NYC has found that older volunteers placed on the basis of their transferable skills are more satisfied with their volunteer assignments, do better at them, and stay longer than those matched using only past career skills.

DEVELOPING THE ASSIGNMENT DESCRIPTION

To illustrate how volunteer assignment descriptions can be developed utilizing transferable skills, consider the following volunteer opportunity RSVP/NYC was asked to fill:

Volunteers act as advocates for children going through the foster care system whose cases are being decided upon by a judge. Intensive training is provided. Judges identify children who need advocates. Once matched with a youth in the foster care system, volunteers are to write a report based on the child's circumstances after gathering information from multiple sources such as social workers, lawyers, parents, and the children themselves. They then present the information to the judge.

At first glance one might think the most appropriate person to fill this position is a retired attorney, paralegal, or social worker. However, the volunteer director is limiting him/herself by restricting the potential volunteer pool to these professionals. The volunteer assignment description should be analyzed for the transferable skills, rather than the career skills, needed to competently carry out the assignment.

The volunteer assignment is first broken down into tasks, in this case gathering information, writing reports, and presenting to the judge. The Transkills Finder (Pearson, 1986) shown in Appendix A can be used as a guide to help identify the corresponding transferable skills needed to

successfully gather information such as interviewing, being thorough/careful, investigating/researching, persisting, analyzing. Using the same list, the essential skills needed to carry out the task of writing include good writing ability, being neat/orderly, following directions, recalling, and analyzing. And, finally, the skills needed to adequately fulfill the task of presenting to a judge include speaking and being accurate/exact. It is important to select skills that are particularly relevant to success in the position. (This volunteer assignment is illustrated on the Volunteer Assignment Description Worksheet as Appendix B.)

THE INTERVIEW PROCESS

The next part of the process entails screening potential volunteers utilizing a one-on-one interview. The role of the interviewer is to assist the potential volunteer identify the transferable skills s/he has and can bring to a volunteer position. The interview should be conducted in a manner that gathers information which will enable the interviewer to adequately assess the individual's ability to both successfully complete and enjoy the volunteer assignment. The Transkills Finder (see Appendix A) is once again utilized as an interactive tool. The interviewer marks off the skills s/he has noted and confirms them by reviewing the list with the interviewee.

To initiate the discussion, the interviewer may start out by asking the interviewee, "What have you really enjoyed doing over your lifetime?" This focuses the interview on aspects other than solely work and educational experiences and should put the interviewee at ease by focusing on tasks the individual likes to do. Other questions can include, "Why do you like doing this activity?" or "What do you enjoy about it?" The interviewer learns the specific tasks the activity required by asking, "What is involved in doing the activity?" or "Tell me what the activity entails." It is necessary to pinpoint the skills the potential volunteer

draws on for the activity, isolating those at which s/he is good and enjoys. Questions that include, "What skills do you need to do this activity well?" and "Why do you need to have these skills?" may help guide such an exploration. As each activity is clarified, corresponding tasks are outlined and the skills involved in the task identified. The result is to isolate those tasks and skills the potential volunteer likes to do and does well. The skills are the foundation upon which a match should be considered.

INTERVIEWING AN OLDER ADULT

The Transferable Skills Interview Worksheet (see Appendix C) charts an interview with a 72-year-old volunteer, Ms. Jones. The worksheet elaborates upon the activities Ms. Jones most enjoyed and at which she excelled. During the interview she reveals she is a mother who was very involved in the school Parent-Teacher Association (PTA) and also active with the Girl Scouts as a Brownie leader. She has a degree in journalism, but has limited experience writing professionally, although it is something she really enjoys doing. As part of the PTA she was involved in organizing sales to raise money and advocated on behalf of her children's educational needs. She particularly enjoyed advocating where she had the opportunity to collect information about the issues, write reports to distribute to parents and school administrators, and present to the board of education in order to influence change.

From this interview the interviewer identified a number of transferable skills: investigating/researching, writing, influencing, persuading, and speaking publicly. The interviewer was careful to isolate those skills Ms. Jones particularly liked to do and did well. The interviewer verified her assessment by reviewing the list of skills she had identified with Ms. Jones. The interviewer learned that although Ms. Jones wanted to work on behalf of children, she did not want to work one-on-one with them as a tutor or mentor.

MAKING A MATCH

Based on the information collected from Ms. Jones, and by comparing her skills to those needed for the volunteer advocate assignment, RSVP/NYC seemed to have a candidate with the potential for a good match. In fact, this volunteer has since found the work of advocate for children to be a very rewarding volunteer experience.

Volunteer administrators must remember to provide volunteers with training specific to their assignments, a step crucial to the management of any good volunteer program. In this case, although Ms. Jones had the skills necessary for advocating for children, she also needed in-depth training on the court system and the manner by which she was to conduct interviews and write reports.

CONCLUSION

The higher levels of satisfaction experienced by RSVP/NYC volunteers since the introduction of this technique emphasizes the importance of the transferable skills matching process in the field of volunteer management and its relevance for volunteer directors trying to match older individuals. It capitalizes on the lifetime of experiences, knowledge, and skills senior citizens have to offer to the community and, by extension, to volunteer programs. The process enables a placement in which older volunteers—or volunteers of any age—will be competent and will like doing the volunteer tasks they are assigned. The interview and matching procedures can be easily incorporated into a volunteer program's existing screening and matching process. When volunteer administrators make matches based on the transferable skills interview process, they are well on the way to building a committed force of volunteers, increasing retention and improving volunteer program outcomes.

REFERENCES

Pearson, H. G. (Summer 1986). Interviewing volunteer applicants for skills. *Voluntary Action Leadership*, 15-18.

APPENDIX A

THE TRANSKILLS FINDER

WORDS

Reading
Writing
Conversing
Interviewing

NUMBERS

Calculating
Working with figures
Estimating
Handling money
Buying/shopping

ARTISTIC ABILITIES

Using artistic talents
Being creative
Sensing beauty through eyes/ears
Interpreting feelings, ideas, sights, sounds

MECHANICAL/ TECHNICAL ABILITIES

Making machines and mechanical things work
Applying knowledge to technical things

THE BODY

Coordinating eyes/body
Being physically active
Applying strength
Moving around
Coordinating eyes/hands
Using hands
Operating things/tools
Using fingers
Building/making
Repairing/fixing

THE SENSES

Observing
Examining
Inspecting
Visualizing
Listening/hearing
Touching/feeling

THE MIND

Original Thinking
Coming up with ideas
Using imagination
Improvising/inventing

Intuitive Thinking

Sizing up
Having insight

Gaining Knowledge

Learning
Investigating/researching
Memorizing
Recalling
Analyzing

Thinking Ahead

Planning/goal setting
Using foresight
Being logical/reasoning
Problem solving/decision making
Involving: people
information things ideas

BEING ORGANIZED

Organizing
Starting things up
Scheduling
Following up

Persisting
Getting result(s)
Meeting demands

Attending to Detail

Being thorough/careful
Being accurate/exact
Using system
Being neat/orderly
Using clerical skills
Keeping records
Maintaining routines

SELF-DIRECTING

Asserting self
Taking risks
Taking responsibility
Being independent
Being self-disciplined
Keeping cool

RELATIONS WITH OUTDOOR & NATURAL WORLD

Taking care of living things
Raising/training living things
Dealing with elements/nature

RELATIONS WITH OTHERS

Persuading
Influencing
Selling
Promoting
Negotiating
Bargaining

Performing for Others

Entertaining
Speaking
Using showmanship
Demonstrating

Helping Others

Being of service
Serving
Volunteering
Doing favors
Meeting others' physical needs
Being sensitive
Guiding/advising
Encouraging
Being patient

Taking Direction

Getting and delivering things
Adapting to others
Following directions

Instructing

Training/coaching
Teaching
Explaining
Informing

Leading

Directing others
Managing
Motivating
Being responsible for others' actions

Associating

Cooperating
Sharing
Contacting
Consulting with
Being tactful
Socializing
Being friendly
Making joint effort

Being Competitive

Winning
Contending

From "Interviewing Volunteer Applicants for Skills" by Henry G. Pearson in *Voluntary Action Leadership*, Summer 1986.

APPENDIX B

VOLUNTEER ASSIGNMENT DESCRIPTION WORKSHEET

Job Title: Advocate Supervisor: Special Advocate

Day/Hours Needed: 3 hours/week Short Term: 6 months

Purpose: To ensure that children are placed with appropriate caregivers.

Tasks	Transferable Skills Needed	Training Provided	Successful Outcomes
Gather Information	Interviewing Being thorough/ careful Investigating/ Researching Persisting Analyzing	Four-week intensive training as well as ongoing support.	Contact all individuals assigned to be interviewed.
Write Report	Writing Being neat/ Orderly Following directions Recalling Analyzing		Prepare a written report in triplicate and submit to special advocate and judge by specified date.
Present to Judge	Speaking Being accurate/ exact		Appear on time at court appointed date. Present report to the judge.

Benefits: Transportation reimbursement, learn about the court system, specialized training.

RSVP/NYC

APPENDIX C

TRANSFERABLE SKILLS INTERVIEW WORKSHEET
 Previous Activities of a Potential Volunteer

Life Activities	Tasks Involved in Activities	Skills Needed to Perform Tasks
*Bachelor of Arts in Journalism	Investigating Writing	Investigating/Researching Writing
PTA/Organizing sales		
*PTA/Advocating for educational needs	Collecting information Writing reports Presenting to board of education Influencing change	Investigating/Researching Writing Speaking Influencing
Brownie Leader		

*Activities with related tasks and skills that Ms. Jones enjoyed and at which she excelled.

RSVP/NYC

International Perspectives

Introduction to International Perspectives

The International Association for Volunteer Effort (IAVE) exists to promote, strengthen, and celebrate volunteering worldwide. As such, it is in a key leadership role in the growing global volunteer community. We believe that volunteering will be one of the fundamental defining worldwide social movements of the next decade. In recognition of that, the United Nations passed a resolution approving 2001 as the International Year of Volunteers.

For people in North America, it is vitally important that we recognize that volunteering is not our exclusive domain, that it happens wherever there are caring people who commit their time, talent, and energy to build healthier communities and to help one another lead productive, fulfilling lives. While we have much to share with the world from our experience, we have even more to learn. This is particularly important as our own society becomes increasingly multicultural and we seek to tap into the energies of our newest residents.

As each of us seeks to "connect through service" with those different from us, we can extend our relationships far from our own communities by joining IAVE, by sponsoring or participating in forums on volunteering worldwide, by celebrating International Volunteer Day on December 5 each year, by corresponding with colleagues around the world, and by actively seeking to learn about how volunteering is practiced in other countries. The following articles from Denmark, Bangladesh, and Venezuela will help you begin that learning.

Kenn Allen, world president of the
International Association for Volunteer Effort (IAVE)
and senior vice president of The Points of Light Foundation

ABSTRACT

In Denmark, volunteerism is closely connected with a 150-year-old tradition of democracy and free association. This article describes its role in Denmark from the 19th century to the present. The challenge today is for Denmark's voluntary organizations to continue to be constructively critical of the welfare state and protect volunteerism while they embrace the challenge of a new collaborative partnership with the state.

Volunteerism in the Welfare State: The Case of Denmark

Ulla Habermann

The Kingdom of Denmark goes back 1000 years. It is a small and relatively wealthy nation with a population of 5.2 million and a GDP (gross domestic product or total output of goods and services) per person of \$25,930 (US dollars). Its geography is characterized by its proximity to the sea. Much of the country consists of islands, approximately 100 of which are inhabited. Most of the population is Lutheran, the official state religion since 1536.

The Danish constitution was changed 150 years ago, turning an absolute monarchy into a monarchy within a parliamentary system. This has given Denmark a venerable tradition of democracy and free association. The political dream 150 years ago was that few would be rich and still fewer poor. This aspiration exists to this day and is supported by the Danish population and its political parties.

Denmark's government is built on the Scandinavian tradition of the welfare state dating to the 1930s that significantly influences the way volunteerism is practiced in Denmark today. Since social and

health care services are to a large extent provided by the state, voluntary organizations working in these areas have become peripheral to the state in the provision of these services.

A HISTORY OF THE VOLUNTARY SECTOR IN DENMARK

Danish voluntary organizations can be divided into two large sectors: organizations in culture, sports, and adult education, and those concerned with health and social welfare. (Educational services for children and youth through the university level are mostly provided by the state.) A smaller sector deals with the environment, human and minority rights, and assistance to developing countries.

Organizations in the field of culture, sports, and adult education have a tradition of autonomy and have held, and continue to hold, a very strong position in Danish society. Some of these organizations date to the latter part of the 1800s and have played an important role in defining the democratic ideals of our society. A 1995 survey shows that approxi-

Ulla Habermann has directed the National Volunteer Center in Denmark and has written books and articles on volunteering and voluntary organizations. She has been vice president of the European Center for Volunteering and is a board member of the International Association for Volunteer Effort (IAVE). In 1987 she started the first network in Scandinavia of voluntary sector researchers who analyze public policy issues and organizational circumstances whether in the public or private voluntary sectors. Currently she is working on a project on volunteer motivation for the Danish Ministry of Social Affairs.

mately one-third of the Danish population volunteered that year. Of those who volunteered, 54 percent volunteered for organizations in the fields of culture, sports, and adult education (Gaskin and Smith, 1995).

The second group, organizations in the field of health and social welfare, have roots dating back to philanthropic societies formed before 1800. Their influence grew between 1860 and 1930 when the middle classes became concerned with the living standards of industrial workers. Along with popular movements such as the formation of trade unions, women's movements, and a new social democratic party, health and social service voluntary organizations pressed for state intervention in solving the problems of the poor. The dominant strategy for voluntary organizations in health and social welfare was, and to some extent still is, to pioneer and develop services that ultimately may be assumed by the state.

There are 350-400 voluntary organizations dealing with health and social issues (Haberman and Larsen, 1997). This number is imprecise because groups form and disband quickly and statistics on those that officially register are not readily available. Since 1950 these voluntary organizations and their volunteers have performed their work unobtrusively and persistently in the shadow of the welfare state. The Danish welfare state was conceived to be an ideal model that would provide universal coverage to benefit the entire community. Until recently, politicians, many ordinary citizens, and professionals such as social workers, psychologists, nurses, and doctors preferred developing programs within the welfare state rather than through voluntary sector organizations.

During the last 10 to 15 years, however, enormous economic changes have taken place in Denmark and the rest of Europe with an increase in unemployment and cuts in the public services citizens receive from the state. Denmark's membership in the European Union also has influenced

how the welfare state has been reshaping itself and redefining its goals. Although research has shown that selective benefits are less effective than universal ones, the trend has been for them to take the place of those typically seen in universal systems (Espen-Anderson, 1990). New models of service delivery and new partnerships between the state and the voluntary sector are now actively being considered and implemented in Denmark and throughout Europe (Habermann, 1993).

Looking back, it is possible to divide the history of the voluntary sector into three periods: 1849 to 1930, the 1930s through the 1970s, and the 1980s to the present (Habermann and Ibsen, 1997).

1849 to 1930

The voluntary sector grew and developed during this period and citizen associations and voluntary initiatives spread quickly throughout the country after the adoption of the constitution of 1849. The sector was championed by the church, the bourgeoisie, and workers' movements. At the end of the 19th century, the number and variety of non-profit organizations was particularly evident. Many of them dealt with children's welfare, the plight of unmarried mothers, feeding and housing the poor, and alcoholism.

During this time there was relative harmony between the state and the voluntary sector. Some cultural and educational organizations, as well as those involved with social service and health care, received funding directly from the state. As funding increased, however, so did statutory control mechanisms imposed by the state such as oversight of finances, representation on boards of management, and prescribing how work should be carried out by these organizations.

1930-1979

In these decades the state slowly took responsibility for all social welfare and health needs. In the 1950s, the idea of universalism—equal social benefits for all citizens—became generally accepted.

Massive expansion of the welfare state and a decline of the voluntary sector took place at this time and continued throughout the 1960s and 1970s. Although the voluntary sector became marginalized and is not highly visible, particularly in the areas of social services and health care, many organizations continued their work and often took on new activities. In the fields of culture, adult education, and sports, however, voluntary initiatives were encouraged and to a large extent funded by the state. One exception was the public library system that was taken over entirely by the state.

1980 TO THE PRESENT

During these years there has been a steady increase in the numbers of associations and voluntary organizations formed. In fact, one-third of the organizations that exist in Denmark today were founded in the last 15 years. There is a growing public interest in the voluntary sector and citizen movements. Citizens have become more willing to solve local problems by taking action themselves. They no longer believe the state can solve everything. State funding of voluntary organizations has grown significantly. Redefining the welfare state and expanding the voluntary sector is taking place simultaneously. The flight from universal coverage under the welfare state may again turn certain charitable organizations within the voluntary sector into places of last resort for the most needy. In addition, people who feel uncomfortable complying with the requirements of the selective welfare model they think unfairly stigmatizes them, may prefer to look elsewhere for support and care (Sunesson, et al., 1988).

In 1983, the National Committee on Volunteer Effort was established under the Ministry of Social Affairs. Its mandate was to foster cooperation between the state, local government officials, and voluntary social service organizations to improve the financial condition and status of the voluntary social service organi-

zations in the eyes of the law. Sixteen elected members of the committee represent voluntary organizations and four represent local government officials and members of the Ministry of Social Affairs. Nine members with expertise in the voluntary/non-profit sector are appointed to the committee by the Minister of Social Affairs.

In 1995 the Ministry of Social Affairs established a Commission on Voluntary Social Work whose task was completed in 1997. It was asked to formulate policies and write a report on the role of voluntary organizations and volunteering in Denmark. Two of the commission's 14 members were members of the National Committee on Volunteer Effort and there was frequent interaction between the two groups. On the commission's agenda were issues of collaboration, financing, training, and quality. The commission's report pointed out the value of volunteer effort—community cohesion, innovation, advocacy, networking—and the role of volunteers in a democracy. The report highlighted how important volunteerism is to the nation's overall welfare effort, a fact the rest of Europe has recognized as well.

THE INFRASTRUCTURE FOR VOLUNTEERISM IN DENMARK

Since 1983 the National Committee on Volunteer Effort has worked hard to create an atmosphere of unity and mutual trust in the voluntary sector. For the last 10 years it has organized an annual meeting for all voluntary organizations in Denmark. The meeting includes a discussion of the report of the committee's work and workshops on volunteerism.

In 1992, a National Volunteer Center was formed to promote, inform, and support volunteerism, offer training, and provide research and documentation of volunteer effort. The center has a permanent staff of 10 and works closely with the National Committee on Volunteer Effort.

There are approximately 60 local volunteer bureaus, some of which also func-

tion as clearinghouses for self-help groups that address problems all members have in common. The volunteer bureau helps set up groups and contributes space for their meetings. Most volunteer bureaus have one or two paid staff and rely on volunteers to perform the work of recruiting and placing volunteers locally in already well-established organizations.

DANISH VOLUNTEERS

Most volunteer work in Denmark is performed for hundreds of national and local non-profit organizations, associations, and community groups. Volunteers in Denmark fund raise, serve on boards, do office and committee work, campaign for their causes, and represent their organizations in the local community. They also provide counseling, organize self-help groups, staff telephone lines for, among others, young people and their parents, the elderly, the lonely, and the suicidal. They visit the sick and housebound, run bazaars and take groups on outings to recreational activities. Few people volunteer for state agencies. In the welfare state there is almost no precedent for that. Those who volunteer for state agencies make friendly visits to inmates and patients in prisons and psychiatric hospitals.

Between one-quarter and one-third of the Danish population volunteers an average of 14 hours a month. Of all Euro-

pean countries, only the Netherlands, Sweden, and the United Kingdom have higher percentages of volunteers: 38, 36 and 34 percent respectively. In Germany 18 percent of the population volunteers, in Bulgaria 19 percent, and in Slovakia, 12 percent.

Table I shows certain sectors in which volunteers work in some representative European countries. The table shows that compared with other European countries, volunteers in Denmark and Sweden are more active in culture and sports than in social services, health care, or education. These statistics reflect the high degree to which social services, health care, and education have been taken over by the welfare state in both countries.

In Denmark men and women are equally engaged in volunteering with more men in sports and more women in social services and health care. The typical volunteer is between 35-45 years of age, middle class, and in the middle of a career (Anker and Nielsen, 1995).

In spite of the government's positive attitude toward volunteering, there are limitations placed on those who volunteer if they receive statutory benefits from the state. Volunteers who receive unemployment benefits or an early retirement pension must report how many hours they volunteer and their benefits are reduced accordingly. As a result, some do not report their hours and others reluctantly refrain from volunteering. For years, the

TABLE I
Certain Sectors in Which Volunteers Serve in Some European Countries

	Social Service & Health	Culture & Sports	Education
Denmark	13%	48%	6%
Sweden	14	40	12
United Kingdom	35	20	27
Netherlands	24	34	18
Germany	34	29	24
Bulgaria	22	4	14
Slovakia	20	12	15

Note: The information cited here is taken from Gaskin, K., & Smith, J.D. (1995): *A new civic Europe? A study of the extent and role of volunteering*. London: The Volunteer Centre UK.

Committee on Volunteer Effort has lobbied on this issue, but has not succeeded in convincing enough politicians, trade union members, and civil servants that volunteering should be considered a basic civil right for all citizens whether they receive benefits from the state or not.

Of the several thousand voluntary organizations in Denmark, 350-400 operate in the field of health and social welfare. Their work is done in the following areas (Anker, 1995):

Sick and disabled	46%
Children, youth, and families	18%
Humanitarian and church-related social work	10%
Advocacy and counseling	9%
Drug and alcohol abuse	7%
Elderly	7%
Ethnic minorities	3%

LEGAL AND FUNDING ISSUES

Although the Danish constitution places no barriers on the formation of voluntary organizations, there are no specific statutes that ensure their legal existence. In addition, as was mentioned before, there are laws that place obstacles in the way of volunteering. Voluntary organizations in culture, sports, and adult education, however, have been assured financial support and are granted basic legal rights to continue their activities.

In 1998, a new law on social services (*den sociale servicelov*) was passed stating that local authorities should work harder at forming partnerships with voluntary organizations and community groups. Annually the state will set aside \$14.3 million (US dollars) to encourage this in addition to providing funds from state-run lotteries to support the voluntary organizations in this sector. State funds can be applied for if the organization's volunteers are working with groups with special needs such as children in crisis, psychiatric patients, prostitutes, immigrants, and battered women.

Some voluntary organizations are financially very strong. Usually older

organizations are more financially secure than newer ones. Among the organizations established after 1980, nearly 45 percent have a yearly budget of less than \$35,000 (US dollars). Of those established before 1920, more than 45 percent have yearly budgets exceeding \$170,000 (US dollars). Although barely one-third of Denmark's voluntary organizations receive more than 50 percent of their income from central or local government grants, most do receive some in-kind government support in the use of free office space and photocopying services. The balance of the funding comes from the organization's own fees for service, privately run lotteries, private foundation grants, fund raising efforts, donations, legacies, and interest on invested funds. (Anker, 1995). In Denmark, corporate support for the voluntary sector is negligible.

CONCLUSION

The citizens as well as the government of Denmark are becoming more aware that:

- Volunteering is an important part of life in a civil society.
- All problems cannot be solved by the welfare state as had been hoped for from the 1930s through the middle of the 1970s.
- Volunteers represent enormous resources—and power—in society.
- Partnerships between voluntary organizations and the state need to be established and can succeed.

The government is planning further support and funding for voluntary initiatives. It is hoped voluntary organizations will be able to meet the expectations placed on them and also know when to say "No" to unreasonable demands. Despite the Danish government's new, enthusiastic support for volunteerism, if volunteers are asked to assume responsibility for services for which they are not suited or trained, there is concern the effort will be undermined.

If voluntary organizations in Denmark decide to work closely with local government, assuming functions previously delivered by professionals in state agencies, they will have to upgrade and expand their staffs, and provide more training for their volunteers. It is the author's belief that citizens engaged in voluntary activity should not be transformed by the state into mass producers of services the state no longer provides.

Voluntary organizations in social service and health care have a long history as pressure groups, as watchdogs advocating for the rights of interest groups, and as pioneers in starting new projects. It is not inconceivable that they may not want to take over services they once fought so hard to get the welfare state to assume. They may not want to give up their role as advocates for hitherto unknown needs or as lobbyists for public services for targeted groups using a combination of self-help organizing and pressure group tactics. The author believes the voluntary sector and its volunteers should supplement and enhance the work done by professional providers of service. What volunteers offer is the richness of their life experience and their compassion toward others, all of which make their contribution unique. The challenge to voluntary organizations and their volunteers is to maintain the delicate balance between preserving the best of the welfare state while supporting the time-honored activities and engagement of the voluntary sector and its volunteers.

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ABSTRACT

Facilitating development at the local level in Bangladesh has stimulated its volunteer spirit. Grassroots initiatives supported by non-governmental organizations and undertaken by local volunteers have led to a better understanding of legal rights, health and environmental issues, and economic concerns. This article describes the work done by the Centre for Development Services to empower the citizens of Bangladesh.

Grassroots Organizing in Bangladesh

Omar Faruque Chowdhury

When I was a student at Dhaka University in Bangladesh I studied social work. I was required to do field work in the community. I visited households and learned firsthand about poverty and despair. The experience inspired me to work to help alleviate the causes of human suffering in Bangladesh.

BANGLADESH

India borders Bangladesh on the north, east, and west. Myanmar (Burma) is on the southeast. To the south is the Bay of Bengal. Bangladesh was under British rule until 1947 when it became part of Pakistan. Bangladesh achieved its independence from Pakistan in 1971 after nine long months of armed struggle. During the war more than 1 million Bangladeshis died.

Bangladesh is a predominantly Muslim country of 112 million. Hindu, Christian, Buddhist and other local belief systems are practiced by 10 percent of the population. Before 1971 communal riots were common, but since independence they have been few and short-lived.

After independence there was a need to provide repatriation services, relief, and rehabilitation to displaced persons. Services were provided by many local and international non-governmental organizations (NGOs) and citizen committees. Before this time, these activities had been provided by mullahs who supported the norms and values of the Koran. Mosques and madrassahs (schools for religious instruction) were built by the wealthy to assure their spiritual well-being and eternal peace, but secular schools and hospitals were not. The poor and illiterate—most often the women—suffered.

After 1975, the non-governmental organizations changed their focus from relief to development. They grew in number and have played a key role in national development. As they have gained in strength, NGOs have been targeted by religious leaders who say the people no longer heed their (the mullahs') advice, that women now work with men, that purdah (the seclusion of women) is no longer being strictly maintained, that there is less interest in religious instruc-

Omar Faruque Chowdhury is executive director of the Centre for Development Services in Dhaka, Bangladesh. He works to effect positive change in society by providing need-based support, technical assistance, and oversight to urban and rural populations through partnerships with non-governmental voluntary organizations. He consults with the government of Bangladesh and attends international conferences on health and social welfare.

tion, and that people are willing to pay for secular education rather than learning through the institutions of organized religion. Opposition Islamic fundamentalists have burned hundreds of non-Muslim schools and mother/child health centers, a jihad (holy war) was declared against a poor people's rally held in Dhaka in 1996, and NGO leaders have been called agents of the Christian faith. Muslim fundamentalists tell the faithful that receiving direct or indirect services from an NGO that is headquartered in a predominantly Christian country will result in their forcible conversion to Christianity. It is a goal of the organization the author represents, the Centre for Development Services, to counter these extreme views and educate people about their rights and responsibilities in a civil society and improve their lives.

THE VOLUNTARY EFFORT IN BANGLADESH

Bangladesh has a history of traditional volunteering that springs from the norms and values of our culture. Examples of volunteering include neighbors helping in childbirth as well as cooking and feeding members of the baby's family, contributing labor, tents, furniture, and cooking utensils at weddings, and, teaching the illiterate. We want to preserve these traditions, carry them forward, and expand into a new era of volunteering.

The Centre for Development Services is a national support and umbrella organization. We believe in:

- The participation of people in planning and controlling their lives.
- The creation of local level organizations to sustain the development process.
- The encouragement of self-reliance and the use of local resources.
- Local and national volunteerism.
- Strong, participatory leadership.
- The stimulation of human potential toward self-actualization.
- Facilitating the connections between people working with the same goals

and philosophy.

- Learning from experience.

Among the programs with which we are involved, in partnership with other NGOs, are village-level legal assistance training, small rural initiatives, a rural development program, and a media campaign. We closely monitor and evaluate our programs and continually assess their impact.

Legal Assistance at the Village Level

The objective of the project (started in 1991) is to develop and create an awareness of the law and human rights (especially among women), offer free legal support, stop exploitation, and develop a local institutional framework for the mediation of disputes. Most of the people in the project areas are illiterate and ignorant about the law and have had no access to legal aid organizations. We serve these people through door-to-door visits and mass meetings conducted by local people of influence who volunteer their time and are trained to deal with the issues. We get youth involved, and train local mediators. Women are encouraged to participate as mediators and they work closely with the female population in their communities. Training is given on legal rights, family law and family court, how to mediate disputes, and issues around health. The Centre for Development Services has a good record of helping local people who have felt disenfranchised settle pending cases in courts of law.

Small Rural Initiatives

The aim of this program (started in 1989) is to support existing community groups that have been working efficiently for their socio-economic improvement. The program gives small grants and seed money to start income-generating activities as well as mobilizing untapped resources and potential within the community. The objective is to promote entrepreneurship and empower the poor. The financial support comes from a number of

non-governmental organizations who sponsor efforts in agriculture, animal husbandry, textile production, and clothes manufacture. Local volunteers, who have completed 11 years of schooling and are committed to community development, are trained to identify those in their communities who qualify for this program. To accomplish this, they use a survey developed by Centre for Development Services.

Rural Development Program

This is a social laboratory project started in 1988. Local leaders in four model villages have been trained to help build a sense of community responsibility and increase the capacity of citizens to organize and become aware of how to regenerate and sustain safe environments. The project has been influenced by the International Institute of Rural Reconstruction in the Philippines and by the Sarvodaya Movement of Sri Lanka, a program that focuses on village reawakening. Adult and youth villagers encourage each other through volunteering and sharing their labor. Through the program, home gardening has been encouraged to give women income, organic fertilizer has been introduced, sanitary latrines have been made available at minimal cost, and malnourished children and mothers have been fed.

Media Campaign on Various Social and Environmental Issues

The Centre for Development Services has produced written materials on legal aid as well as films that have been telecast in Bangladesh almost daily and feature well-known television and film personalities. Film topics include divorce, early marriage, prostitution, gender issues, health and family planning, wages, social rights, voting, mediating disputes, and environmental issues such as pollution and degradation of air, water, and land resources. The materials are used for training by other NGOs and the government of Bangladesh.

CONCLUSION

The Centre for Development Services, in partnership with other NGOs, organizes community meetings and holds discussions with individuals on human rights, the rights of women, the evils of exploitation, the causes of poverty, and the impact of religion on daily life. We help individuals join together to volunteer to solve problems. We train local youths in leadership skills so they can volunteer in their communities. We network nationally and locally with other NGOs.

Through self-help and the sharing of community resources, we have constructed primary schools and community centers with the people's labor and on land provided by them. At the centers both men and women sit together and discuss solutions to problems within their communities. We hold forums to raise our voices against fundamentalist Islamic thinking.

Our mission is to enhance the capacity-building of NGOs to work in both urban and rural settings, to effect positive change in society by providing need-based support, technical assistance, and oversight, and empower the poor.

We participate in an exchange/internship program. Volunteers from the International Development Exchange of San Francisco, which supports rural communities in the Third World, have come to Bangladesh to work with us and one of our colleagues went to San Francisco to work with them. This gave us an opportunity to get to know one another and educate ourselves about community needs in each other's countries. We have conducted similar exchange programs with Pakistani and Nepalese NGOs.

Our goal is to live in a congenial society that affords opportunity to all through citizen-level action carried out at the grassroots by our communities' educated and trained volunteer citizens.

ABSTRACT

This article presents a brief overview of the evolution of the volunteer movement in Latin America. Historic, political, and demographic differences are highlighted among the 20 independent republics of Central and South America. The author supports introducing volunteerism to youth to give them the opportunity to engage in building a better future for their countries and the region.

Volunteerism in Latin America

Iraida Manzanilla Guerra

BACKGROUND

Latin America consists of those countries south of the United States in which the Romance languages officially are spoken. Latin America is made up of 20 independent republics located in Central and South America. Spanish is spoken in Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Uruguay, and Venezuela. Portuguese is spoken in Brazil; French in Haiti. Sometimes Latin America includes Guyana, Suriname, and French Guyana in South America and, less often, the Caribbean Islands.

The people of Latin America are of mixed Indian, black, and white ancestry. If we include Central and South America and the Caribbean, there are approximately 429 million inhabitants. Population growth in Latin America is among the highest in the world at 2.2 percent annually. It is estimated that by the year 2000, the population will increase by 100

million, 34 percent of whom will live in Brazil.

Differences in educational levels and social status are significant. Despite educational campaigns, illiteracy rates remain high, especially in remote areas. Universities suffer from lack of full-time teaching staff and up-to-date technology. After World War II, large numbers of people moved from rural to urban areas in search of employment, and most large cities are now surrounded by extensive squatter colonies. Housing, social, and medical services are frequently inadequate to meet the needs of the people of Latin America.

Several highly developed civilizations flourished in the region before the arrival of Columbus in 1492 and the subsequent conquest and colonization of the region. During the Conquest, the indigenous populations were decimated by war and European diseases to which they had no resistance. Colonial rule by the Spanish and Portuguese lasted about three centuries but by 1825, inspired by the leadership of Simon Bolivar and José de San

Iraida Manzanilla Guerra has degrees in sociology from the Universidad Católica Andrés Bello and in advanced management from the Instituto de Estudios Superiores de Administración (IESA), both in Caracas, Venezuela. She is first vice-president of the Federación de Instituciones Privadas de Atención al Niño, al Joven y a la Familia (FIPAN) where she is a facilitator of its management training program for non-profit organizations. She serves on the board of Sinergia, which works in areas such as education, health care, community development, housing, and the environment, and is a consultant to the Fundación Polar, Venezuela's largest corporate foundation. She also serves on the board of the International Association for Volunteer Effort (IAVE).

Martin, most of the colonies had gained their independence. Power and wealth, however, remained in the hands of a few, and political life was marked by corruption and instability. In the early 20th century, several countries enjoyed long, peaceful periods of constitutional rule. In the 1960s and 1970s there was a rise of military dictatorships throughout the region and violent factional strife in Central America, but since 1979 many nations have returned to democratic rule.

Historically, Latin American economies depended on a single export commodity to earn foreign exchange. In more recent times, some countries have made efforts to diversify, but economic development is hampered by poor transportation, continuing political instability, and the burdensome effects of foreign aid when new regulations are imposed that frequently adversely affect a population already suffering from inefficient government policies. Social disorder often follows.

There are two great problems in Latin America that still defy solution: persistent unequal income distribution and urban unemployment of up to 50 percent. Although half the population in Latin America works on the land, agriculture is mostly primitive and inefficient.

Although many Latin American nations borrowed huge sums from the International Monetary Fund and from private banks leading to a near-crisis in the 1980s when they were unable to repay their debts, important positive changes in recent years include the emergence of Brazil as a leading industrial power, Chile as a new emerging economy, and the use of the substantial oil revenues in México, Bolivia, and Venezuela to finance economic growth.

Although Latin American countries share a history of European colonization, common languages, and the Catholic religion, the complexity and variety of subcultures within each country's geographic boundaries don't allow for many generalizations.

Overall, Latin American nations can be divided into groups with some shared characteristics. Bolivia, Perú, México, Ecuador, El Salvador, Guatemala, and Nicaragua have large indigenous populations where the colonization process produced a synthesis between the natives' strong beliefs and the culture of the Spanish settlers.

Argentina, Costa Rica, Chile, and Uruguay are countries where a model of planned colonization was imposed by settlers from European countries such as Italy, Germany, and Spain.

In many Caribbean countries, and also in Venezuela and Brazil, intermarriage between the European settlers and their slaves was common and is seen today in the ethnic mixture of a majority of the population there.

In recent years the crises on the political stage and in the economic and social areas in Latin America have caused strong economic measures to be taken in a number of countries that have had devastating consequences including a decline in purchasing power and the further impoverishment of a majority of the population. It is estimated that more than 80 percent of the population in Latin America lives in poverty. The middle class standard of living has declined. In addition, more than 50 percent of the population in Latin America is below 25-years-old creating a great burden on basic health, education, welfare, and social services.

It is widely believed that by the beginning of the next century changes must take place that guarantee a united and participative effort on the part of citizens leading to the establishment of a truly civil society in Latin America. Empowerment through citizen action can play a principal role in helping to overcome Latin America's current problems. The inclusion of youth in the volunteer movement should be a fundamental strategy to help build an organized and effective society in the region.

VOLUNTEERING IN LATIN AMERICAN

In the 1940s there was a surge of interest in philanthropy and social work on the part of the religious community, corporate stakeholders, and the government. Serious social problems became acute with an explosive growth in population, especially in urban areas. Governments were unable to address the increasing need for funds and human resources. To address the lack of human resources, social work degrees were given a high priority at the university level. During this time there was uneasiness about the participation of women in political, economic, and social settings, but many women's groups founded volunteer organizations out of a sense of civic duty as well as religious inspiration.

Traditionally volunteering in Latin America has been understood as:

- Work done by the church and its congregants for the community.
- Financial support of charitable causes by individual donors.
- The good works of wealthy, non-working women in hospitals, schools, and ghettos.
- Partisan political activity to solicit votes.
- Philanthropy for personal or economic gain.

Because volunteering often was limited to women from the middle to upper socioeconomic groups, many others consider volunteering self-indulgent, idealistic, and/or foolish. Few individuals today identify themselves as "volunteers."

The voluntary sector in Latin America is characterized by an increasing number of systematic, coordinated programs, including the establishment of volunteer programs. Although there is not much formal coordination among diverse public and private institutions, there are a few national strategies in the field of volunteerism that are taking into account existing initiatives. Some institutions' efforts

have borne positive results by creating prestigious umbrella organizations whose actions are of great significance. Some examples, by country, follow:

Argentina

Consejo de Coordinación de Obras Privadas (CONDECOORD) in Buenos Aires, Argentina:

- Advocates for the benefit of welfare organizations.
- Updates its affiliated volunteer groups in management techniques.
- Recognizes volunteer leaders.

Bolivia

Confederación Nacional de Instituciones Femeninas in La Paz, Bolivia:

- Provides volunteer training.
- Develops programs focused on youth and family volunteering.

Brazil

Programa de Voluntarios de la Comunidad Solidaria in Sao Paulo, Brazil:

- Identifies issues and strategic actions to empower the third sector.
- Contributes financial assistance, training and counseling to enhance the efficiency of non-governmental organizations.
- Stimulates and promotes the volunteer culture.
- Creates volunteer centers in different cities of Brazil that build upon grassroots initiatives for social development.

Chile

Guía para la Acción Solidaria, a publication of SOLIS (Solidaridad.Espiritualidad), in Santiago, Chile:

This organization publishes a directory of over 1,500 volunteer programs in Santiago. The directory is used to link volunteers with the agencies that need them.

Colombia

Corporación Colombiana de Trabajo Voluntario (CCTV) in Bogotá, Colombia:

- Runs a national volunteer center and referral and recruitment service for volunteers.

- Provides education and training for volunteers.
- Has a volunteer program for the elderly affiliated with the American organization, Retired and Senior Volunteer Program.
- Has established a fund for small business women through Rotary Clubs International.

Ecuador

Fundación Ecuatoriana de Trabajo Voluntario (FETV) in Quayaquil, Ecuador:

- Promotes and coordinates the activities of affiliated agencies and volunteer groups in Ecuador.
- Offers training in volunteer management.
- Publicly praises and appreciates volunteer leaders.

México

Centro Mexicano para la Filantropía in Mexico City (CEMEFI), México:

- Promotes community development through the donation of time, talent, and money.
- Promotes and coordinates volunteer effort through the Asociación Mexicana de Voluntarios in Mexico City.

Venezuela

Federación de Instituciones Privadas de Atención al Niño, al Joven y a la Familia (FIPAN) in Caracas, Venezuela:

- Brings under its umbrella more than 60 non-governmental organizations.
- Offers opportunities for volunteering to families and youth and works with corporations to enlist their support and gives volunteer opportunities to their employees.

VOLUNTEERING, YOUTH, AND THE FUTURE IN LATIN AMERICA

Because of Latin America's large youth population, we must direct our greatest efforts to the education and development of the generation that will be responsible for the future. We must work with the young so they become adults with values

and moral strength who wish to participate in a civil society, have a vision for the future, and are self-confident. In societies such as ours—overloaded with problems, contradictions, and disintegration—we must help the young confront challenges, develop their identities, and assume adult roles. As elsewhere in the world, important agents of socialization in Latin America—family and school—have been affected in such a manner that they have been unable to satisfactorily fulfill their functions in the areas of moral and civic education. Because of multiple and complex historic, social, and cultural reasons, youth have been left with diminished possibilities for healthy internalization of the values and standards fundamental to their culture.

If we want to develop our region, we must invest in our youth with long-term planning that guarantees continuity and results. Grandparents, parents, and youth themselves—three generations—must come up with solutions. It has been demonstrated that when youth are well supervised and have the opportunity to work in a well-run agency, their formation as citizens and their personal growth is enhanced. Volunteer experience can give them the opportunity to suggest creative solutions to the problems around them, open employment opportunities for them, and integrate them into the mainstream of the nation.

In Venezuela the department of education requires that high school students fulfill 40-60 hours of community service over a two-year period. Through the agency I represent, FIPAN, teenagers are made aware of social problems and trained in the philosophy of volunteerism. Our goal is to influence them to be proactive and competent to make a commitment to sustainable social development. In Caracas, youths volunteer in ghetto public schools helping kids learn. At hospitals they visit ill children and the elderly and help in areas such as admissions, recovery, and rehabilitation.

Youth volunteerism is a strategy we

must adopt in order to educate a very large and important population group who, often dissatisfied, disinterested, and in despair have the time and energy to apply themselves to projects that will develop their civic sense. Youth volunteerism has meaning for a generation of future leaders who will help to build nations in Latin America of which we can be proud. Through volunteerism, youth will acquire leadership tools that will allow them to motivate other youth to adopt the values of justice, freedom, friendship, and peace in more effective ways. Youth know the problems of society very well—drug addiction, delinquency, adolescent pregnancy, negative use of time, scholastic under-achievement, and family and social disintegration—and can be motivated to get involved in actions that can make a positive difference to others and to themselves. It is this vision we must embrace in Latin America.

ABSTRACT

This article presents GEMS, a contemporary model of volunteer administration that addresses current and emerging needs and was developed by the authors. The GEMS Model illustrates the continuous process of volunteer administration through four broad categories which are further broken down into 18 phases. The model builds upon earlier models and addresses critical issues relevant to today's volunteer administrator.

The GEMS Model of Volunteer Administration

Ken Culp, III, Catherine A. Deppe, Jaime X. Castillo, Betty J. Wells

INTRODUCTION

In order to effectively run quality volunteer programs, non-profit agency professionals must be competent volunteer administrators. Six volunteer administration models utilized by non-profit organizations include ISOTURE (Boyce, 1971; Dolan, 1969), 4-H Volunteer Leadership Development Program (Kwarteng, Smith and Miller, 1988), the Volunteer Management Cycle (Lawson and Lawson, 1987), the Volunteer Professional Model for Human Services Agencies and Counselors (Lenihan and Jackson, 1984), L-O-O-P (Penrod, 1991), and the Bridge from Dreams to Reality (Vineyard, 1980). However, due to the rapidly changing environment in which most volunteer administrators find themselves, each of these models lacks one or more components we believe necessary for contemporary volunteer program administration.

Volunteer administration is a rapidly growing and evolving field. In order to serve the needs of society, volunteer

administrators must strategically position themselves for changing audiences and clientele as well as a changing volunteer base. Innovative programs need to anticipate and meet these requirements. The tools and techniques that volunteer administrators use to manage and develop programs must meet the challenges of new and emerging concerns. The GEMS Model was developed to deal with these issues and builds on the foundation previously established by other volunteer specialists. It addresses the needs of today's volunteer administrators and includes components not found in earlier models.

The model consists of 18 phases within four distinct categories: generate, educate, mobilize, and sustain. It is shown as a spiral demonstrating how volunteers move from phase to phase and are retained, disengaged, or redirected to another volunteer assignment within the non-profit, volunteer organization.

Ken Culp, III, Ph.D. is assistant professor and volunteerism specialist in Ohio State University Extension and the Department of Human and Community Resource Development. He has directed 4-H and Extension volunteer programs for 12 years and has presented workshops, papers, and seminars in 10 states, Canada, and Japan. His research interests at OSU are in volunteer recruitment, recognition and retention, program effectiveness, and leadership development. *Catherine A. Deppe* is Extension agent, 4-H youth development, for Ohio State University Extension in Defiance county. As a high school agriculture/science instructor and FFA (formerly known as Future Farmers of America) advisor, she was responsible for curriculum review and development, instruction, and evaluation. In addition, she developed a strong volunteer base including teens and adults for school and community activities. Her research interests at OSU are in volunteer program administration. *Jaime X. Castillo* is a doctoral student in the Department of Human and Community Resource Development at The Ohio State University. As a 4-H/ agriculture agent he was responsible for training volunteers to carry out educational programs in the areas of natural resources and non-commercial agriculture. *Betty J. Wells* is assistant professor and Extension agent, 4-H youth development and chair of Ohio State University Extension in Noble county. She has more than 10 years experience building volunteer programs involving teens, adults, and senior citizens. Her expertise lies in developing volunteer audiences and building community linkages and collaborations.

REVIEW OF THE LITERATURE

Briefly described below are some of the volunteer administration models currently in use.

The ISOTURE Model (Boyce, 1971; Dolan, 1969) contains seven volunteer management components (identification, selection, orientation, training, utilization, recognition, and evaluation). It was developed and is used by the Cooperative Extension Service. *Identification* of volunteer opportunities within the organization, including writing job descriptions, is the initial component. Effective *selection* matches volunteers' knowledge, attitudes, and skills with the volunteer opportunity. *Orientation* acclimates volunteers to the organization and its mission as well as to their specific job responsibilities. *Training* provides the knowledge and skills to ensure volunteers will be successful during the *utilization* phase. *Recognizing* individuals for their contributions and *evaluating* volunteer performance and the volunteer program completes the model.

As its name suggests, the 4-H Volunteer Leadership Development Program (Kwarteng, Smith and Miller, 1988) was conceptualized for use with 4-H volunteers. This model contains six components that are depicted in a circle: recruiting, training, motivating, recognition, retention, and supervision. *Recruiting* is the sequence of steps or actions involved in the enrollment of volunteers as 4-H club leaders. *Training* prepares volunteers to be club leaders through an understanding of the philosophy and objectives of the organization, the role of the volunteer, how to plan and conduct activities, and how to utilize educational materials and resource people. *Motivators* are the intrinsic or extrinsic forces that influence individuals to begin and continue volunteering. *Recognition* includes any formal and/or informal favorable attention given to volunteers to provide a sense of appreciation. *Retention* includes any action taken to reduce volunteer turnover. *Supervision*, an on-going process, is defined as "the

enabling actions used by agents to facilitate the work of volunteer leaders" (Kwarteng, Smith, and Miller, 1988).

The Volunteer Management Cycle (Lawson and Lawson, 1987) was developed to underscore the essential role of volunteerism within the religious community. It consists of eight components: *planning, clarifying volunteer tasks, recruitment, orientation, training, support and maintenance, recognition, and evaluation*. This model is depicted in a heart shape, with the planning function at the center of the heart.

The Volunteer Professional Model for Human Services Agencies and Counselors (Lenihan and Jackson, 1984) is a model prescribing a process of assessment and integration that allows community agencies and professional counselors to engage in more effective volunteer activity. Unlike previous models, this one is designed specifically for those who are encouraged by their employer or company to serve in volunteer roles with human service agencies. It targets newly emerging agencies or established agencies that are starting new volunteer programs. The model consists of six steps depicted in a "Y" formation and is unique in that it integrates and balances the needs of the agency with the needs of the professional who is volunteering.

In this model, *step one* is an information gathering and assessment stage. The agency identifies its organizational needs and estimates the time and skills that will be required of the volunteer professional. In *step two*, the agency develops a plan of action based on its needs and the skill level and time requirement it seeks from volunteer professionals. *Step three* is the matching phase when prospective volunteer candidates are approached and interviewed. In *step four*, an agreement is negotiated with the volunteer professional. In *step five*, the volunteer task is performed and in *step six* recognition is provided to the volunteers.

The L-O-O-P Model (Penrod, 1991) is another leadership model used by Coop-

erative Extension professionals to direct volunteer programs. L-O-O-P, an acronym for locating, orienting, operating, and perpetuating, is illustrated with arrows between the categories to show that volunteer administration is a continual process. By utilizing this model, volunteers are linked with organizational mission and project goals through their personal interests and are recognized for their accomplishments. *Locating* involves identifying potential volunteers, learning about their needs and interests, matching them with appropriate tasks, and obtaining their agreement to perform the volunteer assignment. *Orientation* familiarizes volunteers with the organization and the specific project with which they will be involved. The orienting process outlines policies, procedures, benefits, expectations, goals, and objectives. The learning process continues as the volunteer participates in the organization (*operating*) through exposure to new ideas, people, or methods. *Perpetuating* the involvement of volunteers is important for organizational growth and is essentially a two-fold

process including evaluation and recognition. "Evaluation is needed because volunteers want to know how they're doing. Recognition is important because volunteers need to know their work is appreciated and necessary" (Penrod, 1991). Recognition of the volunteers' accomplishments relates their contributions to the organization's success.

The Bridge from Dreams to Reality (Vineyard, 1984) is a an arc-shaped "bridge" in design consisting of 12 components. The model is grounded in a "dream" and proceeds through the arc in a 10-step sequence that includes *goals, objectives, action plans, job design, recruiting, interviewing, placing, training, supervising, and evaluating*. The bridge is exited when the "dream" becomes "reality." The entire arc is undergirded by *recognition* (which takes place at each step of the model) and *feedback*.

THE GEMS MODEL

The GEMS Model was conceptualized and developed building on aspects of previous models. It is shown as a spiral illus-

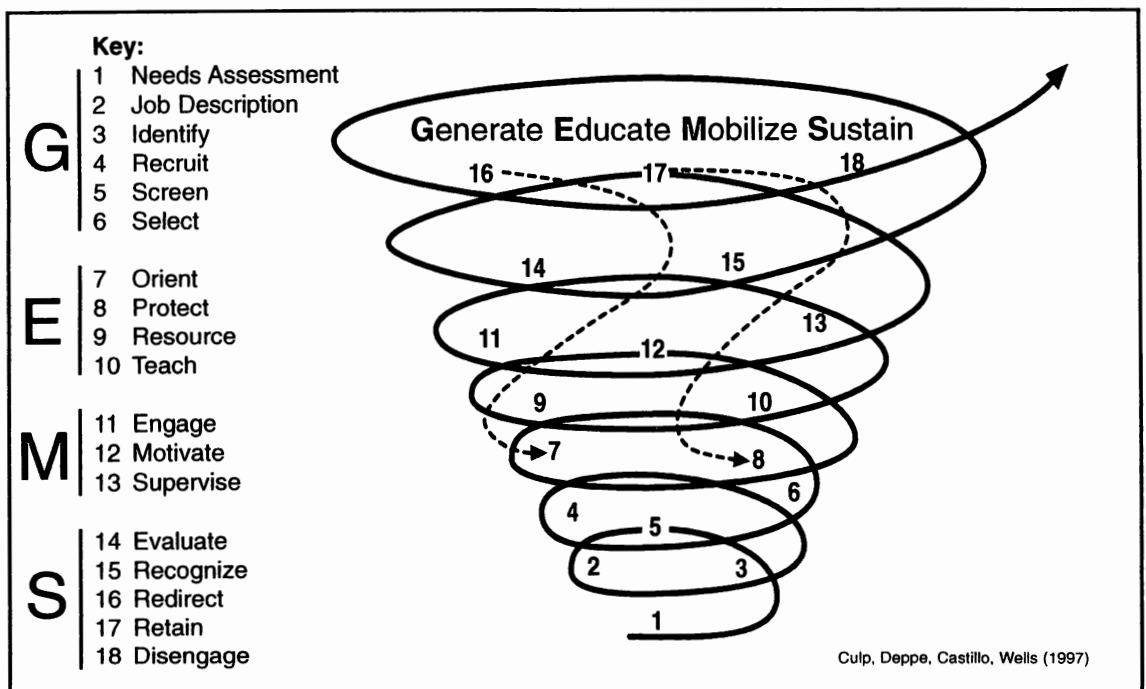


Figure 1
The GEMS Model
A spiral profile of volunteer administration.

trating that volunteer administration is an ongoing process. It may be effectively utilized in any type of volunteer or service organization. The model consists of four broad categories: generate, educate, mobilize, and sustain. These four categories are broken into eighteen phases (see Figure 1).

Generate

Generate includes six phases: conducting an organizational needs assessment, writing job descriptions, identifying, recruiting, screening, and selecting volunteers.

Volunteer opportunities within the organization are identified through a *needs assessment*. These identified volunteer needs are then defined in written *job descriptions*. Job descriptions include the title of the position, time commitment, requirements, duties, supervisor, and benefits. Potential volunteers are *identified* and *recruited*. This process includes developing a list of qualified individuals and groups to be contacted and actively promoting the volunteer positions to them. Targeted recruitment is based on the marketing premise that everyone is not a prospect for every product or service. "Because organizations need to use their resources effectively, they must target their recruitment efforts to the most likely prospects" (Fisher and Cole, 1993). The volunteer's needs, interests, knowledge, skills, background, and attitudes are surveyed through the *screening* process. Additionally, risk management practices should be considered during the screening phase to protect the organization from liability. *Selection* is then based upon the volunteer's ability to perform an appropriate activity or task.

Educate

Educate includes four phases: orienting, protecting, resourcing, and teaching.

Volunteers generally have varying levels of knowledge about the organization and need to be *oriented* to the organization as a whole and to their specific job responsibilities. Orientation is beneficial in

assuring they have accurate information regarding the organization's purpose, programs, policies, and expectations. Informed volunteers will represent the organization well, carry out their responsibilities effectively, and possess a positive attitude toward the organization.

Following orientation, volunteers enter the *protecting* phase, of the spiral. Four groups of stakeholders must be considered in the protecting phase: program participants or clientele, volunteer staff, paid staff, and the organization. During the protecting phase, volunteers learn about risk management strategies such as appropriate and acceptable behaviors, conflict resolution, and confidentiality issues.

The *resourcing* phase in this category includes providing volunteers with the resources necessary for them to complete their volunteer duties. These can include human resources (identifying other individuals who can provide support, skills, or services), educational resources such as curricula and materials, and financial resources such as the identification of sources of funding, budgetary guidelines, and fund raising strategies. Additional *teaching* or in-service opportunities related to specific skills and knowledge are provided to assist volunteers in successfully carrying out their responsibilities. Education should be conducted in a variety of ways (individually, through group meetings, workshops, or classes) and address multiple learning styles.

Mobilize

Mobilize has three phases: engaging, motivating, and supervising.

Volunteers are given the opportunity to *engage* in the task or activity they have been selected to perform and are given the tools to do so. Individuals are *motivated* to participate in volunteer activities for a variety of reasons. Administrators of volunteer programs should understand the motives that contribute to beginning, continuing, and discontinuing volunteer service. Understanding what motivates

volunteers when they are recruited contributes to the success of volunteer recruitment initiatives. Understanding what keeps the volunteer motivated helps volunteer administrators enhance the volunteer's experience and improves volunteer retention and longevity. Being aware of discontinuation motives allows the volunteer administrator to avoid them and also contributes to volunteer retention. The needs, skills, and knowledge of the individual volunteer will demonstrate how much and how often supervision is needed. During the *supervising* phase, volunteer administrators determine how well the volunteer is utilizing the available resources to perform the assigned task. On-going guidance, support, and advice from the volunteer program administrator, supervisor, or another volunteer can help lead to a positive and productive experience.

Sustain

Sustain includes five phases: evaluation, recognition, retention, redirection, or disengagement.

A volunteer performance *evaluation* will determine if individual and organizational goals are being met. Documenting work output and quality to learn from past accomplishments and mistakes is important. Written documentation is the framework for decision-making in new assignments, promotions, and recognition, and provides potential recommendations for the volunteer. Evaluation is ongoing throughout the four categories of this model and is conducted both formally and informally. Volunteers are recognized for their positive contributions to the organization and its clientele. Whether formal or informal, extrinsic or intrinsic, *recognition* helps volunteers feel they are making a meaningful contribution to the organization, its programs and clientele.

Retaining volunteers adds to programmatic strength and continuity. *Retention* is best accomplished by fulfilling volunteer needs, serving continuing motivations,

and providing the volunteer with a fulfilling relationship with the organization, its clientele, and other volunteers. A volunteer may be retained in the same capacity or redirected to another role within the organization. In either case, as illustrated in the GEMS Model, a volunteer may continue in the spiral by re-entering the education category. If retained, the individual benefits by acquiring additional skills to carry out volunteer responsibilities. If *redirected*, the volunteer will re-enter the GEMS spiral at the orientation phase, receiving new job responsibilities, knowledge, and the skills necessary to perform the assignment effectively. In some cases, even after redirection, a volunteer may be asked to *disengage* from the organization. If this is necessary, the process should be clearly defined and objective. At other times, a volunteer may disengage and choose to leave the organization for a number of personal reasons, such as a change in employment, family life, residence, interest, health or because of other commitments.

CONCLUSIONS AND IMPLICATIONS

Although the models currently utilized by volunteer administrators have served an important role in providing a framework for volunteer programs, most do not completely address all of the issues facing non-profit professionals today. The GEMS model builds upon earlier models with the added advantage of addressing the emerging, critical issues relevant to present day volunteer administration which earlier models do not. These include: screening, protecting, resourcing, redirecting, and disengaging.

The GEMS Model contains eighteen phases illustrated in a spiral showing volunteer administration as a continuous process. The model is a management tool that can assist volunteer administrators to effectively coordinate volunteers and volunteer service delivery in non-profit programs.

The GEMS Model may be implemented at any stage in the life cycle of a volunteer

program based upon the current needs of the organization, its volunteers, and the volunteer administrator. The model allows the non-profit professional to identify the phase in which a program is currently operating or where there is the greatest need, and then proceed with managing the program by going to the next phase in the model.

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