

**Association for Volunteer Administration
Distinguished Member Service Award
Acceptance Speech**

Ivan H. Scheier, PhD

For his many years of exceptional involvement in volunteerism leadership, Ivan Scheier received the AVA Distinguished Member Service Award at the National Conference on Volunteerism, in Asheville, North Carolina, October 16, 1984. The following is a summary of his acceptance remarks.

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Great as this honor is, there has been an even greater one: simply to have been with you all these years as you led the way towards more caring communities.

Lest that sound too much like farewell, let me share with you my work plan for the next ten years, in hopes it will be of some interest, even more in hopes our paths will cross again.

I thought I'd be a volunteer for the next ten years. Why not; I've been talking about it for twenty years. Nor is it any different from what millions of other people are planning to do--and are doing--this very hour.

Somewhat special about this volunteering may be its mobility. I'm offering my services anywhere in North America for anywhere from one to four months. The "motivational paycheck" in this is the opportunity to follow through after workshops, take responsibility for what happens to the ideas and methods shared, troubleshoot if they don't work smoothly, and celebrate if they do. (I'm getting a little weary of the gypsy consultant bit.) I'm also being a rather stubborn volunteer in stating up front what I'm willing or unwilling to do. You get a list of a dozen or so projects and subject areas dear to my heart and mind, and we negotiate from there.

The model seems to have worked pretty well in tryouts in California, Ontario, Michigan and Mississippi. I'm now with the good people of Parkersburg, West Virginia, with the next volunteer projects (expense-reimbursed) planned for Colorado and Minnesota.

The theme running through these projects, the outcome I hope for from them, is a volunteerism which is broad and deep in application to daily life, volunteer-owned, inclusive and independent.

It's a long road from here to there, and I hope to see you again somewhere along the way.

Staff/Volunteer Relationship "Perceptions"

Gretchen E. Stringer, CAVS

One way to build more effective volunteer-salaried staff relationships is to recognize that these relationships are based on differing perceptions of time, authority, and power. When conferees entered the room in which this workshop was held, they found a number of illustrations posted around the room. These pictures, taken from a variety of art and math books, were all examples of optical illusions. The group discussed how easy it is to be fooled by visual perceptions. In much the same manner, we can view the staff-volunteer relationship as a matter of perceptions. Facts can be perceived in so many ways and it is this perception with which you are dealing when the function of paid staff and the function of volunteers appear to be in opposition.

An administrative volunteer may feel that the staff he or she is working with is unappreciative of all the time and energy he or she expends. The staff person may feel that the administrative volunteer is interfering with the organizational operation. The fact may be that the various accountabilities of each of them have not been clarified, or that they are both working in a defensive communication climate, or that the perceptions of each of them about the facts are so different that it appears they are working on different projects.

Try to look at the situation with new eyes--deal with the perception, not the facts.

PERCEPTIONS ABOUT TIME

An employee of an organization works within a highly structured, already set time frame. The paid worker works from 9 to 5, or 8 to 12, or 12 to 8, or some regular arrangement of starting and finishing. This makes 8 hours per day, 5 days a week (or 4 hrs. per day for 5 days a week, or 4 hours per day, for 3 days a week). There usually will be some irregularities, but on the whole this category of worker will know how much consolidated time will be spent during working hours.

Staff meetings will usually be held at a specified weekly time. If an emergency staff meeting needs to be scheduled, it can usually be held within a few days or even, at the unit level, on the same day.

On the other hand, the volunteer worker for an organization chooses the time structure within which to accomplish the job. The time that a volunteer gives will be restricted by personal commitments which could include family, paid job, schooling and any number of other time-using functions that must be prioritized by the volunteer to ascertain what time is available for the job to be done.

The volunteer worker will agree to work within a structured time of

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two or three hours a week, five hours a month, or time for attendance at board or committee meetings plus study of materials on the business at hand. The time commitment of a volunteer can be irregular, or highly structured, but by the volunteer's choice. A call for an emergency meeting, which would involve time not previously scheduled, needs to be planned around the volunteer's other commitments and often as much as three days notice is necessary.

So each of these categories fosters quite different time perceptions. The paid worker's perception of project implementation will be hours, days, perhaps weeks. The volunteer worker's perception of project implementation will be weeks, months, perhaps years.

And these are both valid: the actual hours that a project will take could be identical but because of the different time structures, those working hours will be spread differently.

Thinking time, dreaming time, and time used for creating will be vastly different in each category: in the paid work world it will be within hours, days, and weeks. In the volunteer world there can be weeks, months and years of developmental time. This certainly makes for different perceptions of how long a project "needs" for completion.

A person who has worked in the volunteer world for many years could have a real problem upon entering the paid work world with a supervisor who expects a creative project to appear in three days: 24 hours. These same twenty-four hours could have been eight weeks of work at three hours a week.

On the other hand, a person whose work experience has been in the paid world could have a problem with a committee chair who has not yet reviewed a proposal received two weeks ago. These same two weeks could have been only four hours of work at two hours a week. Here is a real difference in the perception of time and time-using functions.

PERCEPTIONS ABOUT AUTHORITY AND THE CHAIN OF COMMAND

An employee of an organization answers in most cases to one person, the boss. This means that the definition of the function of the paid worker is screened through the perception of the person to whom our worker reports. Actually the goals of the organization can be very well defined, but even specifically stated goals can be interpreted many ways.

Job security is a very important factor in the motivation of the paid worker. The worker will accept a less than perfect situation if the probability of job security exists. Even if the paid worker has differences of opinions with the supervisor, the worker will attempt to (in fact must) find understanding of the supervisor's opinions and perceptions in order to perform in a satisfactory manner. So the manager holds the "lock" on the worker's effectiveness. It is through the perceptions of the manager that the worker defines his or her job.

A volunteer worker, on the other hand, answers in most cases to the goals of the organization directly. The volunteer is "paid" in means other than money and will choose a job in an organization whose goals are synonymous with his or her value system and personal objectives.² Job security is not a motivational factor for a volunteer worker. The volunteer can change jobs whenever he or she wants. If there is a difference in opinion or perceptions, the volunteer worker is free to move into another situation.

Oftentimes when a volunteer leaves an organization and there is a psychological upset, the statement is made that "there was a personality clash." It is possible that "personality clash" is a cover-up for poor management of volunteers. The person to whom a volunteer reports does not hold the "lock" on that worker's effectiveness. Rather, the volunteer's manager holds the key to effectiveness. The manager must know

how to turn the right key for the retention and effectiveness of the volunteer, including recognition of all kinds: formal and informal, constant and occasional.

PERCEPTIONS ABOUT POWER

A paid worker has the power of the position in which he or she functions. The power of hiring and firing--which is the ultimate power in the paid-work world--belongs to the person to whom our worker reports. Because this power is an absolute, it often overrides skill, ability and good intentions. The administrative worker can use this power directly to move projects along.

A volunteer worker, on the other hand, has the power of choice. As mentioned earlier, nothing holds a volunteer to a job. The power of being able to move if the situation gets uncomfortable is a great incentive for effective management practices.

So how do we harness the energy, capture the enthusiasm, and standardize the perceptions that will motivate the workers in our own organizations? We must try to make sure that each worker knows not only what he or she is doing and is expected to do, but also knows what the people with whom he or she must work are doing.

TOLERANCE FOR AMBIGUITY

A characteristic that anyone dealing with the myriad perceptions of the staff-volunteer structure would do well to develop is a tolerance for ambiguity. To state, or even think, that the whole answer to dealing with this unique relationship is structure is not only an over simplification, but is a dangerous solidification in a field where flexibility is a must. On the other hand, neither can the principle of flexibility be so total that the workers, be they paid or volunteer, have no direction. Goal statements, job descriptions, structure charts, evaluations and all of the other basic structural tools are a necessity.

The organization needs to find the middle ground between structure and flexibility. In this totally people-intensive business that we are in, the answer is the administrator with a tolerance for the ambiguity arising from the relationship between volunteers and salaried staff.

There is no formula that we can impose on every organization. That is one of the difficulties in our field. And yet it is also one of the main opportunities. We have to develop each of our organizations differently. We will all have a structure, but there will be as many differences as similarities. Every group needs a leader (president, chair), a recorder (secretary, scribe), and a financial person (treasurer, accountant). Every organization must have built-in areas where flexibility can be handled (who can predict when there will be a hail storm on the day of a fund raising track meet?).

The ability to recognize that a structure that might be unwieldy for one organization could be just the thing for maximum efficacy in another has implications in the area of staff-volunteer relations. The tolerance for the ambiguity of noodle-like time flexibility being built into the same structure as inflexible line responsibilities will serve well to improve staff-volunteer relations.

FOOTNOTES

¹I'd like to clarify the way I'm using the word "worker." A worker can be entry level or administrative or any level in between. Any of the statements that I make can be read "direct service," "assistant manager," "manager," "supervisor," "assistant director," "secretary," "vice president," or any descriptive term included within any organization.

²The effective management of the volunteer worker will include training. This is not different from the effective management of the paid worker. The difference is that the training itself can be conceived as payment for the volunteer. The taking of a volunteer position is often connected with the chance to expand one's expertise in an area hitherto untapped.

College Interns: School and Agency Partnership

Marge Twiname-Dungan and Betty Schnettler

The purpose of this article (and of the workshop on this subject at the 1984 National Conference on Volunteerism) is to encourage agencies and educational systems to work cooperatively to develop and conduct internships which provide growth experiences for both professional personnel and students. It also explains the importance of a systematic and deliberate approach to internship pre-planning, supervision and evaluation. The following material was developed as an outgrowth of the collaborative work of the authors in internship supervision. This reflects two perspectives: that of an agency supervisor and an academic orientation.

WHY UTILIZE STUDENT INTERNS?

Our experience has shown that a great deal of staff time, commitment, and energy goes into working with interns. For this reason, it is vital that agencies see both tangible and non-tangible benefits for their programs. Here are a few:

- Supervision and training experience for the internship supervisor and other staff.
- Fresh energy and ideas from enthusiastic interns.
- Challenges for paid and non-paid personnel when they are

asked to examine new perspectives on current systems of operation, e.g., "why do you do it this way?"

- Extension of the services the program can provide to clients because of the work that can be accomplished by interns.
- A working relationship with the educational system through which interns are recruited. This may also be helpful in obtaining other types of volunteers such as faculty members serving as resources for a volunteer training session.
- Both educators and volunteer coordinators believe that experiential learning opportunities are vital to the development of skills. Through participating in internships, they are acting on this belief.
- Professionals in the field of volunteer services, through internships, instill a strong belief in citizen participation in future practitioners of human services and other fields.
- Special projects put on the back burner can now be

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handled by these short-term personnel. Specific skills possessed by interns such as graphics talents, computer knowledge, artistic abilities, group facilitation experience, or interviewing skills can be extremely helpful in project development.

PRE-PLANNING THAT WORKS

There are several factors that an agency needs to consider prior to establishing an internship. These pre-planning steps will make a real difference in the success of the internship placement:

- Explore how similar agencies have utilized interns.
- Determine the level of administrative support.
- Make a list of all the possible educational institutions that you could approach for interns. Obtain handbooks/bulletins from each institution. This will provide you with information on specific degrees offered in the institution and the best person to contact regarding internships. Remain open-minded as to what degree areas may be helpful in your organization. Some institutions are more structured and organized in how they provide internship opportunities for students; others are in an exploratory stage.
- Are students and/or faculty in that educational institution aware that your agency exists? If so, what do you feel are their perceptions? Are they clear and positive? If not, one of your first goals may be to educate them about your program by speaking to specific classes, adding them to your newsletter mailing list, putting up posters, or publishing an article on your program in the campus newspaper. This can be a fun and valuable learning experience for a current intern or another key volunteer.
- Gain staff and/or volunteer input into how you might utilize interns. Develop a rough draft or a job description but do not carve it in stone. Remain flexible. Once your agency contacts the educational institution, you may want to negotiate or add new responsibilities. Be patient but be clear as to the needs of your program.
- Think through how interns would be trained, supervised, and by whom. Also, what are the credentials of the supervisor(s) and the school's expectations regarding credentials?
- Make a list of what you have to offer students. What are the concrete benefits of doing an internship with your agency? Some examples are:
 - insurance coverage for interns who use agency vehicles.
 - reimbursement for mileage or bus fare expenses if interns provide their own transportation on agency time.
 - paying for interns to attend training sessions that relate to their internship responsibilities or to their majors.
 - supplying parking permits.
 - offering a stipend, even a small amount.
 - flexibility in scheduling, especially if they are employed in outside jobs or taking classes.
 - free meals, free health screening, discounts, etc.
 - a letter of reference and recorded information on their internship responsibilities, training they received, accomplishments, etc.

DEVELOPING A JOB DESCRIPTION

Brainstorming (freely throwing out ideas without censoring them for practicality or logic) can help produce the beginnings of an internship job description. This brainstorming process, which is sometimes done verbally on newsprint or a blackboard, can be used effectively to write down ideas so that they are visible to all participants. Ideas arising out of such a process might include:

- developing a computer program
- conducting evaluation projects, surveys or needs assessments
- recruiting on campus
- providing a staff inservice
- developing new public relations materials
- writing newspaper articles, book reviews, etc.
- starting a group or planning for one to be self sustaining
- writing a grant for a donut making machine
- organizing a parade entry as a promotion for the agency
- interviewing volunteers outside of the agency

Brainstorming allows us to stretch the limits we sometimes place on ourselves and our agencies and to use imagination and creativity to explore new possibilities.

Brainstorming leads to a negotiating process, prioritizing mutual needs and deciding what should be contained in an internship job description. Because each intern is an individual with different learning and skill needs it is suggested that both specific and general components be included in the job description. This also accommodates changing agency circumstances such as personnel changes, moves to a new location, and regular cyclical change accompanying the calendar year, e.g., an agency involved in lobbying may have more needs and opportunities in this area during the legislative session.

The following internship job descriptions provide both general and specific internship tasks:

Nursing Home--Intern works with preadmission, admission and adjustment of new residents. Work is with individual residents, with groups (e.g., stroke patients group) and families (include family council meetings). The intern would also work with community systems and would be exposed to discharge planning, respite care and day care.

Human Service Planning-- Community organization focus. The intern is involved in program development, co-ordination of services, needs assessment, planning, committee work, volunteer recruitment and fundraising. Intern chooses an area of interest (e.g., family violence, parenting, food & nutrition or displaced homemakers) and becomes more involved in this segment of the program. Intern must have a car. Stipend may be available but is not guaranteed.

Once the job description is developed we suggest that the agency send a written description of the internship, as well as a copy of the agency supervisor's resume and any descriptive pamphlets available about the agency to the educational program. This information becomes accessible to both faculty and prospective interns. At St. Cloud State University in Minnesota, this file also includes an Internship Agreement form between the Social Work Program and the agency in which the responsibilities and rights of each are delineated. This form is signed by an agency representative and a faculty member before being placed in the file and the file is annually updated to check for changes in job description and supervisors. Supervisors and agencies are also encouraged to contact the program with changes in needs and opportunities.

THE SCHOOL'S PERSPECTIVE: ASSESSING AN AGENCY'S NEED FOR INTERNS

An agency might initiate a request for interns by contacting a particular program, department or person at a university, college or vocational school--or the academic program may contact the agency to discuss the possibility of utilizing interns in that agency. At this point there is a need for the agency and school personnel to sit down together and assess their mutual needs and obligations.

The Social Work program at St. Cloud State University (SCSU) approaches an agency or responds to an agency request for interns by making an appointment for the Internship Director to meet with the person(s) who would be supervising interns in the agency or the person who is most interested in introducing interns into that setting. These meetings are usually held at the agency so that the Internship Director can get a clearer idea of the work environment and structure.

This initial meeting is one in which a beginning relationship between school and agency is established and information exchanged. Mutual needs are described, as specifically as possible, and any limits on either side are mentioned. An effort is made by the faculty representative to become familiar with agency purpose and procedures prior to the meeting. Information on the SCSU Social Work internship program is also sent to the supervisor prior to the meeting. During the meeting an attempt is made to be very clear as to what the academic program expects from the agency in terms of supervision, evaluation, and participation in on-campus meetings. Questions are asked to assess the agency's needs and to learn the wishes of the agency supervisor. If it is felt that this particular placement does not meet the needs of the Social Work program or that the agency needs cannot be met by students, the

agency is referred to other university programs and contact people that may provide a better match.

INTERVIEWING AND SELECTION

Interviewing and screening prospective interns is vital for the agency. For most coordinators of volunteers, interviewing is an integral part of their position. Screening and interviewing interns is similar to the process used for other volunteer or paid staff positions but there are specific questions that may be helpful such as:

- Name three skills you want to possess by the end of this internship.
- What do you know about this agency? (This helps determine whether the students have taken time to explore your agency prior to contacting you. Have they seriously thought about why they are approaching your agency?)
- Name two experiences that have provided a real challenge for you. It may be a class, work you have done, a volunteer experience, etc....
- I would like to hear about your future goals. What do you hope to do after graduation?
- What thoughts come to your mind when you hear the word "volunteer"?
- Are you applying for an internship in any other agency? If yes, where? (This gives you an idea about their range of interests. Are they focused on a particular field?) Also, find out the deadline for making a choice.
- Do you anticipate any need for time off or flexible scheduling during the internship?
- Find out if they know the facts. What is the minimum number of hours required for the internship? What number of credits will they receive? What are the beginning and ending dates for the internship? What are

the educational institution's requirements of you and the agency during the internship, such as writing a journal, a final paper, number of supervisory meetings, developing a contract, etc...?

- It is a good idea to introduce the prospective intern to other staff and take them on a brief tour while they are at the agency. Observe how they respond in new situations and what questions they ask.

This fantasy exercise will help sensitize you to the feelings of a prospective intern:

Get in a relaxed position. Close your eyes. Take two deep breaths. Visualize your own agency but imagine that you do not work here. You are new. You are the intern coming in for your initial interview. Can you find the building? What are your first impressions? What do you experience as you walk in the front door? Are you greeted? If so, by whom? Were you expected? What did the greeting feel like? You are asked to wait. What kinds of questions are you expecting to be asked? How do you occupy your time while you are waiting? Perspiring? Heart beating at a quicker pace? You look up and see someone approaching you. You know it is your internship supervisor, if you get through the interview. How are you greeted? First impression? ...

This exercise could continue but this gives you an idea of the feelings a prospective intern may be experiencing. An interesting twist to add to this scenario is to picture yourself as the internship supervisor who is walking out to greet the intern for an interview. Imagine how you come across. What first impressions do you leave?

In the interview, the interviewer is selling him or herself and the agency. Remember, there are probably several other sites that the in-

tern could choose. Also, remember you, the agency's representative, have a choice. If you feel that the intern would not work out in your setting or gain the type of experience he or she is seeking, explain that he or she is not accepted and why. You also have the right to request a resume, references, or ask the student to fill out an application form. Both the prospective intern and the internship supervisor have some initial fears. The interview process helps you become acquainted and gives both parties an opportunity to screen each other.

THE SCHOOL'S PERSPECTIVE: STUDENT LEARNING CONTRACTS

An internship should be a well organized, goal oriented experience in which the student intern's needs are balanced with that of the agency. Once the agency's opportunities and needs are developed and recorded, a similar process should be completed with the student.

At SCSU, a course entitled Pre-Internship Seminar is offered each quarter. Students who will be interning during the following quarter enroll in this one-credit course which uses a combination of information sharing, group process and individual practice to guide the students toward selecting and being accepted at an agency that will meet their needs.

Students begin by completing an "Internship Exploration Form" on which they briefly record basic information such as name, address, phone, major, minors, quarter of internship, quarter of graduation, career goals, and work or volunteer experiences. They also state the geographic area in which they wish to intern, whether or not they will be working during their internship and list any limitations that they may have (e.g., lack of a car, physical disability) that may affect their internship. They then are asked to select three practice areas of social work (but not agencies) that appeal to them as internship possibilities. In completing this

form the students are beginning a process of exploring their own needs, desires and limitations and opening themselves to considering new possibilities.

They are then asked to consider, either individually or in groups, their strengths and weaknesses as a beginning level social worker by measuring their skill and knowledge level against a detailed listing of the skills and knowledge expected of a person beginning a career in Social Work. Some students are surprised at the quantity and quality of skills and knowledge they identify, while others are shocked by the areas in which they do not possess skill and/or knowledge. This exercise continues the process whereby the student is identifying for her/himself and for the faculty supervisor what s/he is bringing to the internship and what he or she still has to learn.

It has been our experience that students do not bring knowledge of resume writing and cover letter composition to this class. We have found it necessary to spend time on each of these processes, again focusing on the students as individuals and producing final products that market their strengths and also reflect their needs. In this class we also focus on the internship or job interview process and practice role playing various styles of interviews. This may occur simultaneously with contract writing.

By this point students have learned some new information about themselves, their learning and skill goals, and can begin to identify them on paper, thereby taking the first step toward contract writing.

The contract is approached from three directions. First, students must construct a clear goal which is recorded in positive language and with an action orientation. Second, they identify objectives, or tasks, that will lead to fulfillment of their goals. Third, they build in some measurement to evaluate completion of the goal.

Goals for learning, skill development and task completion should be

believable, achievable, controllable, measurable, desirable and growth facilitating. They should also be related to the needs and strengths of the particular student who is preparing the contract. After many years of standardized education, students have difficulty focusing on the concept of individualized contracts. They also are interested in securing an internship placement first and then developing a contract, whereas it is our bias that some of this contract should be developed before approaching an agency so that the student knows more about his or her own needs before hearing about the needs of the agency.

Examples of goals that might be identified through this process are:

1. I want to develop skill in leading a group.
2. I will learn to conduct a focused interview with a volunteer.
3. I will learn about the aging network in Central Minnesota.
4. I want to learn to conduct an effective home visit.
5. I will improve my grant-writing skills.

After goals are identified, the students are asked to list the steps they need to take to reach these goals. These are designated as objectives. Some of the objectives can only be identified after a specific internship placement has been selected, but thinking through objectives before an interview can help the students frame questions to ask potential supervisors and gather better information on which to base their choice of one agency or another as their ultimate placement.

An example of objectives related to a goal is:

GOAL:

I want to develop skill in leading a group.

OBJECTIVES:

- A. Review my class notes from my Group Work class.

- B. Observe a group meeting.
- C. Participate in staff meetings beginning with the second meeting I attend.
- D. Ask staff to let me run a meeting.
- E. Facilitate a meeting by 3/23/85.
- F. Request feedback from staff on my performance.

This student could accomplish Objectives A and B before selecting a placement, but would have to ask questions about C to F during an interview. If learning to lead a group is a strong need of this student and he or she has thought through this goal and objectives, s/he is more likely to be able to fulfill this goal and less likely to select an agency where a group experience would not be available.

Goals should be measurable, at least in general terms. Evaluation criteria selected by a student might include:

1. Complete my objectives.
2. Obtain feedback from my supervisor.
3. Record observations in my journal.

Each student would construct a series of goals, objectives and evaluation criteria which would be structured into a contract. There is also a section labeled "task goals," which is simply a listing of requirements that each person needs to accomplish, e.g.:

1. Attend 5 internship seminar meetings.
2. Meet with my supervisor weekly.
3. Conduct a half-hour workshop for agency staff on a topic of my choice.
4. Complete midterm and final evaluation forms.

Task goals do not require objectives or evaluation criteria.

We also have all students sign their contracts and have their agency supervisor and faculty supervisor sign them also. Each of these three receives a copy of the contract. The

contracts are used as a guideline for the internship and may be adjusted during the quarter if all three parties involved in the internship process are agreeable.

SUPERVISION: AN ONGOING PROCESS

Once the agency supervisor and the student have mutually agreed on a placement and a contract has been developed by the student and approved by the supervisor, the beginning date of the internship is set and the internship process itself begins. The investment of time and effort that the agency supervisor, faculty supervisor and intern make in structured supervision during the internship is crucial. Supervision is an interactive process to which all parties must contribute for its maximal success.

We suggest that the intern and agency supervisor meet weekly, preferably at a regularly-scheduled time, to update each other, to assess goals and objectives and to discuss growth and growth needs. It is wise to schedule these sessions in advance, otherwise it is easy to be distracted by pressing tasks, phone calls or other work. Holding these sessions as scheduled shows the intern that s/he is valued and seen as part of the professional staff.

In addition, in the SCSU program the faculty supervisor meets with the agency supervisor and the intern three to five times during the internship quarter. (The number of times depends on whether or not the agency supervisor holds a Master's degree in Social Work. This is in compliance with the Council on Social Work Education accreditation requirements.) These meetings usually occur at the agency or other mutually-convenient location. We feel that it is important for the faculty supervisor to have regular exposure to the agency environment in order to understand how the agency philosophy and procedure affect interns and clients. This reduces ivory tower isolation some-

times experienced on campus and makes it easier for the faculty to work co-operatively with agency personnel. The faculty person then becomes the learner rather than the expert and this encourages collegial interaction.

Supervisory sessions are structured meetings focused on the contract, with emphasis on feedback and specific changes. The midterm and final visits between intern, faculty supervisor and agency supervisor are evaluation sessions.

We also require that interns attend five group supervision sessions during their internship. These two hour meetings with a group of six to ten Social Work students are usually held on campus. At these meetings information is exchanged and interns have a chance to hear about the experiences, frustrations and successes of their peers. The session is facilitated by the faculty supervisor who provides linkage and encourages sharing and support among the interns. Although each group is different, a strong group culture generally forms and the interns use this group for ventilating, boasting, seeking assistance and support, and as a frame of reference. All the time spent in supervision, including travel time to meetings, is considered part of the required internship time.

TRAINING THE TRIAD

We believe that internship supervision is an interactive process involving a triad: the intern, the agency supervisor, and the faculty supervisor. Training can benefit the entire triad.

The Agency Supervisor

In the SCSU program one person is specifically designated Internship Director and is responsible for supervisory training as well as internship coordination. This person has the opportunity to review and study literature on supervision and, because she visits many agencies, has the opportunity to observe how supervision is

operationalized at different sites. She also is aware of the supervisory process used in other academic programs and is regularly exposed to the needs and learning styles of college students through her own teaching. Therefore, with respect for the agency supervisor's knowledge and input, the faculty person has much to offer the agency person in terms of training.

At SCSU we invite agency supervisors to campus for group meetings approximately twice per quarter. Some of these meetings are focused on direct interaction with students and others are planned around training. The Internship Director keeps communication open with agency supervisors, updates them about the program, provides them with new data or resources and integrates this into the internship process. Some training sessions involve reviewing and applying articles on supervision from professional journals, others may focus on more popular literature such as applying the concepts of the One Minute Manager (Johnson and Blanchard) to field supervision. Some sessions focus on sharing information gained at recent conferences while others may be used for problem solving, e.g., "how do I help a student intern become more assertive?" The focus of the sessions comes from the issues identified by the group or by the Internship Director.

The Faculty Supervisor

The faculty supervisor should be trained and oriented as to the needs and resources of the agency. This can be done by sharing annual reports, agency publications, newsletters, etc. It may also be helpful to meet with key staff or administration of the agency so that the school representative can become acquainted with the personnel with whom the intern will be associated.

Since every educational system is different and each faculty supervisor brings different experiences to the internship process, the agency supervisor can assist by making the faculty

supervisor comfortable in the field setting and dealing directly about suggestions for improvement in the educational system's process. For example, the agency supervisor can provide information about upcoming conferences on supervision sponsored by the state volunteer office.

The Intern

Prior to the internship, the interns have been oriented to the educational system's requirements for interns. They now need to become aware of agency policies and procedures through such methods as:

- Reading personnel policies, reviewing the organizational flow chart, and becoming familiar with the history of the organization.
- Examining relevant forms and becoming familiar with reporting methods.
- Observing interviews, public speaking engagements by agency personnel and the process of committee meetings.
- Attending staff meetings, volunteer training sessions and board meetings (as appropriate).
- Learning how to complete timesheets and reports for mileage reimbursement.

It needs to be stressed with interns that no question is unimportant or irrelevant and the agency and the faculty supervisors must be accessible to the students so that concerns can be raised.

EVALUATION: PULLING IT ALL TOGETHER

Internships are constantly changing experiences that require careful evaluation. Not only does the intern's performance need to be measured and documented, but also the success of the agency, agency supervisor and faculty supervisor should be assessed. This is a way of tying up an experience and continuously monitoring needs for change or improvement. Evaluation is also seen as a way of recognizing growth, individual pro-

gress and appreciating support and involvement.

Evaluation is a continuous part of an internship when incorporated through such mechanisms as weekly intern-agency supervisor meetings; intern, agency supervisor and faculty supervisor sessions; and intern group meetings. All of these methods keep communication open, continue to focus on contract goals and performance and provide opportunities for dealing with issues of positive or negative concern. Functionally, evaluation is conducted at the midpoint and endpoint of the internship.

In the SCSU process the midpoint evaluation includes a contract review and an examination of the student's helping skills. The evaluation is done on a written form designed by the academic program. It is usually completed by the agency supervisor, but in some instances the agency supervisor and intern both answer the same questions and then compare answers. In other cases, several agency staff members may contribute to the writing of the evaluation. The midterm evaluation is reviewed in a joint meeting of the intern, agency supervisor and faculty supervisor with ample time given to further development of comments, feedback and suggestions.

Evaluation forms may include checklists and/or open ended questions. We are more comfortable with the latter format and suggest such questions as:

Analyze and review the student's progress based on the contract:

1. Evaluate the student's knowledge based on the goals and objectives in the contract.
2. Examine the student's skills, list particular strengths. List the areas on which the student needs to focus during the remainder of the internship.
3. Document the student's ability to complete your agency requirements. Note specific tasks that the student needs to complete.

4. How does the intern handle supervision?
5. Describe the quality of the student's performance, thus far, on his or her goals.

The midterm evaluation allows all parties to be aware of progress to that point and, in effect, is a contract re-negotiation, since it re-evaluates that document and sets the course for the second half of the internship.

A final evaluation is completed during the last week or two of the internship and is then reviewed by all parties in another joint meeting. Questions that could be asked on the written form include:

1. Using the student's contract as a frame of reference, document the completion of the task and learning goals.
2. Qualitatively evaluate the student's overall performance in the agency, paying attention to the growth of the student from the beginning to the end of the internship.
3. Cite areas of strength and areas that the intern can continue to improve on.
4. Include your recommendations for future employment.

When the final evaluation is reviewed it is discussed in detail. In addition, suggestions are made by all parties for changes in the internship description, the academic requirements, the supervision process, etc. It is our experience that this is also a time of celebration and a rite of passage in which the two supervisors offer their encouragement, knowledge and possible employment contacts regarding the intern. There may also be discussion of letters of reference and we suggest that the intern request one from one or both supervisors as this will be more useful for job hunting purposes than an agency or university evaluation form itself.

In addition to being evaluated, the student also evaluates the agency in writing at the midterm and end of an

internship. This focuses on the agency environment, type of supervision and the ability of the agency and the agency supervisor to fulfill the internship contract. These are trouble shooting devices through which the faculty supervisor can identify potential problems and intervene or, conversely, can be alerted to particularly positive situations and plan recognition. Information from these forms is shared in general but the forms themselves are not shared with the agencies. This is to encourage honest reporting. The interns also evaluate their faculty supervisor and his/her involvement in the internship process in writing, so evaluation covers all the parties concerned in the internship process.

"THANKS" THAT COUNT

In addition to recognizing the work of interns as you do other paid and non-paid personnel in your agency, there are certain forms of recognition that may be specifically appreciated and/or utilized by interns for their future. Consider the following:

- Place their name on materials they have developed such as handouts, surveys, research, etc.
- Provide an opportunity to meet or work with the administration or top decision makers within your organization such as Board members, agency VIP's, volunteer leaders, or the Executive Director. This may be as simple as a special luncheon meeting with the President of the Board but it will give the intern a valuable learning experience plus a contact for the future.
- Allow them to use an agency typewriter or word processor to develop their resume. Provide them with suggestions on how to transfer their skills for other positions for which they may apply.
- Write an article about them in your agency newsletter or, bet-

ter yet, have them write an article about themselves.

- Catch them doing things right, and tell them. This method of immediate reward is one of the best forms of recognition.
- Provide them with a title so they know how to refer to themselves and their role when conducting agency business rather than calling themselves "the intern" or "just a volunteer."
- Give a gift that represents the agency. It may be something very small but meaningful, for example: The Volunteer Center in Akron, Ohio, has several recognition items for sale such as a mug that says: "Volunteers ... the Heart of America." A gift such as this can be used in a future work setting.
- Write the Dean or President of the educational institution and compliment the intern and internship program.
- Provide the students with names of contact people known by you that they can reach when job hunting in the future.
- And last, but not least, offer them a paid staff position in your agency.

TERMINATION: ENDING IT ALL

On one level it is very clear that an internship has an ending date, recorded in the contract or occurring on the last day of a quarter or semester. It is our experience that internships usually start slowly with a period of acclimating and adjusting on both sides, but that they then begin to fly by as the intern becomes more integrated into the agency and its projects and tasks. The intern and the agency invest in each other and generally enjoy their time together. The intern becomes increasingly competent and responsible; s/he enjoys this experience and seeks additional challenge. S/he becomes an integral part of the agency staff. Since there is an end in sight, how-

ever, agencies, schools and interns must plan for it from the beginning. This allows the intern realistic guidelines for completing projects or transferring them to other personnel and permits time to deal with the feelings of satisfaction, sadness and loss that many students and/or supervisors experience at the end of the internship. Recognizing and dealing with termination prevents agencies from being left with incomplete work and clients being abandoned abruptly.

We suggest that the ending date of the internship be set early in the experience and that all parties involved be reminded of the time line, particularly after midterm. The ending date should be apparent within the agency or unit, perhaps noted on a visible calendar so that not only the intern and supervisor but also collateral staff know the termination date. We have found that scheduling some sort of celebration, planned around the resources and needs of the agency, is a particularly comfortable way to recognize the completion of a student's internship experience. Everyone should be aware that one very unique period is over and if the student does return to the agency to visit, to volunteer or for employment, this is a new and different experience separate from the internship. This helps to keep roles and responsibilities clear for all parties involved.

CONCLUSION

Each agency is unique. Each intern is unique and so is each educational system. To some extent we learn as we go. The trial and error method is one of the best ever invented as long as we use what we learn to improve the system.

A final tip: Do not be afraid to make changes and to risk. Interns need to learn that change and risk are fundamental to their growth. Agencies need to understand that new directions are vital to their continuance and impact within the community. Educational systems--

whether social work programs or other disciplines--need to be a contributing part of the community and one way to do this is by the expansion and coordination of experiential learning for students that can benefit all of us.

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Volunteer Recognition: A Generic Skit Workshop

Evelyn Levine and Arlene Grubbs

The following is a generic skit that can be easily adapted by everyone for any kind of organization that uses volunteers. You may want to add more songs and/or use variations of the songs we wrote. If you write parodies as we did, be aware that you need to look into copyright privileges if you intend to publish your work. If you are lucky enough to find a piano player who plays by ear and can play along with amateurs, then you will have a production that cannot miss.

Using hats to define the characters is effective but you may want to try something else like leotards with different kinds of shirts and scarves. Remember, everyone is flattered to be asked to appear in the skit so do not hesitate to ask your CEO, board and staff members. There is a little ham in everyone. So, go ahead and try it. It's a lot more fun than luncheons or award dinners, and a great ice-breaker. Break a leg.

CAST OF CHARACTERS:

NARRATOR

EXECUTIVE DIRECTOR

VOLUNTEER

ADDITIONAL CAST: MINIMUM OF THREE TO PLAY STAFF AND VOLUNTEERS

PROPS: HATS FOR EVERYONE, WITH LABELS FOR EACH CHARACTER

MUSIC: BEST TO GET PIANO AND PIANO PLAYER NEXT BEST TO MAKE TAPE OF MUSIC

ENTHUSIASM: ESSENTIAL

Evelyn Levine is Volunteer Coordinator of the Women's Center and Shelter of Greater Pittsburgh and Vice President of Volunteer Administrators of Southwestern Pennsylvania (VASP). Arlene Grubbs is Volunteer Manager of the Visiting Nurse Association of Allegheny County and current President of VASP. The two women have written, produced and directed skits for three Pennsylvania Symposia on Volunteerism and the 1983 National Convention of the American Academy of Allergy and Immunology.

VOLUNTEER RECOGNITION SKIT

THIS SKIT IS SUITABLE FOR
EVERYONE'S USE. SUBSTITUTIONS
MAY BE MADE WITHOUT
AFFECTING THE ENTERTAINMENT
QUALITY OF THIS PRODUCT.



Distributed by
ARLENE GRUBBS and
EVELYN LEVINE
Pittsburgh, Pennsylvania



The 1984 NATIONAL CONFERENCE ON VOLUNTEERISM
Asheville, NC

VOLUNTEER
RECOGNITION
SKIT

NARRATOR:

THIS IS A STORY ABOUT AN AGENCY THAT IS HAVING PROBLEMS. IT'S NOT AN OLD STORY; IT'S NOT A NEW STORY. IT'S A GENERIC STORY. IT GOES THIS WAY:

(Executive Director and 3 staff members enter and pace in a circle.)

ONCE UPON A TIME IN THE LAND OF ANYWHERE, THERE WAS AN AGENCY DEDICATED TO GOOD DEEDS. EVERYONE IN THE AGENCY WANTED TO DO GOOD DEEDS BUT SOMETHING KEPT GETTING IN THE WAY. NO ONE COULD FIGURE OUT WHAT IT WAS.

SONG #1 - "THIS AGENCY" *(Sung by Executive Director and 3 staff members)*

Sung to the tune of "My Kind of Town"

Once we were great
This agency
Carried its weight
This agency
Has the best people too
People who want to come through
Each day we pray
This agency
Finds a new way
This agency
Can't find its records
This agency
Can't serve more people
This agency
Can't get more funding
This agency
Needs smiling faces
This agency
Can't go on working this way
We're calling "May Day"

*"Volunteer"
enters*

THE EXECUTIVE DIRECTOR WAS DESPERATE AND DID NOT KNOW WHERE TO TURN. SUDDENLY THERE APPEARED BEFORE HER A PERSON WEARING AN UNFAMILIAR HAT. "WHO ARE YOU?" SAID THE EXECUTIVE DIRECTOR. THE PERSON IN THE UNFAMILIAR HAT REPLIED, "LET'S JUST SAY THAT TODAY I AM WEARING MY VOLUNTEER HAT." THE

EXECUTIVE DIRECTOR HAD NO IDEA WHAT A VOLUNTEER WAS, LET ALONE WHAT ONE DOES. "LOOK," SAID THE EXECUTIVE DIRECTOR, "I AM VERY BUSY AND I DO NOT HAVE TIME TO SIT AND CHAT WITH YOU."

*SONG #2 - "YOU JUST NEED A VOLUNTEER"
(sung by Executive Director and Volunteer)*

Sung to the tune of "I Wonder Why"

I need helpers but there's no one there
Work is stopping cause our staff's so bare
All day long I want to tear my hair
I wonder why, I wonder why
I keep tossing in my sleep at night
And what's more I've lost my appetite
For the one who said I'd never cry
My eyes are never dry, I wonder why

You don't need analyzing
It is not so surprising
That you feel like you need advice
Your heart goes pitter, patter
I know just what's the matter
Because I've been there once or twice
Put your head on my shoulder
You need someone who's older
I can say you should have no fear
Trust me now, here's all it takes
To remove those damn headaches
You just need a volunteer

*Executive
Director
and
Volunteer
pantomime
Narrator*

THE EXECUTIVE DIRECTOR WAS STILL NOT CONVINCED. "WHO WAS THIS UPSTART THAT THOUGHT SHE COULD SOLVE SUCH SERIOUS PROBLEMS?" BUT BECAUSE SHE COULD SEE NO OTHER WAY TO SOLVE THIS DILEMMA, SHE DECIDED TO PUT THE VOLUNTEER TO A TEST. "YOU SEE," SHE SAID, "WE ARE IN THE BUSINESS OF DOING GOOD DEEDS. BUT HOW CAN WE DO GOOD DEEDS WHEN OUR STAFF IS OVERWORKED, OUR FILES ARE A MESS AND NOT ENOUGH PEOPLE KNOW ABOUT OUR SERVICE?" THE VOLUNTEER LOOKED OVERWHELMED. "AHA," THOUGHT THE EXECUTIVE DIRECTOR, "THIS VOLUNTEER TALKS A GOOD GAME. IT WILL TAKE A LOT MORE THAN A VOLUNTEER HAT TO SOLVE MY PROBLEMS."

Executive Director leaves stage. Volunteer looks puzzled, then she motions offstage and 2 other volunteers enter, carrying hats.

*Volunteers
form a
huddle
and put
on hats.*

AND INDEED IT DID TAKE MORE THAN A VOLUNTEER HAT TO SOLVE THE PROBLEMS. THE VOLUNTEER WENT AND TALKED TO HER FRIENDS. SHE TOLD THEM ALL ABOUT THE AGENCY THAT WAS DEDICATED TO GOOD DEEDS AND THEY IMMEDIATELY PUT THEIR VOLUNTEER HATS ON AND STARTED TO WORK.

SONG #3 - "VOLUNTEERS" (sung by 3 Volunteers)

Sung to the tune of "Cabaret"

What good is sitting alone in your room
Your skills are very dear
Come be a volunteer, old chum
Come be a volunteer
Put down the knitting, the book, and the broom
We need you, have no fear
Come be a volunteer, old chum
Come be a volunteer
Come join our band
Come lend a hand
Someone in need is out there waiting
You can start them celebrating
No use permitting some prophet of doom
To say that there's no help here
Come be a volunteer, old chum,
Really a volunteer, old chum
Come be a volunteer

*Volunteers
skip in
circle.*

IN NO TIME AT ALL, THE VOLUNTEERS HAD ORGANIZED THE FILES, STARTED A SPEAKERS BUREAU, APPEARED ON TELEVISION AND RADIO, RAISED FUNDS AND ASSISTED THE STAFF WHERE NEEDED. SOON EVERYONE IN THE LAND WAS TALKING ABOUT THE AGENCY THAT PERFORMS GOOD DEEDS. PEOPLE CAME FROM NEAR AND FAR TO LEARN THEIR SECRET.

Executive Director tries to shield Volunteers from audience view.

BUT NOW IT WAS THE EXECUTIVE DIRECTOR'S TURN TO BE PUT TO A TEST BY THE VOLUNTEERS. "DO YOU REMEMBER HOW DESPERATE YOU WERE BEFORE WE CAME?" THEY ASKED. "WHAT HAVE YOU LEARNED ABOUT VOLUNTEERS?" THE EXECUTIVE DIRECTOR SCRATCHED HER HEAD. "THIS IS WHAT I LEARNED. I CAN RELY ON OTHERS TO HELP IF I HONESTLY TELL THEM WHAT I NEED. WHEN PEOPLE WEAR VOLUNTEER HATS, THEY WILL GO BEYOND THE CALL OF DUTY IF THEY ARE GIVEN IMPORTANT WORK TO DO. AT FIRST I DID NOT RECOGNIZE A VOLUNTEER BUT NOW THAT I KNOW WHAT THEY DO, I WILL GO OUT OF MY WAY TO RECOGNIZE THEM.

Volunteers
dance
around
Executive
Director

"HOW WONDERFUL TO BE RECOGNIZED!" CRIED
THE VOLUNTEERS. THEY DANCED MERRILY
AROUND THE EXECUTIVE DIRECTOR AND SHE
KNEW THAT FROM NOW ON THEY WOULD ALL LIVE
HAPPILY EVER AFTER.

SONG #4 - "THAT'S VOLUNTEERING" (by entire cast)

Sung to the tune of "That's Entertainment"

The work that you never will shirk
Or the smile that cheers folks for a while
Or the aid when the back rent gets paid
That's volunteering (pause)
The fight that you make for a right
Or the tears that you dry up with cheers
Or the care when the cupboard is bare
That's volunteering
The spot could be hot and you're sweating like
mad
The place has no grace and you think you've been
had
You could feel awfully bad
When the cause that you cherish
Is making you feel quite bearish
But the kind of excitement you find
When you're part of a gift from the heart
It's a thrill when your dreams you fulfill
We all need to give
You've given your all
By volunteering

If you develop a skit, be concerned about the following task areas:

THE HOOK

WRITING

SONGS

DANCES

COSTUMES

CASTING

REHEARSING

COPYRIGHTS

Then remember that you should use the left and right sides of your brain:

LEFT BRAIN

Don't rush the process

"Sleep on it"

zzzzzzzz

"you can't push the (river" =

Use brainstorming and stream) of conscious-

n
e
s
s

"That reminds me of...

"you won't believe what just
into my head

popped

"I have the w@ier*dest idea...

Doodle e

Be^a;_iml^s
ss

LAUGH

PLAY AND HAVE FUN wheeee

RIGHT BRAIN

Ask yourself -

Is the story line connected
and clear?

Are the characters consist-
ent?

Do the words to the songs
make sense?

Is the skit too short, too
long, too involved?

Be willing to -

Throw out things that don't
seem to work

Add things that do work.

Learn when to stop tam-
pering.

Get critiques from others,
but don't cave in to them.

Remind yourself

Not to get too serious.

People need to enjoy work-
ing on this project.

This isn't Broadway...this
isn't Off Broadway...

this is only.....!!

Daytime Volunteers: An Endangered Species?

Susan J. Ellis

There are many misinformed opinions about volunteering in the United States, but none is so stereotyped as the idea that most volunteers are people--more specifically, women--who do not work outside the home and who therefore have the time to do their public service during the normal workday. The corollary of this image is the belief that because more and more homemakers are entering the workforce in salaried jobs, the number of volunteers is drastically declining.

First of all, the choice as to whether or not to volunteer is not a choice between working for pay or working for free. Every study and poll made in the last 20 years proves that the majority of people who volunteer are indeed employed in paying jobs and therefore volunteer in addition to other responsibilities. Men have managed to be coaches, trustees and firefighters at the same time as they have been bankers, steelworkers, and accountants. So women entering or returning to the workforce are not "lost" to volunteering, but they are perhaps no longer available from 9 to 5, Monday to Friday.

The implication of all of this is that agencies may need to evaluate their hours of operation. More volunteers (male and female) might be attracted to support an organization if there were assignments open during evening or weekend hours. After all, human needs are not suspended when an agency closes and it might

even be more effective to assist clients at times also more convenient to those clients who hold daytime jobs.

The fact is that agencies and organizations have grown complacent over the years in their recruitment of volunteers. Groups that have relied on homemakers as their main source of volunteers are faced with adaptation or dissolution. Groups that diversified their volunteer base long ago are less anxious now about where their pool of volunteers will come from.

On the other hand, homemakers still exist! They can be recruited by active outreach in such obvious places as supermarkets, pediatricians' offices, and in front of elementary schools at 2:30 p.m.! Obvious, maybe ... but all too few agencies actually get out there and ask such women to volunteer. Also, assignments need to be developed to allow women with small children to do their volunteer work together with their child or children. Or, agencies should consider providing some sort of day care (which could be done as a cooperative venture with other agencies) or at least reimbursement for babysitting expenses.

Other sources of daytime volunteers are senior citizens and students. Both these categories have been much discussed in volunteer literature during the past decade and readers are encouraged to seek out the excellent information already

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available about the recruitment of older and younger volunteers.

UNTAPPED DAYTIME VOLUNTEERS

This article, however, will deal with some other very real sources of volunteers available during the day and during the week that have rarely--if ever--been approached by organizations. A number of the ideas were contributed or elaborated upon during the workshop on this topic held at the 1984 National Conference on Volunteerism in Asheville. Once workshop participants began thinking "out of the mold," they were able to generate quite a list of possibilities for daytime volunteer recruitment.

Here is the key to unlocking the entire mystery: it is frequently overlooked that there is a large section of the workforce that simply does not work during "normal" hours. In fact, even a quick overview of common jobs shows that "normal" hours are relative indeed. Think about all the jobs that require: 1) shift work; 2) evening hours; 3) weekend days; and 4) odd or open schedules.

1) Shift Work

A wide variety of institutions and businesses in every size community function twenty-four hours a day or at least on double shift. Here is just a short list of jobs in which some workers (often two-thirds) work hours other than 9 to 5:

hospital staffs (medical to maintenance)

factories operating 24-hours a day

prison wardens

television and radio crews

nursing home and residential

treatment center personnel

police, firefighters, ambulance

corps, etc.

telephone operators

automobile service station attendants

hotel staff

overnight delivery services

highway toll collectors

airport personnel

the military

Postal Service employees (mail sorting, etc.)

public transportation drivers and dispatchers

Recognize that there are often 7 a.m. to 3 p.m. shifts, whereby people could volunteer between 3:30 and 5:00; and there are 3 p.m. to 11 p.m. shifts, leaving people free for most of the morning and early afternoon. Even the 11 p.m. to 7 a.m. shift workers do not run home to go to sleep immediately after work and might be recruited for an early morning volunteer assignment.

2) Evening Workers

The same exercise can be done for people who do not work in the evening at all, but begin much later in the day. This list includes:

dinner hour restaurant personnel

entertainers of all types

newspaper editorial and production staff

movie and theater staff

astronomers

janitorial services

security guards and night watch-people

telephone surveyors

computer services: "off time"

coders, data entry clerks, and service people

Again, since these workers generally work through the evening and perhaps until late night, they might sleep late, but not all day. Assignments in the afternoon are the most logical for this group.

3. Weekend Workers

Then there are jobs that require working on Saturday and/or Sunday, thereby giving employees a full day or two off during the week:

*parks and recreation staff
museum, zoo, or historical house
personnel
again: police, firefighters, etc.
shopping mall employees
hairstylists
church and synagogue staff
professional athletes, coaches,
etc.
librarians
salespeople in any retail store
doctors and dentists
car rental agency employees
sports and country club staff*

These are day workers who happen to be scheduled differently than most agencies--and therefore who are available to volunteer on their week-days off.

4. Odd or "Free-to-Choose" Schedules

Some employed people work on changing, inconsistent, or temporary shifts. While such odd timetables may make it difficult to place these workers into many volunteer assignments, such people are nevertheless excellent resources for volunteering that is results or product-oriented, rather than schedule-oriented. Consider:

*airline and airport personnel
substitute teachers
temporary and "on call" clerical
workers
off-shore oil rig drillers
long distance truck drivers
farmers
shipping industry workers
collection agents
university faculty*

Finally, a large number of people are free to choose their work schedules, either because they are self employed or because their income is dependent on the end result of their work rather than on a fixed schedule. Among potential recruits are:

*artists and craftspeople
consultants
sole practitioners in fields such as
accounting
anyone who works at home
scientists and researchers
top corporate executives
door-to-door salespeople
real estate agents*

HOW TO RECRUIT FROM THESE SOURCES

There is really nothing mysterious about how to recruit the people identified above. All the regular techniques of recruitment apply, except that it requires genuine outreach to spread the word that these individuals are being sought. Too many organizations think that a few posters here and there will suffice to bring in new volunteers. But passive techniques are not enough.

The volunteer recruiter has to go to potential volunteers. This may mean working at night to talk to people while they are on the job (with the permission of the employer, of course).

Notices that are targeted to the particular audience are also effective. For example, a bulletin board flyer near the time clock that says something like: "would you like to do something special on your way to work...?" can raise awareness of the opportunity to volunteer for the evening worker. Too many potential volunteers do not know that organizations are looking for them.

It is also helpful to recruit people who work in geographic proximity to an agency worksite. This means giving potential volunteers the chance to "piggyback" their service onto commuting to and from work. Besides, it is effective to use the we're-in-the-same-neighborhood approach to motivating people to volunteer. By the way, even employees on the "normal" shift might be recruited for volunteer work during their lunch

hour, if they were made aware of an agency or client close enough to their job to make the time available worthwhile.

In the last analysis, the success of volunteer recruitment depends upon three things: having something really worthwhile for volunteers to do; identifying sources of volunteers that have potential for producing the type of volunteer most sought by the agency; and getting the message across by actually asking people to volunteer.

The pool of volunteers is not "drying up" when women go to work at paying jobs. Instead, there are vast talent pools that the nonprofit community has simply never approached ... because it was easier to stick with accessible homemakers. Perhaps the new necessity to go beyond the usual will result in stronger and more diversified volunteer corps for all organizations.

Physical Fitness for Your Organization: A "Wellness" Approach to Effectiveness

Tom Connelly, Jr., EdD

INTRODUCTION

People today are actively concerned about their personal physical fitness as a critical component of leading a fuller and longer life. Physical fitness is a central component of the health concept known as "wellness." Simply put, "wellness" is a positive, pro-active approach to caring for a person's total self: mental, social, spiritual, and physical. The outcome of a "wellness" program is normally presented as strength, vitality, and higher levels of satisfaction as opposed to a "curative" program outcome, which is normally a mending, healing remediation effort. Organizations emulate many of the same behavioral and growth characteristics of the human species. Thus, if "wellness" is good for people, why not for organizations as well, particularly volunteer organizations?

GETTING THE SKELETON OUT OF THE CLOSET

Within the spectrum of physical fitness opportunities, one can choose to work with almost any of the body's eight basic systems, but for purposes of this discussion, the skeletal system will be the essential target. Normally considered to be a static entity, the skeletal system represents, within the volunteer organization, the structure and framework (committees, board, service sections, etc.)

of the organization. It is the foundation from which organizational activities and services are delivered.

Organizational structure can also be one of the most critical "motivators" in seeking to make the volunteer organization more effective. Effectiveness here is presented as the organizational outcomes (services, activities, etc.), enhanced by greater commitment (participation) of the organization's members (volunteers). A fundamental understanding of the concept of organization structure and the results of that structure is essential to the effectiveness of the volunteer organization.

The transition of individuals into the inner workings of the volunteer organization's structure from the state of being a volunteer participant is oftentimes an overwhelming and confusing move. There are two individual perspectives one must adjust in order to survive the move from being the "hands" to being the "parent" in the volunteer organization. First, there is no such thing as "a volunteer." Each and every person who enters the volunteer service arena brings with him or her many different ideas, goals, objectives, and experiences. The volunteer organization and its leadership must be prepared to deal with these definite differences among its participants, and likewise be ready to adjust the or-

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ganization's structure. Secondly, one has to accept that the organization itself is not a "thing" but people who have agreed upon a structure of authority relationships and patterned interactions which will eventually lead to the attainment of a set of overall goals. Because formal structures of authority and interactions are subject to participant adaptation, the organizational structure (the skeleton) becomes a natural focal point for preventive and pro-active approaches to enhancing wellness.

DEVELOPING AN UNDERSTANDING OF "ORGANIZATIONAL WELLNESS"

Organizational wellness, like human wellness, can be measured by improvement in the condition of the being (organization or human). Volunteer organizations today are having to cope with "doing with less," thus improving the "condition" revolves around issues of productivity (effectiveness). For this discussion, productivity should be taken not to mean doing "more," but doing "better" with what is available.¹ People are the most precious of the resources of the volunteer organization; therefore, creating a productive environment for doing "better" means improving the commitment (participation) of volunteers in the organization's activities. It is essential, then, to examine several issues inherent in organizational activities, which have a strong impact on member productivity, i.e., wellness.

It is extremely important to recognize that organizations are not single-tiered, static entities as depicted on an organizational chart. There are basically three levels of activity which occur in the organization, each of which represents, from the volunteer's point of view, a different picture of the organization itself.

The first of these levels is the Production level, where the project and service work takes place. This is where the greater energy of the organization is spent: inserting mailers

into envelopes, transporting patients, carrying messages, and in general taking care of the basic business at hand. Next in the organization is the Coordinative level, which is represented by the committee chairperson, area vice president or whoever begins to look like middle management in a business operation. This is where the critical focus is on assembling the workforce, staffing the committee, setting up the meeting, and in general coordinating the activities and resources necessary to accomplish a task.

Perhaps the least visible activity level (in terms of productivity) in the organization is the Strategy level. Generally this is the governing structure--officers and board--which functions to maintain the organization as an entity (business and service) as well as to determine its future. The impact of this activity level on the others is oftentimes less definitive, but it is always a perceived force.

What is critical in the organizational wellness approach is to understand that each of these activity levels is occurring simultaneously and quite often in isolation from the others. This potentially leads to misunderstandings, misperceptions, and other communication breakdowns, many of which can be prevented through the development of conscious structural flows of information at each level, through each level. Bulletin boards, newspapers, minutes of meetings, phone calls, and other forms of communication throughout the organization can resolve much of the problem area here.

A second major issue in organizations is that of goal orientation. Organizations, as social units seeking "specific goals," must deal with two primary forms of goal orientation: the organization's and the individual participant's. As mentioned earlier, there is no such thing as "a volunteer." Each participant enters the volunteer activity with a different set of goals based on individual

needs. Volunteer organizations have their goal sets as well. It becomes critical then that the volunteer organization spend time matching up perceptions of individual and organizational goals. Bringing together an understanding of who gains what from the participation of the volunteer is an essential part of goal determination and definition.

As a collection of people, the volunteer organization must improve its productivity by enhancing the outcome of people working together in a collaborative and interdependent fashion, and that collaborative, interdependent activity occurs most effectively when goal orientations are the same.

A third unavoidable issue in organizational activity is that of conflict, which is inherent in any effort of bringing individuals with multiple goals together for a common purpose. Organizationally, conflict typically can occur as an outcome of two kinds of issues: organizational issues and people issues.

Decision-making and goal-setting tend to be the focal points for creating conflict within the organizational issues arena. As long as volunteers function at different levels of the organization--production, coordination, strategy--they will view organizational issues differently, thereby setting in motion structurally-created conflict.

People issues of personality and disagreement with policy will also ignite conflict within the organization. Organizational nature requires policies for purposes of order. Volunteers, in particular, tend to perceive themselves as having multiple options, thereby feeling less need to comply with organization policies. Volunteer organization leaders (paid managers, committee chairs, etc.) find this lack of compliance or disagreement to be a personal problem creating conflict. Personality clashes are inevitable and must be recognized as such.

Multi-level activity, goals, and

conflict are inherent aspects of the volunteer organization. How the organization's leadership recognizes and deals with these issues determines in great part the wellness of the organization. Most particularly the maintenance of productivity (doing better) and efficiency of the volunteer organization are dependent upon the participation of its members. Member participation can quite often be associated with the questions of goal definition and potential for goal attainment. Organizational and individual goals are quite naturally associated with levels of activity within the organization (where the individual fits in and potential for mobility) and conflict (comfort or discomfort in opportunities for meeting goals).

DESIGNING AND IMPLEMENTING A WELLNESS PROGRAM

Leadership in the volunteer organization must be aware and willing to understand the relationship between the goal-directed behavior (motivation) of its participants and the goal attainment structure and activities (organizational environment) of the volunteer organization. In her book, The Effective Management Of Volunteer Programs, Marlene Wilson referred to the goal attainment structure and activities of the organization, as the "Organizational Climate."² Recent observers of the organizational climate scene have now begun to define these attributes of the organization's environment as its "corporate culture." Ellen Wallach, in an article entitled, "Individual and Organizations: The Cultural Match," illuminates the idea of organizational climate, using the McClelland model of social motivators to develop a perspective on the relationship between individual motivation and "corporate culture" (organizational) environment, organizational climate, etc.³

Wallach describes three broad corporate cultures: Innovative, Supportive, and Bureaucratic. Each of

these cultures tends to support a different set of participating goals, thereby having an impact on the involvement level of the participant. Recruitment of volunteers is also a factor determined by an accurate determination of corporate culture.

INNOVATIVE organizations, those which emphasize personal responsibility, encourage risks, and give recognition and reward for excellence, tend to attract participants with achievement goals. People who seek participation in the volunteer experience in order to satisfy personal accomplishment needs are most happy in this type of organization. Project related activities, loose administrative controls, and plenty of certificates and recognition are healthy indicators of wellness in this environment. Service agencies such as hospital auxiliary and community action groups (Red Cross, crisis intervention, etc.) are examples of this cultural form.

SUPPORTIVE organizations, those that encourage close, warm relationships, give support and encouragement, emphasize group membership, and allow great freedom with minimum structure tend to attract individuals with "affiliation" goals. These participants are seeking to meet belonging needs with less values placed, for them, on achievement of a specific outcome goal. Social organizations, fraternal groups, and such tend to be most representative of this organizational behavior cultural determination.

BUREAUCRATIC organizations, those that provide considerable structure, develop well-defined positions of responsibility, authority and status, and encourage the use of formal authority as a basis for resolving conflict, tend to attract participants whose motivations move along those of power goals. These participants need the organization to assist them in meeting their needs for power. Political parties, special interest groups, and social cause organizations tend to be most representative of this.

What is critical here for the wellness of the organization is the recognition by the leadership that the structure and processes of operating the organization have a major impact on the participation of the members. It may, in fact, be the most critical factor in attracting and maintaining membership (i.e., participation). There must be a constant examination of organizational goals and the activities to meeting those goals in relation to the motivational needs of the participants. If a fraternal organization decides to commit itself to a greater "project" orientation and thereby restructures itself, it can be expected that there will be some change in participation and possible membership. By the same stroke, an orientation change of a service organization to that of an advocacy group will create a change in participants as well. Each of these is monitorable and measurable by the leadership. Organizational leadership is in a position to determine how the relationships between individual motivations and corporate culture will occur.

SUMMARY

Success of the volunteer enterprise is dependent upon the degree and level of participation of the members. Member participation has been characterized as being a function of motivation and commitment by the members. Creating a situation for high participation requires more from the organization's leadership than the "outstanding member award" strategies of the past. Volunteerism has become a complex service with more complex organizations vying for the resources, particularly human resources, to provide services.

Volunteer participation has become a true marketing issue. Marketing is defined here as "an exchange of values." For effectiveness, the volunteer organization must be critically aware of the value it has to exchange for some value (typically participation) that it wants. Member

participation (motivation and commitment) is now much more than purely a function of "inspiration." Organizational behavior--dependent on structure, goal setting, conflict resolution, coordination of levels of activity, response to members, rewards, etc.--could be the most critical aspect of successful volunteer participation.

Volunteer leaders must take a pro-active or wellness approach to the business of leading the organization. Knowledge about the effect of the organization's structure on the participation of members is an important component of operating a successful volunteer enterprise. That knowledge must be coupled with a knowledge of the goals of the participants in order to determine how the two might be brought closer for better productivity ("doing better").

Volunteer organizations, like the body, can be conditioned and brought into "shape." As with the body, it is more cost effective and enjoyable to condition than to repair. Volunteer leaders have that opportunity if they will adopt a "wellness" approach to effectiveness in their organization.

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Team Building and Older Volunteers

Mary M. Seguin, DSW and Polly F. McConney, MA

INTRODUCTION

Teamwork as a method to enable volunteers of all ages to participate effectively in the work of organizations is discussed in this presentation, with special emphasis on its value with older volunteers. As used here, teamwork is "work done by several associates, each doing a part but all subordinating personal prominence to the efficiency of the whole."¹ Volunteering is a significant means whereby retired persons, supported by paid staff, can pursue the dual objectives of (1) attaining the goals of the organization and (2) satisfying some of their own needs as older adults.

Growing numbers of older persons with energy, education and experience provide a far larger pool of potential team members than has been utilized so far by organizations. While most older persons have not yet chosen to give their time to mainline organizations,² the potential pool of retired adults is so great that a large number of volunteers can be attracted to organizations that want them enough to offer them challenging, interesting teamwork.

Many older adults are well suited to teamwork:

1. They know what is needed to complete a complex task.

2. They have had experience in playing a variety of roles.
3. Skills learned as members of family, sports, social, fraternal, church, and other groups can be adapted for use as members of teams now. Although the particular work of the team may be "new," older members can probably draw upon previous experience and adapt this earlier experience to the new task. This prior experience may be particularly valuable on a team composed of persons both young and old.

The extension of life for such a large proportion of our population is so recent historically that much is unknown. Teamwork offers the advantages of pooling what knowledge there is to search for solutions to the problems of aging in our modern rapidly changing society. Also, those older volunteers who have few opportunities for human interaction elsewhere in their lives may find the support of teammates particularly rewarding. This intrinsic reward of sociability can help them to fulfill one of Maslow's basic needs.³

TEAMWORK BY VOLUNTEERS

Teamwork can be done by any

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person over the age of seven, the age at which children first become able to subordinate their individual needs and wishes in order to work together toward common goals. Teamwork is used wisely only under those circumstances which produce more effective results when performed by a team than when done by an individual working alone. This means that teamwork is suited to tasks that require:

1. The pooling of knowledge, skills, and perspectives possessed by different team members, who together can solve the problem or do the work that no one member could do alone.
2. More time or energy than one person can give. Two or more teammates can often divide the work among them that one individual working full-time would carry. This practice of time-sharing is gaining acceptance among paid workers as well as volunteers.
3. When older volunteers are involved, tasks gain the maturity and experience of the older volunteers as a special dimension.

Teammates may find it difficult to "subordinate personal prominence in order to achieve the efficiency of the whole," especially in our work-oriented society which traditionally places high value on individual performance and achievement. The value of subordinating oneself may seem foreign and not feel "right." When the work of the team clearly calls for different kinds of knowledge or skill, the reason for teamwork is more readily perceived than when the different parts of the work are undifferentiated. Teammates, then, are more likely to accept the leadership of those with specific contributions that add to the efficiency of the whole. Thus, teamwork is not for individuals who have never learned the give-and-take of common pur-

suits. Nor is it for people who cannot take directions from others; the team effort suffers when energy is expended trying to cope with an individual's struggle for power, or inappropriate display of knowledge, skill, or charisma.

To compensate for subordinating personal prominence, each team member must have the promise and eventual realization of personal reward or satisfaction. A member must be reasonably able to expect that the team's work will be recognized by others inside and outside the organization and that he or she will have the satisfaction of helping to accomplish something worthwhile that is "bigger" than himself/herself. Often teammates energize one another so that they feel a positive inflow of energy, thus meeting a basic human need for close association with other people.

But no matter how much members may enjoy it, teamwork is effective only when it helps the organization do what society expects it to do. The team can know that it did its work satisfactorily when team members and others recognize that they have fulfilled the purposes of the organization.

The application of these teamwork principles is illustrated by the experience of the Andrus Volunteers as described next.

TEAMWORK BY ANDRUS VOLUNTEERS

Profile

In the Spring of 1984, there were 100 Andrus Volunteers (66 active and 34 sustaining members) representing a cross-section of ethnic, economic, and social backgrounds. Many of these are retired male and female business personnel, and professionals such as educators, health care and social service providers. They are well qualified to help accomplish the missions of the Center and University.

The Andrus Volunteer Program⁴ began in 1973 as a research and demonstration project. Its original

goals of augmenting the services of the Andrus Gerontology Center and developing new roles for retired persons continue to guide the program today in the expansion of its activities and projects. The effectiveness of Andrus Volunteers lies in the basic concept that it is a program "for" and "by" older adults. Andrus Volunteers engage in various multi-generational and peer teamwork projects to support the Gerontology Center.

Multi-generational Teamwork

Older volunteers share responsibility with younger students and faculty/staff. For example:

1. Volunteer/student pairing for recruitment of new students.
2. Participation in courses and classes acting as teaching assistants, librarians, panelists and instructors.
3. Serving as research subjects and data collectors for various research studies.
4. Participation in model development and applied research as peer counselors, members of advisory committees, technical assistants and in other roles with such projects as Pre-Retirement Planning, Multi-Service Senior Center Development and Legal Services.
5. Volunteer/student pairing as resource counselors to provide information and referral to older persons and families.

Peer Teamwork

The model of peer teamwork--older volunteers helping other older volunteers--was characteristic of many volunteer-initiated activities developed over the past decade. It is apparent from Andrus Volunteers productivity that seniors have generated ways of relating to one another and to their work that releases "person power" and potential. How this is done can be illustrated through their organizational structure--a structure that is compatible with that of the Gerontology Center. Administered

by a paid Director of Volunteers and an elected Executive Board who operate according to by-laws developed by the Volunteers, all active members serve on one or more of the following committees: Docents, Education, Leadership Development, Membership, Nominating, Office, Newsletter, Research, Speakers Corps, Ways and Means. The committee system, an integral component of the volunteer structure since its inception, provides the volunteers with the opportunity to participate as team members in a variety of tasks and options.

Wednesday is "meeting day." The Andrus Volunteers come together for an exchange of information and personal interaction before beginning committee work. Early morning general meetings serve a triple purpose in that they: (a) provide a forum for the exchange of information about gerontology, including the research findings of the Andrus Center staff and the various activities of the Andrus Volunteers; (b) afford members an effective support group; and (c) structure the volunteer program by receiving and evaluating requests for volunteer service from the university as well as from the outside community.

The committee structure which has evolved demonstrates many different "team" approaches in a wide variety of committee-chair functions and committee-membership relationships:

1. *Co-chairpeople sharing equal responsibilities.*
 - A. Coordinating Committee--a two-member team established when the part time secretary/receptionist position was eliminated due to budget cuts. Two experienced volunteers, one the immediate past chairman, volunteered time in the office to assist the director by reorganizing the volunteer skills bank for maximum use; scheduling assistance in the

- office (phones, mailings); updating roster; helping other committee chairs as needed.
- B. Leadership Development--a committee to enhance skills of Andrus Volunteer leaders and to strengthen leadership capabilities of older adults in the community. Last year the co-chairpeople took turns chairing committee meetings to plan in-service training and worked together to train discussion leaders for a community lecture series. Then, each one supervised a group of workers at one of the two sites.
 2. *Co-chairmen with equal responsibility but different functions.*
 - A. The Docent Committee--one person in charge of training and meetings; the other in charge of scheduling the Docents.
 - B. The Speakers Corps--one person in charge of training and meetings; the other scheduling speakers.
 3. *Chairperson and sub-committee chairpeople.*
 - A. Executive Board--composed of elected officers, membership chair, news editor, past chairperson, and director of volunteers, each with major responsibility for the overall operation of the program. (The two vice-chairs supervise an equal number of committees.) The sharing of knowledge, experience, and decision making at this level make the whole cohesive. Issues and requests are processed through the Executive Board and then taken to the membership for discussion and action to keep them informed and to help them feel a part of the whole.
 - B. The Education Committee--a chair working with three sub-committee chairpeople on advocacy; the seminar series,
- "Aging: Today's Research and You;" and an educational program for the general membership. These smaller groups present their suggestions to the whole committee for additional input.
4. *Steering committee with rotating chairpeople.*
 - A. Research Committee--when two appointed chairs became unable to serve early in the year, the Executive Board was unable to find replacements. They took the problem to the committee itself to come up with a workable solution. The group decided to rotate chairpeople at each meeting, thus providing opportunity for new Volunteers to get their "feet wet" by serving an "apprenticeship" backed up by those familiar with Center and Andrus Volunteer research procedures. Work was further divided among members and sub-teams formed to handle research requests, seminar and community lecture series evaluation and tabulations, and an update of a previous research study.
 - B. Ways and Means--another example of rotating chairpeople. In 1983-1984 four fund-raising events were planned: a Summer Institute Food Services Program in which volunteers sold home-baked goods, sandwiches, fruit and coffee during class break; a Fall Festival held the last week of October; a special luncheon with speaker at a nearby savings and loan branch; and a two-day excursion trip for members and friends. Chairs of these individual events teamed together by taking turns chairing meetings as their event drew near as well as to plan and coordinate each fund-raiser with the membership.

5. *Inter-committee cooperation involving committees with different functions working together for a common goal.*

A. A Seminar Series--"Aging: Today's Research and You" was the combined effort of an Education sub-committee and a Research sub-committee working together. Designed by the Volunteers to bridge the gap between research and practice and drawing on the expertise of Center staff, the series focuses on helping older adults realize the full potential of their later years. Topics were formulated, speakers invited, flyers and materials were prepared by the Education component; the Research team handled the evaluations and tabulated the results.

B. Community Lecture Series--Andrus Volunteers were asked by the academic arm of the Center to take major responsibility for a lecture series on health concerns of older adults to be held at two community college campuses in April 1984. The Volunteers divided the workload by assigning several committees a particular task. Hence, the Education Committee assisted with the overall planning. The Speakers Corps helped to recruit community participants and trained its members to administer a needs-assessment instrument. The Leadership Development Committee planned and presented training sessions to prepare members to lead small group discussions following each lecture. The Research Committee developed the needs assessment instrument with the assistance of the project's staff coordinators, then prepared and tabu-

lated evaluations of each lecture. The Education and Docent Committees assembled and coordinated handout materials for each lecture. This project provided major focus for the entire membership during the year.

6. *The pairing of an experienced Volunteer with a new member.*

A. The Docent program--provides friendly, knowledgeable persons at the entrance to the Center to greet and guide visitors and to perform whatever incidental tasks need to be done. As new Volunteers come aboard they are paired with a "veteran" Docent to "learn the ropes."

As they have discovered their functions, the Andrus Volunteers have evolved a structure that not only permits flexibility of time commitment and movement from task to task, but ways of accomplishing their tasks that work best in a given variety of circumstances. They have established both a context and content of work that has met their own needs and that combines their goals with the goals of the institution.

TEAM BUILDING, MANAGEMENT AND ASSESSMENT WITHIN AN ORGANIZATION

The topics of team building, management and assessment as illustrated by the Andrus Volunteer experience can be applied to a variety of settings.

Much of the literature on teamwork⁵ is addressed to paid professionals in non-profit organizations who confront issues that are too complex and/or time consuming for any one person or one discipline to resolve alone. The principles and pitfalls that govern teamwork by interdisciplinary teams of professionals and para-professionals are similar to those experienced by the Andrus Volunteers. Guidelines for teamwork in organizations and for workers who

become team members seem to apply broadly to both paid workers and volunteers in many kinds of organizations.

The following three elements provide a framework for discussing team building, management and assessment; namely, the volunteer or worker, the workplace or organization, and the (team)work itself; i.e., tasks which bring together worker and workplace in order to achieve the goals of the organization and to meet the needs of the individual.

Team Building

The potential volunteer or paid worker must be willing and able to become a team member when teamwork is to be undertaken. In addition to other characteristics desired in a worker, recruiters must try to determine whether or not the candidate has the capacity to engage in the give-and-take required to work closely with others and to subordinate personal prominence to the efficiency of the whole. A team of volunteers in charge of the recruitment and deployment of volunteers is an effective means of obtaining and placing qualified volunteers for membership on teams.

The environment of the organization influences how the teams function. First, the organization must attract potential volunteers capable of working on teams by: (1) providing stimulating relationships with others, both paid and volunteer personnel, in the workplace; (2) offering "real work"--important, needed, and recognized work that can be done with the time, talent and energy of the volunteer; and (3) assuring the volunteer a sense of pride in being affiliated with the organization. A climate that will attract and hold all ages, but especially older volunteer team members includes:

1. Permission for teams of older volunteers to perform more than ancillary tasks. A women's auxiliary, for example, whose primary and important function is to raise

money for an organization is more limited in scope than a volunteer corps of men and women who participate in several aspects of the work which society expects the organization to do. Volunteers with a broad range of talents are more likely to be attracted to an organization in which they can do some of the "real" work than to one in which they are limited to money-raising or any other single function.

2. An organizational structure that encourages innovation and tolerates differences, especially when younger paid personnel are introduced to volunteers, retired persons, and/or teamwork for the first time.
3. Allocation of enough resources for older volunteer team members to demonstrate their value, e.g., financial support for a paid Director of Volunteers and for volunteers' out-of-pocket expenses; physical space, time, and encouragement for teammates to develop a mutual support structure so they can talk over their work and help one another; supplies and equipment both for efficient teamwork and for social interaction.
4. Rewards to the volunteers through recognition of their value by paid personnel.
5. Acceptance of older volunteer teammates by paid personnel, i.e., retired persons may fear being ejected from the workplace by younger employees who may, in turn, feel threatened by these experienced persons who do volunteer work. Volunteer work often arouses definite feelings--positive or negative--about persons who work for "free."

The work itself should clearly require a team approach. Especially in the beginning when people are learning to work together, the work should call for division of labor which requires specific knowledge and skill possessed by different team members. As the advantages of working together as a team are experienced, less clearly differentiated work may be undertaken by the team.

Team Management

Team members must be in charge of their work. Decision making authority and responsibility must rest with all of the people on the team. Each member must have a stake in the outcome and a knowledge of his or her particular contribution if the team is to work productively and efficiently. The individual gains this sense of teamwork as he or she participates in deciding what work the team will undertake, who will do what, and in assessing the outcome of their joint effort.

Organizations that sponsor teamwork must provide the context in which teamwork can flourish. This may be difficult for organizations which engage large numbers of paid and/or volunteer workers, since teamwork as conceived here requires face-to-face interaction among team members in order for them to participate fully in decision-making and other aspects of teamwork. Whether the organization is large or small, whether teamwork is often or only occasionally the modus operandi, a firm belief and expectation should permeate the organization that teamwork is an appropriate means of work, that volunteers are important and capable workers, and that retired persons can and will contribute as team members.

Guidelines need to be established that state the jurisdiction of the team and indicate its relationship to other parts of the organization and impinging organizations.

In organizations with paid and volunteer personnel, the Coordinator or Director of Volunteers and key volunteers often function as a man-

agement team. This team brings to the volunteers the viewpoint of the organization as expressed by the paid administrators, supports the volunteers in the organization, conveys their views to the administration, and helps both paid staff and volunteers understand the group dynamics of teamwork.

Team Assessment

From time to time members of the team need to assess their team as a whole in relation to the work it has accomplished for the organization and in relation to the personal satisfaction it has brought individual members. This can be done in a climate of mutual trust and respect in which members can candidly help one another take stock of each one's contribution to the work and how to improve it as well as appraise their joint product vis-a-vis their goal. They may want to bring in a person from outside their team who is not so close to their work to assist them in this process.

The organization in which the team operates should periodically look for obstacles and supports for the team in its efforts to:

1. do needed, important work;
2. develop a structure suitable for its teamwork and for linkages to others in and out of the organization;
3. obtain resources enough to work efficiently and effectively;
4. find and develop team members with needed talents; and
5. gain acceptance in the organization and with other impinging groups.

The work that the team is trying to accomplish is perhaps the most critical factor in the assessment process. How does the team know when its work is done? How do others know? When the results can be measured (e.g., the barn raised or the quilt made), the answer is straightforward. Team members can take pride in their product and gain satisfaction from others who compliment them on their work. Seldom, how-

ever, is the outcome so clearcut. Most teams, therefore, must state their goals as clearly and specifically as possible at the outset and reclarify them periodically if they and others are to know whether or not they have done what they set out to do.

Time spent in interaction that energizes the workers, although not directly related to the common task, results in effective teamwork. The effectiveness of the team's work can be measured by how well it carries out the dual functions of helping to meet the organization's goals and of helping its members realize their full potential as persons.

CONCLUSION

Especially in these times of expanding opportunity and diminishing resources, many private non-profit and governmental organizations need volunteers. A large pool of potential older volunteers is available to organizations willing to attract them by offering important work that both helps to accomplish the primary mission of the organization and that satisfies some of the volunteers' needs.

Teamwork is an appropriate means for utilizing retired men and women in the work of many kinds of organizations. They can work in teams of their peers to recruit, train and deploy older volunteers to work within organizations on projects they initiate within the central purpose of that organization. Older volunteers can also serve on multi-generational teams composed of volunteers and paid personnel, and in tasks requiring them to be a liaison with other constituents in the community.

The experience of the Andrus Volunteers and the examples cited here are evidence that senior adult volunteers can help an organization realize its goals in innovative and pioneering ways, and at the same time help the volunteers develop their full potential.

FOOTNOTES

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Volunteers for LEE'S FRIENDS/ONCOLOGY PATIENTS

Emily Symington Harkins

LEE'S FRIENDS/ONCOLOGY PATIENTS is a program whose mission is to provide acts of caring to patients undergoing the treatment of cancer, and to their families. Its policies are managed by the Endowment Committee of the LEE HARKINS ENDOWMENT FUND, a tax exempt charitable trust established in February, 1978. A group of prominent Tidewater (Virginia) professionals and laypeople acts as an Advisory Board. The staff and personnel of LEE'S FRIENDS/ONCOLOGY PATIENTS consist of carefully screened and trained volunteers. The Program is supervised by the Chairman of the Radiation Oncology Center, Medical Center Hospitals, Norfolk, Virginia. Services are offered without charge. LEE'S FRIENDS/ONCOLOGY PATIENTS operates without regard to sex, color, race, creed, national origin, marital status or age. It is non-sectarian and carries on no lobbying and/or political activities.

The purpose of LEE'S FRIENDS/ONCOLOGY PATIENTS is: 1) to offer person-to-person help and needed emotional and practical support to patients and their families who are facing the crisis of diagnosis and treatment of cancer; and 2) to be advocates of more humane understanding of the problems and needs of the cancer patient undergoing treatment.

Available services include:

- a friend who cares
- a place near the Radiation Oncology Center of Medical Center Hospitals where the client will find a caring attitude that says, "you are not alone"
- coordination of help to meet basic human needs in cases of hardship.
- coordination of client transportation needs
- limited help in the home to relieve the primary care person
- assistance with paperwork procedures, such as the expediting of legal, health coverage and insurance forms
- community resource assistance

LEE'S FRIENDS/ONCOLOGY PATIENTS began with nine volunteers to honor Lee Harkins, who died of Hodgkin's Disease at age 16 in 1978. In 1982 the organization won the President's Volunteer Action Award and became the subject of a national TV program. Over 300 volunteers contribute their time and talents, while thousands locally and nationally have contributed over \$245,000 to the Lee Harkins Endowment Fund. The income from the fund supports the activities of LEE'S FRIENDS.

Most important, the group has given one-on-one personal support to over 1500 cancer patients and their families from diagnosis to cure or to death and bereavement. LEE'S

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FRIENDS are strong advocates for a better understanding of cancer, its victims and their families. The organization's accredited training course is taken by many volunteers and staff from related area programs.

INTERVIEW PROCEDURES

All LEE'S FRIENDS prospective volunteers are interviewed carefully. The purpose of the interview is to determine the suitability of a prospective volunteer for working with LEE'S FRIENDS. It is an important step towards orienting, screening and training the volunteer.

The following are the instructions given to the program's interviewers.

A. Preparation

1. Interviews should be conducted, ideally, by two trained volunteers.
2. Insure privacy; be away from telephones or other potential interruptions.
3. Allow one-half hour of interview time.
4. Have the volunteer's application card with you (covering educational and occupational experience, training, hobbies, and time preferences).
5. Volunteer Criteria (For those who work with patients):

Ability to Listen
 Empathy for people who need assistance
 Ability to work well under pressure
 Ability to work well in stressful situations
 Ability to share openly with supervisors or other volunteers
 Confidentiality
 Dependability
 Emotional Maturity

B. Interview

1. Explain LEE'S FRIENDS purpose.
2. Clarify the purpose of the interview (to get to know the volunteer as well as possible, to obtain general information, discuss interests).
3. If anything has been left out of the volunteer card, complete it. Check addresses of references.
4. Questions:
 - a. How did you find out about LEE'S FRIENDS?
 - b. What prompted you to make the decision to volunteer?
 - c. How does your family feel about it? (Follow-up re any problems expressed.)
 - d. How do you see your experiences (professional, volunteer, personal) relating to volunteer work for LEE'S FRIENDS? Personal experiences with cancer and/or death? When? How close the person?
 - e. Is there anything you anticipate that might be difficult for you in this program?
 - f. What type of people are you most interested in working with? Are there any types you would not feel comfortable with? (i.e. very young, very elderly, color).
 - g. Do you have a realistic amount of time for volunteering? We ask a year's commitment to the program and a minimum of four hours per week--meeting once a month.
 - h. It is important, in both the orientation and interview, to help potential volunteers realize this is emotionally demanding work and not to

feel inadequate if it is not "for them."

- i. If unsure of your impressions, a second interview with a staff member is recommended.
- j. Tell the volunteer how she/he will be notified about the course. If totally positive about a candidate, say you will reserve a place.

Observe any signs of disappointment or discontent. This may be a clue to real problems or may indicate embarrassment (i.e., questions regarding health, loss or recent illness).

Give the prospective volunteer ample time to tell his/her own story.

C. AFTER THE INTERVIEW

1. Make notes on the interview. Include date.
2. Evaluate:
 - a. Personality. Important personality traits: Ease in communicating, ease in relating to and working with people, attitudes (positive or negative), emotional reactions to sensitive areas (illness, death). Individual skills and interests.
 - b. Life experiences
 - c. Adaptability
 - d. Potential for learning
 - e. Ability to fulfill role of volunteer
 - f. Try to determine whether the person honestly intends to volunteer after training.
3. Note volunteer's self-evaluation--what she/he thinks she/he can and cannot do well.

family, time over committed, pre-school children, negative attitude, etc.).

Say what you feel about it.

Indicate you think the prospective volunteer needs time to resolve the situation.

Keep a friendly, sympathetic and helpful attitude. Example: "I would really like for you to be a volunteer, but I think you should wait until the situation is better. When it's resolved, please call us."

Do not leave the volunteer without an alternative plan of action.

D. Problem Situations

Talk to the person at the time of the interview about what bothers you concerning their volunteering (i.e., recent loss, illness of self or

PROGRAM CREDO

- * *A program's ability to recruit and keep volunteers is in direct proportion to the caliber and commitment of its leadership.*
 - * *People work for people.*
 - * *If the cause is worthy, people will support it.*
 - * *The prospective volunteer's response will be in direct proportion to the recruiter's enthusiasm and commitment.*
 - * *In any volunteer endeavor, the management must understand the volunteer. A person who is paid works for money and personal satisfaction. A volunteer works to meet social, esteem, or self-actualization needs, and personal satisfaction. "Gift without the giver is bare."*
 - * *Volunteers are different. The key to motivation is understanding the unique character and talents of each volunteer. Some volunteers need extensive supervision; others do not. Some work best with people; some work well in administration. It is rare to find those who excel in both.*
 - * *The most effective volunteer structure has individual and group support.*
 - * *The quality of the volunteer organization is more important than its size.*
 - * *Volunteers make major commitments in time, talent and money to winning causes, not needy institutions.*
 - * *Clear goals, effective screening and training of volunteers to meet those goals = an effective volunteer.*
 - * *Flexibility, creativity, community support and a positive attitude for volunteers and program are imperative.*
 - * *Passing along a gift of love to someone else is our ultimate goal.*
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Managing Conflict

Elaine Yarbrough, PhD

Conflict is a particularly stressful situation. It triggers all our negative attitudes, our tendencies to want to win rather than solve problems, to make enemies of people, and to find fault. People in the human services, and volunteer managers in particular, often have a difficult time managing conflict because of their desire to serve people, their being under public scrutiny a great deal, and their wish to be different from a system that they have seen be unfair and unsuccessful in managing differences. These conditions can lead to unproductive conflict management since conflict is usually seen as a negative process. Therefore, if such people conflict, they feel unconcerned about people, may be judged harshly by the public, and may see themselves as being too much like the political system they are trying to remedy.

Nonetheless, CONFLICT WILL OCCUR. And since people are the "products" of the human services, we must learn to deal with conflict in a productive manner. Once it is realized that conflict is inevitable, we can open our eyes and ears, see and hear conflict accurately, and learn to respond in healthy ways. We also begin to learn to use conflict to generate creativity and promote the uniqueness of each of us. Life itself is based on differences which generate conflict. After all, without conflict, there would be no change, no movement, and eventually, death.

From past conflicts that have been observed and reported by those in the human services, the following is a profile of conflicts that resulted in both unproductive and in positive outcomes. It is important to understand that productive conflict does not mean that all parties are satisfied totally with the outcome nor that the process itself is painless. Rather, productive conflict means, overall, that problems are solved with maximum efficiency in terms of human time and energy, tensions are reduced in the long run, and relationships are preserved, if at all possible.

PROFILE OF UNPRODUCTIVE CONFLICT

When conflicts are unproductive (problems go unsolved, tensions increase, relationships are damaged or terminated) there are some predictable means of handling them. Ironically, when people try to be nice and make everyone happy, their handling of conflict becomes more destructive. The following are characteristics of unproductive conflict management:

1. Everyone must be happy

The underlying goal in unproductive conflict is to have everyone happy and liking each other, regardless of whether such feelings have anything to do with the problem to be

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solved. Happiness seems to be measured by degree of agreement and reduction of differences, two conditions which block the creative use of conflict. For example, one volunteer manager confronted two volunteers of different races to "try to get them to understand the other's position. Neither accepted the other's explanation and are cordial but do not make contact or carpool any longer." After explaining their positions to each other, neither interfered with the other's work any longer, but the manager judged the conflict unproductive and tension for her remained because the volunteers did not like each other. The tension is largely unnecessary if conflict is viewed as problem solving.

2. Non-utilization of Differences

In unproductive conflict there is a tendency to push others to agree with perceptions rather than to solve problems, when sometimes the differences could be used to solve problems. For example, in one church program, the manager reported that the pastor was interested in the program to increase his power while she was involved to serve clients. These two motivations are not necessarily in conflict and can be used to get both people working on the program that might not otherwise be accepted. As his power needs are being served, her program could be funded. She might even present him with an award in front of his peers for his support of youth community programs.

3. Avoidance of Conflict

Most unproductive conflicts are ones that are avoided and allowed to simmer. Tactics of avoidance include refusing to discuss issues, taking orders without question and then resenting superiors, refusing to talk to those actually involved in the conflict, deferring a difficult decision to a superior, and using "the good of the client" as a reason to avoid conflict with co-workers.

Predictable outcomes are that few decisions are made, tensions increase, clients are shortchanged, jobs go undone, and conflicts erupt later over minor issues. One example involved a hospital gift shop. Volunteers complained to the coordinator about the shop co-managers. The volunteer coordinator brought all the parties together and asked for information about how the shop was running. She got none, did not push for clarification for fear of offending someone, but the complaints continued with no solution to the as yet undiscovered problem.

4. Accusation

Some conflicts are not avoided, but are characterized by blaming, accusation, and counter-accusation, all of which produce long-term resentment. One example involved a director of social services for a nursing home and a volunteer manager. The manager reported that the director yelled at her in front of residents saying that one of the residents used the library too much. The manager retorted, in a caustic way, that overuse was not a problem and that the director was wrong. Instead of discussing the problems being caused by the director's perception of overuse, the conflict turned around the styles of the participants. As a result of the negative atmosphere created, fewer residents use the library.

5. Focus on Positions Instead of Real Issues

Most conflicts are marked by a failure to clarify or understand the problems at the heart of the conflict. Instead the participants argue about solutions or blame each other for causing the conflict ("She yelled at me so I refused to talk to her"). For example, a volunteer manager in a church planned a special youth mass and the assistant pastor was 20 minutes late. Instead of addressing the problems created or making agreements for the future, they argued about whether being late meant a lack of consideration.

6. Focus on Values

Some unproductive conflicts are characterized by participants' trying to change each other's values rather than focusing on the problem. For example, one volunteer director said the board was composed of "a bunch of chauvinists" and when she tried to change the attitude of the board, the members increased their control by appointing more men of the same persuasion to the board. It is more productive to focus the conflict on problems being created by the chauvinism rather than trying to change values, which is rarely done.

7. Encumbered Goals

Often times conflict is unproductive because each person has too many goals. For example, a manager in a local government approached the director of public works, who was against using volunteers, to persuade him to accept volunteer placements. Since she did not see him often, she thought she would also take the opportunity to give him feedback on one of his employees she considered a problem. Her two goals of getting him to use volunteers and hearing about one of his employees meant that neither was accomplished. Goals need to be examined closely and simplified in each conflict to more nearly insure success.

8. Nonspecific Agreements

Sometimes the problem is confronted and the air cleared, but managers do not make specific requests of the other party to change the situation. Hence the problem continues. For example, one volunteer director wanted an employee to be on time in the mornings. They talked about the problem, the employee promised to do better, but continued to be late (though not as late as before). "Doing better" is not a specific enough agreement. Rather goals need to be concrete and measurable--when, specifically, should the employee be at work and at what time does the director consider him

late, with what consequences for being late?

9. Poor Timing

Some problems become conflicts because complaints are not followed up in a timely manner. In one case, some volunteers had been complaining about the autocratic style of the professional advisor of their project. The manager promised to address the issue but waited several months. The volunteers finally went to the next level of management and the conflict erupted unproductively.

PROFILE OF PRODUCTIVITY

1. An Active Approach

Conflicts should be acted on as soon as possible and not allowed to simmer until they grow out of proportion and become unsolvable. For example, one volunteer manager in a hospital heard complaints about the lobby service offered by the volunteers. As soon as possible, she met with the people who complained, clarified the problem and, in her words, "created a do-able plan to train volunteers in a different way to meet the needs of the hospital."

2. Legitimization of Emotions

If emotions are running high in the conflicts, people should be allowed to vent their feelings or share their perceptions with no requirement that people have to like each other. For example, two volunteers were in conflict, demonstrated by slamming doors, etc. The manager brought them together and allowed each side to vent her emotions and give feedback to the other person before beginning to solve the problem. In another case, a manager thought she was mistrusted by the board president. She went to the president, talked about her feelings, and allowed the president to express her perception of the same behavior. It is important to mention here that the conflict parties did not dwell on the feelings once expressed, but

moved on to solve problems. It is often important to cut off repeated emotional outbursts that polarize the conflict rather than diffuse pent-up feelings so that both sides can be heard.

3. Concern for Relationships

An extension of #2 is to show an interest in the on-going relationship of the people involved in the conflict even if the problem prompting the conflict has already been solved. For example, a conflict in one center involved the job responsibilities of three paid staff. After looking at the possibilities, the director decided who should do what but brought the three people together for several additional meetings to discuss their past resentments and establish better relationships for the future.

4. A Focus on Underlying Concerns

One of the most outstanding features of productive conflicts is that the parties focus on the underlying problems to be solved rather than on personal preferences or personal attacks. For example, a hospital board, in the absence of the volunteer manager, decided on a policy of requiring volunteers staffing the front desk to have six months experience. The result of the policy was that the front desk went unstaffed. Instead of attacking the board on their decision, the manager addressed the board as soon as possible after her return, stated her concerns about the problem being created, and asked them for the basis of their decision. A compromise was reached so that the problem could be solved.

5. A Focus on Mutual Interests of the Parties

Managers try to meet the interests of all parties in the conflict, not for a sense of winning, but to meet concerns. For example, a board wanted to conduct a fundraiser and the volunteer manager knew she did not have the time, energy, and staff to do so. She approached the board,

indicated that she agreed with the need for the fundraiser, but wanted to find different ways of making it happen. The board agreed to hire temporary staff for the project.

6. Control of Information

Information unnecessary to solve the particular problem at hand should be withheld. There is a tendency in the human services not only to want to solve problems but to "fix" the opponent--make him/her into a moral, competent person. The latter tendency often makes the conflict worse. By contrast, one manager perceived a volunteer to be too senile to handle an assignment he wanted. The manager found another assignment without giving the volunteer personal criticism about his abilities. In another case, an autocratic supervisor was "yelling about the bad job volunteers were doing and threatening to cancel a program." The volunteer manager focused on setting guidelines for future volunteer training to prevent problems rather than counterattacking and telling the supervisor how HE could improve.

7. A Focus on Long-Term Goals

Effective managers do not go for the quick fix but generate plans to prevent the same conflict in the future. For example, a manager was receiving complaints about the kinds of clients one volunteer was allowing into a program. Instead of focusing only on that particular volunteer, the manager decided to re-train volunteers on screening procedures.

8. Perception Checking and Sharing

Productive conflicts are replete with the following process: observing the problem, checking out how others perceive the problem, and taking the role of the other to see how he/she sees the issue. One notable example involved activity leaders who wanted to make their own assignments to different projects. Given the organizational constraints, that was not possible. The supervisors brought the

activity leaders together, gave them the information the supervisors had for decision-making and had them role play the decisioning process that was being used. Often when people understand the limits of certain decisions, they will agree, or at least go along, with the decision.

9. Assumption of Good Intentions

Productive conflict begins with the assumption that the other party is not bad or malicious, but has a different perspective on a problem. Behaviors and problems are the focus, not the intention of the other. For example, a new VISTA volunteer did not meet the expectations of the volunteer director: she was often late or missed meetings and did not keep others apprised of her activities. The director, though very irritated with her, specified the behaviors that were problematic, asked for the volunteer's perceptions, and together they created updated expectations and agreements for the volunteer's conduct.

10. Involvement of the Conflict Parties

Productive conflicts most often involve those who are in conflict in the problem-solving process. Effective volunteer managers who mediated conflict brought the conflicting people together to reach agreement. If a decision were made unilaterally, the conflict parties had agreed or the organizational context supported that procedure. For example, a church pastor and volunteer manager disagreed on how a program would be run. After discussing the differences, they agreed that the pastor would have the final say. In another case, a 2nd lieutenant in the military unilaterally made a decision about a volunteer program, a practice commonly accepted by those involved.

11. Generation of Multiple Options

Effective conflict management involves identifying problems first and then creating multiple ways of

solving them, as opposed to arguing about particular solutions. For example, one conflict between a volunteer center director and her board began with the board wanting to fire some staff and the director resisting that. They turned the conflict into a productive one by identifying the problem--a \$5,000 budget deficit--and then brainstorming different, less destructive ways of solving the deficit.

Volunteerism in a World Turned Upside Down and Going Round and Round

Marlene Wilson

For some reason, when I think of the world today images of carnivals come to mind--at times things seem to be turned upside down (like a ride on the Octopus). There are hair-raising ups and downs (similar to a roller coaster ride) and it's certainly spinning 'round and 'round (like a merry-go-round). One thing seems evident ... We're all in for the ride of our lives! The question that seems appropriate is: how are we going to handle it?

Let's just take the analogy of the merry-go-round for a moment and try to recapture a bit of our childhood. I vividly recall two kinds of merry-go-rounds.

The first was the one in our school playground (right next to the swings). It was simple, round, and had bars for us to hang on to. It was powered by two or three kids who ran along beside and pushed it. It was usually a lot of fun--except when some of the bigger kids realized that by pushing hard, they could make the merry-go-round go very fast--and everyone on it would start screaming or crying. Then the ride wasn't fun anymore, because it was too fast and too scary. It became a "white knuckle" ride and the goal was to get off without getting hurt or sick.

There are some people who seem to view the world today as that kind of a ride--and they also have the same kind of a goal: to simply keep from getting hurt or sick. They seem to be echoing that old movie title, "Stop the World--I Want to Get Off!"

But I remember another kind of merry-go-round, and I'm sure you do, too. It was the carousel at the carnival. It not only went 'round and 'round, but also up and down. But instead of being frightening, it was a magical, mystical ride. There was music and wonderful prancing horses (which we looked over ever so carefully before deciding about) and the only limitations as to where we went and who we were on those rides was our own imagination. (Sometimes we even dared to try for the gold ring.) The only worry was would we get to go for another ride? I know some people who view the world today as just that kind of a ride--exciting, stimulating and fun!

Which merry-go-round are you on ... in your life and in your work? The choice is yours to make!

The one thing we really don't have any choice about is the fact that we are living in a rapidly changing world--whether we see it as upside down or 'round and 'round ... the fact is, things are moving at a dizzying pace!

In U.S. News and World Report (March 19, 1984) an article on the "10 Forces Reshaping America" began this way:

From Eisenhower to Reagan--it is a span of only 20 years, yet a period of change so dramatic it has left many Americans both dazzled and bewildered. In virtually no aspect of life does the U.S. of the early 1980's resemble what it was in the relatively simple days of the late 1950's.

Marlene Wilson is an internationally known trainer and consultant in volunteerism. Her most recent book is How to Mobilize Church Volunteers. This is the keynote address she delivered at the 1984 National Conference on Volunteerism.

What's more, the pace of change will quicken as the turn of the century approaches.

Peter Drucker calls it a "sea-change":

One of those periods when all the familiar landmarks of life are re-arranged ... it is as though a great wave has been gathering momentum--building up for decades--and it became a roaring tidal wave. And now that wave is cresting, breaking over us in all its awesome power, wrecking old structures and floating them out to sea.

One thing seems certain--as our world is changing, so must we as leaders and managers, or we become not only ineffective but, worse yet, obsolete. Karl Barth once said "the road back leads nowhere." So our challenge today is to carve new roads, chart new courses and build new carousels. Are we up to that job?

It would seem that if we are to attempt it (and I have every faith that we will!), we must first understand the changes that are occurring.

I would like to focus our attention on these basic areas of change:

1. What is happening to the make-up of our population?
2. What is happening relating to jobs and the work place?
3. Where are people living?
4. What are the attitudes and values of Americans in the mid-1980's?

And from this information, I want to share some observations with you regarding: 1) implications for volunteerism; and 2) implications for us, personally, as leaders.

My resources include: Mega-trends, by John Naisbitt; a U.S. News

and World Report article, "10 Forces Reshaping America" (March 19, 1984); a Business Week article, "Baby Boomers Push for Power" (July 2, 1984); and countless other books and articles.

WHAT IS HAPPENING TO THE MAKE-UP OF OUR POPULATION?

There have been some enormous shifts in demographics and we must be aware of them.

1. The "baby boomers" have grown to maturity and have hit the work place. They contribute a gigantic bulge of 56 million people between the ages of 25-39 years old (in 1975, there were only 39 million). Nearly 70% of the women in this age group now work (double since 25 years ago). They outnumber the 40-54 year olds by 55%. Lou Harris, the pollster, says: "This is the generation that has the weight of numbers behind it." Someone else observed: "There's a sense of a new generation coming to power." (We'll deal with this more later, as we talk about attitudes and implications for volunteerism.)

2. The second major shift has to do with the opposite ends of the age spectrum--the young and the elderly. There has been a dramatic decrease in the number of babies born the past decade or so ("baby bust") and an amazing increase in life expectancy for our older people. These two phenomena come together and create a dramatic demographic shift as America becomes a "Maturing Society" vs. a Youth Culture.

For the first time in U.S. history, there are more people 65 and over in the population than teenagers and, by 1990, the number of older citizens is expected to surpass 31 million, while the teenage population shrinks to 23 million. We are older than we have ever been as a society and we will get even older.

Some interesting implications of these two trends are:

- It is projected that the health care bill for persons over 65 will rise from \$332 billion to more than \$800 billion by the year 2000.
- At present, there are 3.2 workers to support each retiree. By the year 2000, the ratio will be about 2 to 1.
- There was a 7% drop in almost all categories of serious crime in 1982 and 1983. (The demographics predicted this 15 years ago. As it is related to the shrinking of the teenage population--late teens and early 20's who are most likely to be law-breakers.)

Do you see the implications of these numbers changes for what our organizations do--whether we are programming for churches, criminal justice agencies, youth agencies, or senior services? Are we paying attention to who is out there--or are we still doing business, as usual?

WHAT IS HAPPENING TO THE WORK PLACE REGARDING THE ECONOMY AND JOBS?

1. One obvious outcome of the arrival of the "baby boom bulge" in the work place is increased competition for desirable jobs and promotions. There is increasing pressure on management to provide professional challenge, recognition, and satisfaction for this group.

2. Undoubtedly, the biggest trend, however, is that the basic nature of our economy is shifting. As Naisbitt points out, we are changing from an Industrial to an Information Society:

- This shift is as significant as when we changed from being an Agricultural to an Industrial Society (early 1900's).
- It started in the 1950's with the development of satellites and computers, and has escalated rapidly. It is now affecting all of us!
- By the year 1985, 75% of all jobs in the U.S. will involve computers in some way.

- We are moving toward a paperless society.
- Information will double every 20 months. The danger will be "drowning in information and starving for knowledge."
- Computers now design products, operate robots that paint cars and weld metal, and control production lines. They send bills, analyze data, and check us out at supermarkets! People use them at home to play games, prepare tax returns, monitor investments and trace family trees. The computer has truly revolutionized our lives!

3. Our work force is more educated:

- The number of students earning bachelor's degrees doubled between 1960 and 1980.
- More Ph.D.'s were conferred from 1970 to 1981 than in the previous 100 years.
- 9/10 of all scientists who ever lived are alive today.
- 23 million Americans are involved in Continuing Education programs.

4. Women are on the move in the work place!

- 2/3 of all women between 25-44 are employed.
- 57% of married women with children work outside the home. Six million of them earn more than their husbands but, over all, women earn 62% of what men make. Still a great discrepancy.
- One in every seven families is headed by a woman.
- More than 1/3 of U.S. law students are now women, and women outnumber men in undergraduate programs.

5. Organizational structures are changing all across America. Megatrends noted the following major shifts:

- from centralization to decentralization

- from hierarchies to networking
- from short to long range planning
- from autocratic, order-giving leadership to true participating styles.

If you doubt the success of these changes, read In Search of Excellence, the story of the 20 most successful corporations in the U.S.--they've tended to all of these trends!

Lest we get overwhelmed and discouraged by all of this, let's look at what six experts have predicted in the book, Work in the 21st Century:

If you had a crystal ball and could look at work in the next century, you would probably see a world greatly changed. In the work world of the 21st century, you'll more than likely see:

- Fewer numbers of people going to work, though more will be working at their own pace, in their own homes.
- People going to work more willingly, and enjoying the work they do.
- More robots doing routine jobs.
- More employees involved in creative, meaningful kinds of jobs.
- More compassion.
- Fewer factory workers.
- Large numbers of entrepreneurs.
- Retirement will have become obsolete.
- More training for all employees, spurred by intense foreign competition for global markets.

It sounds pretty exciting to me!

WHERE ARE PEOPLE LIVING?

Americans are on the move in such numbers that it is reminiscent of the migrations of our early settlers.

1. The move this time is from the North and East to the South and West. This is one of the results of

becoming an Information Society. The South and West have the high tech jobs. (2 out of every 3 new jobs in the last decade sprang up there.) The other lure of this region is the sun--people attempting to beat the high cost of fuel. This trend won't reverse in our lifetime. We might see the formation of three "mega-states": Florida, California, and Texas (Metro Houston is now larger than the populations of 23 states!).

2. The second major move is from cities to suburbia, rural areas or exurbia (areas just beyond suburbs). As they say, you know you are in a small town when:

- ... You speak to a dog that you pass and he wags his tail.
- ... Someone asks how you feel, then listens to what you say.
- ... You dial a wrong number and talk for 15 minutes anyway.
- ... You miss church and receive "get well" cards.
- ... You skid into a ditch on a rural road and the word gets back to town before you do.
- ... You write a check on "insufficient funds" and the bank covers it for you.

WHAT ARE THE ATTITUDES AND VALUES OF AMERICANS IN THE MID-1980's?

1. High Tech/High Touch: In Megatrends, Naisbitt states that:

Whenever new technology is introduced into society, there must be a counterbalancing human response--that is, high touch--or the technology is rejected. The more high tech, the more high touch ... we must learn to balance the material wonders of technology with the spiritual demands of our nature.

We're finding the information/tech age people have a greater need to: be out in nature, have hobbies and leisure activities that are physically active (as jobs use minds, not bodies), want to be needed as a person (volunteering), and desire balance between physical and spiritual realities.

2. Five of the ten trends discussed in Megatrends have to do with people's growing need for more involvement and participation--in decisions affecting their lives and in the quality of life in their communities and organizations. Isn't that exciting! Yankelovitch said: "Throughout history, and certainly during the last century, American individualism stopped at the workplace door. Now it is knocking that door down, demanding entrance."

3. The baby boomers have different attitudes towards work and those values are reshaping corporate cultures. The shift is to participatory decision-making, team work, flexibility, autonomy, and close contact with others. As one 33-year-old executive put it: "Many people who came of age in the 1960's share a common set of experiences and values. It's possible to make money and at the same time to have a company where people are proud to work and can be happy." You need an organizational philosophy that features the dignity of the individual, ethical behavior, and a sense of humor! And, don't forget--there are 56 million baby boomers out there in the workplace, most of whom ascribe to this philosophy.

There are, of course, many other changes occurring--but these give us a good sense of that tidal wave of change that Drucker described. In order to keep our perspective, it's helpful to listen to the words of a philosopher, Reinhold Niebuhr, who spoke about the tumult and said:

Nothing worth doing is completed in one lifetime; therefore we must be saved by hope.

Nothing true or beautiful makes complete sense in context of history; therefore we must be saved by faith.

Nothing we do, no matter how virtuous, can be accomplished alone; therefore we are saved by love.

And now, may I share just a few observations about the implications

of these trends as they relate to volunteerism, and to us as leaders in the field.

IMPLICATIONS FOR VOLUNTEERISM AND HUMAN SERVICES

1. We must heed the mood of the people and their desire for more involvement and participation by reaching out and enthusiastically inviting them to join us. That very likely means we need to totally overhaul our recruitment plans, targets, techniques, and materials. Marketing is the name of the game and we must learn it well. Are we reaching the "baby boomers"? They're our future!

2. We must be daring in expanding opportunities for volunteer improvement. Remember, when we used to say, "I never ask a volunteer to do anything I wouldn't do myself"? Well, how about asking one to do something you cannot do yourself (use a word processor, do computer programming, create videos)?

3. We must be aware of and responsive to the new realities of both our paid and volunteer staffs. They are more educated and can't be treated like children or robots. Their lives are more complex, so we need to be better organized, have greater options regarding time and place and shared jobs.

Such life changing events as divorce, single parenting, geographic relocation, loss of job must be acknowledged and caringly responded to ... the trends are real, and they are affecting everyone.

People want their time and commitment to make a difference--take them seriously and ask for their best. The real tragedy of our society, in my opinion, is our wasted and squandered human resources. It must stop!

4. We must assess and respond appropriately to the changing needs and realities of those we serve. I suspect that human services all too often are busy meeting needs that no longer exist, while missing those that

are overwhelming people. As society changes in all the ways we've described, our service must change as well!

And here is where we must realize that there is a tremendous movement towards self-help versus institutional help in this country. (15 million Americans now belong to 500,000 self help groups.) People seem to want helping professionals to be resources, catalysts and conveners of these groups, rather than "fixer-uppers." This is enormously threatening for many human service professionals. It really means re-defining helping. Rather than showing clients how much they need us, we must help them learn independence and self reliance. It is a tricky thing to balance their need not to need us with our need to be needed! This may be our greatest challenge of all.

5. We must also come of age as a field and let the other sectors (public and private) know what we in volunteerism contribute--not just in hours and dollars-- but in people involvement, and skills, and in SPIRIT!

IMPLICATIONS FOR US AS LEADERS AND AS PERSONS

1. As leaders, it is essential that we realize we have a whole society that is fed up with organizational gamesmanship and pseudo-participant management. Someone has observed that the most dangerous individual of all is the articulate incompetent. People are weary of having their personhood violated and of being regarded as "slot fillers" or roles rather than as persons. They have had enough--and are demanding a new kind of leader.

The biggest challenge to us as leaders is to stop being doers and to start leading. This is the Achilles heel of our profession. We must learn the art of sound delegation.

Robert Townsend, who wrote Up the Organization, shares this excellent advice:

People who are normally half dead from boredom or frustration during office hours come alive when given a whole job and their abilities take a quantum jump. It's better to have champions working for you than zombies! ... Make sure the jobs you give to your people are whole and important, and that you really give them the jobs. Ask them not to report unless they're in trouble. Then grit your teeth and don't ask them how it's going.

2. The information age opens some terribly exciting avenues for us. We can have access to better data in our planning. We can stop spending so much time on paper and devote that time to people. We can free our minds from being "memory banks" (machines can do that for us) and use them for conceptual, imaginative, creative thinking. The only limits as to where we can go in this field are self-imposed. Let's get back on that carousel!

3. We must care about ourselves enough not to burn out.

In The Caring Question, the Tubings state a rather startling reality:

If you seek wellness by loving and caring for yourself with no regard for your neighbor, you cannot be whole. If you try loving your neighbor without also loving and caring for yourself, God help your neighbor.

It has do with caring for yourself by "taking care"--that is--to value your health, energy, attitudes and emotional well-being enough that you plan in time to renew yourself. The frantic activity must be balanced by times of quiet and solitude, or we use ourselves up.

One of my favorite authors, Henri Nouwan, in his book Out of Solitude says it so beautifully:

Somewhere we know that without a lonely place our lives are in danger.

*Somewhere we know that without
silence words lose their meaning.*

*That without listening, speaking
no longer heals,*

*That without distance, closeness
cannot cure.*

*Somewhere we know that without
a lonely place our actions quickly
become empty gestures.*

*So may you have quiet times of
aloneness--just for you!*

4. And finally, my deepest desire
of all for you, my friends and col-
leagues, is that you have fun! I agree
with the person who said, "Nothing is
really work unless you'd rather be
doing something else." I, personally,
can't imagine anything I'd rather be
doing--and that was also true of the
seven years I spent as a VAC Direc-
tor. How lucky I am!

But how do we keep the joy in the
work when it seems so overwhelming
at times?

Ray Bradbury, author of seven-
teen novels and consultant to
Disney's Epcot, gives us a fascinating
recipe for staying creative by asking
these intriguing questions:

*When was the last time you went
into a stationery store and bought
\$40 worth of stationery you didn't
really need, because it looked
rainbow bright and all noonday
sun?*

*When was the last time you ate
lunch alone, so you could find
your own thoughts and know just
who you were--instead of giving
your energy away at lunch with
people you didn't really want to
be with?*

*When was the last time you took a
train across country for 2½ days
away from telephones, with that
book you've been wanting to read
and a bottle of champagne at
midnight to be drunk as you watch
little towns go by and wonder who
all those people are in the houses
with bright windows.*

After I read Bradbury's images, I
really got into it and I've added a few
more of my own:

When did you last lay quietly by a
mountain stream and let it sing to
you (and maybe even hum along)?

When did you last lay on your
back in the grass and imagine
cloud figures overhead?

When did you last walk in a wheat
field at dusk--surrounded by a sea
of gold--caressed by air so soft
you could feel it?

When did you last run on a beach
in the moonlight--with the sand
glistening like silver and the surf
singing a lullaby in your ears?

And the final question:

When did you last ride on a carou-
sel--a magical, mystical ride,
with only limitations as to who
you are and where you are going
being your own imagination?

**An Advance Look at the
1985 National Conference on Volunteerism
Seattle, Washington
October 22-26, 1985**

TUESDAY, OCTOBER 22

- 7:00AM- 8:00AM Aerobics
- 9:00AM- 5:00PM REGISTRATION OPEN
- 9:00AM- 1:00PM TOURS: Seattle Bus Tour, Seattle Underground, Pike Place Market
- 1:30PM- 3:00PM "What Is AVA Certification?" Discussion
- 4:00PM- 6:00PM AVA President's Reception, honoring past Presidents
- 6:00PM- 7:00PM AVA Membership Orientation
- 7:00PM- 9:00PM Washington State Society of Directors of Volunteer Services in Hospitals Din
(Information to members will follow.)
- 7:00PM-11:00PM AVA Regional Meetings

WEDNESDAY, OCTOBER 23

- 7:00AM- 8:00AM Aerobics
- 7:00AM- 5:00PM REGISTRATION OPEN
- 8:00AM- 9:30AM KEYNOTE BREAKFAST featuring Brian O'Connell with welcome statements
Seattle Mayor Charles Royer and Tacoma Mayor Doug Sutherland
- 9:30AM-12:25PM WORKSHOPS
- 9:30AM- 5:00PM COMPUTER PLAYROOM
- 10:00AM- 2:00PM FIELD TRIPS
- 12:30PM- 2:00PM LUNCH with Ivan Scheier
- 2:10PM- 5:00PM WORKSHOPS
- 5:30PM- 9:45PM TILlicum Village Boat Trip and DINNER SHOW—First Boat
- 7:30PM- 11:45PM TILlicum Village Boat Trip and DINNER SHOW—Second Boat

THURSDAY, OCTOBER 24

- 7:00AM- 8:00AM Aerobics
- 8:30AM- 2:30PM WORKSHOPS
- 8:30AM- 2:30PM COMPUTER PLAYROOM
- 10:00AM- 2:00PM FIELD TRIPS
- 3:00PM- 5:00PM BRITISH HIGH TEA, AVA Annual Awards
- 6:30PM- 9:30PM AVA 25th BIRTHDAY CELEBRATION, AVA National Business Meeting

FRIDAY, OCTOBER 25

- 7:00AM- 8:00AM Aerobics
- 8:30AM- 4:00PM WORKSHOPS
- 8:30AM- 4:00PM COMPUTER PLAYROOM
- 10:00AM- 2:00PM FIELD TRIPS
- 4:00PM- 6:00PM SILENT AUCTION and NO HOST COCKTAILS
- 6:00PM- 9:00PM "Making A Difference" Banquet—a locally televised program sponsored by K
and MetroCenter YMCA. Guest Speaker to be announced.

SATURDAY, OCTOBER 26

- 8:00AM-11:30AM FUN RUN "Celebrate Volunteerism"
- 8:00AM-10:00AM BREAKFAST with Marlene Wilson
- 10:00AM-11:45AM FORUM "Talk with the Experts"
- 11:45AM-12:00NO Conference Closing Festivities
- 1:00PM- 4:00PM TOURS: Seattle Bus Tour, Seattle Underground, Pike Place Market
- 1:00PM- 4:00PM CERTIFICATION WORKSHOPS

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TWIN (Two persons) with two beds	\$82.00	\$87.00	\$92.00

	Arrival Date _____
	Arrival Time _____
	Number of Nights _____

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THE 1985 AVA NATIONAL CONFERENCE ON VOLUNTEERISM
A SOUND APPROACH



CONFERENCE REGISTRATION FORM

Please type or print clearly

NAME _____

POSITION _____ REPRESENTING _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

DAY PHONE (_____) _____ EVENING PHONE (_____) _____

FULL CONFERENCE REGISTRATION FEES:

Full conference registration fees include
Workshops, Keynote Breakfast with
Brian O'Connell, President's Reception,
British High Tea, "Making a Difference"
Banquet, and Marlene Wilson Breakfast.

Yes, I would like to attend AVA 25th
Birthday Celebration on THUR.
6:30-9:30.

AVA Member

AVA Affiliate

Affiliate Name

Non-AVA Member

Add \$20.00 late penalty fee after 9/13/85

EARLY BIRD
DISCOUNT
BEFORE 7/3/85

\$130.00

\$145.00

\$130.00

\$160.00

ON OR
BEFORE
9/13/85

\$180.00

\$195.00

\$180.00

\$210.00

\$ AMOUNT

TOTAL _____



AVA STATUS

- AVA MEMBER
- AVA CERTIFIED MEMBER
 _____ C.V.A.
 _____ C.A.V.S.
- AVA AFFILIATE MEMBER
 _____ ORGANIZATION
- NON-AVA MEMBER

OTHER MEMBERSHIPS ATTENDING CONFERENCE *(Please indicate if a member)*

- WASHINGTON STATE SOCIETY OF DIRECTORS OF VOLUNTEER SERVICES IN HOSPITALS
- NATIONAL SCHOOL VOLUNTEER PROGRAM

AVA CERTIFICATION WORKSHOP

This performance based certification program is open to all experienced professionals in the field of volunteer administration, both salaried and unsalaried.

AVAs Certification Program is based on competency statements and performance criteria identified as necessary to administer a volunteer program. This professional credentialing system utilizes portfolio development to assess professional competence demonstrated in work experiences.

Candidates may proceed at their own pace. A workshop is required; however all must purchase a "Preparation for Certification" packet, begin completing their application, and attend a Certification Workshop. Saturday from 1:00 to 4:00 PM.

All certification information will be sent from the AVA Boulder office.

- Yes, I would like to receive AVA Certification Workshop information.

The Conference will be limited to 1000 participants, be an **EARLY BIRD!**

ONE DAY CONFERENCE FEES: *(Workshops only)*

- TUESDAY, October 22, 1985 \$65.00
- WEDNESDAY, October 23, 1985 65.00
- THURSDAY, October 24, 1985 65.00
- FRIDAY, October 25, 1985 65.00
- SATURDAY, October 26, 1985 65.00 \$ _____

SPECIAL EVENT FEES:

	No. of Tickets	x		\$	TOTAL
<input type="checkbox"/> WED. TILlicum VILLAGE	_____	x	\$22.00	\$	_____
<input type="checkbox"/> First Boat 5:30 PM-9:45 PM					
<input type="checkbox"/> Second Boat 7:30 PM-11:45 PM					
<input type="checkbox"/> WED. LUNCH with IVAN SCHEIER	_____	x	15.00	\$	_____
<input type="checkbox"/> TUE. <input type="checkbox"/> SAT. PIKE PLACE MARKET TOUR	_____	x	5.00	\$	_____
<input type="checkbox"/> TUE. <input type="checkbox"/> SAT. SEATTLE TOUR BUS	_____	x	9.00	\$	_____
<input type="checkbox"/> TUE. <input type="checkbox"/> SAT. UNDERGROUND SEATTLE TOUR	_____	x	3.00	\$	_____
<input type="checkbox"/> SAT. FUN RUN to celebrate Volunteerism (shirt incl.)	_____	x	5.00	\$	_____

EXTRA TICKETS FOR CONFERENCE EVENTS

(Available to ONE-DAY registrants and guests)

<input type="checkbox"/> WED. BREAKFAST with BRIAN O'CONNELL	_____	x	12.00	\$	_____
<input type="checkbox"/> THUR. BRITISH HIGH TEA	_____	x	11.50	\$	_____
<input type="checkbox"/> FRI. "MAKING A DIFFERENCE" BANQUET	_____	x	40.00	\$	_____
<input type="checkbox"/> SAT. BREAKFAST with MARLENE WILSON	_____	x	8.50	\$	_____

CONFIRMATION PACKET with additional conference information will be mailed to all persons registered by 9/13/85. All other packets should be picked up in Seattle at the conference.

CANCELLATIONS received before 9/13/85 will be refunded minus a \$50.00 handling fee. No refunds after 9/13/85.

FOR MORE INFORMATION CONTACT:
 305 SOUTH 43rd, RENTON, WA 98055
 CALL: PAT O'DELL (206) 226-0210
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CORRECTION

Our sincerest apologies for publishing the last issue of THE JOURNAL with the incorrect issue number. The Winter 1984-1985 issue is actually Volume III, Number 2. All subscribers should have received a self-adhesive sticker to attach to the front of the Winter issue, to cover the incorrect number (AVA members received this sticker with the most recent edition of Update). Again, we are sorry for any confusion this typographical error may have caused.

Letters to the Editor

Dear Editor:

This is actually a letter to the readers of THE JOURNAL. In the Winter 1984-85 issue, THE JOURNAL published the preliminary results of ENERGIIZE ASSOCIATES' Legal Issues Survey, along with a copy of the Survey so that those who had not yet participated could do so. We have since received dozens of responses from JOURNAL readers and each day's mail brings a few more. Thank you to you all. For those of you who have not yet sent in your response and comments, it is not too late; the final results of the Survey will be published in THE JOURNAL later this year.

One final update: the University of Pennsylvania LAW REVIEW has accepted my submission of an article on legal liability and volunteers. This is an exciting development and I'll include a summary of the LAW REVIEW article in what I present to JOURNAL readers later in the year.

Again, thank you all for your help.

Sincerely,

Jeffrey Kahn
ENERGIIZE ASSOCIATES

JOIN



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Volunteer
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**October 22-26, 1985
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1985 National Conference on Volunteerism**

See details inside!

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