AVA
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ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration, an international membership organization, enhances the competence of its members and strengthens the profession of volunteer resources management. Members include directors of volunteer resources in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers.

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

AVA is an association run by its members. Active committees include Professional Credentialing, Ethics, Fund Development, Organizational Relations, Communications, Member Services, and Network Development. Members also plan the annual International Conference on Volunteer Administration, a major event held each year in a different city in the United States or Canada. This conference provides participants the opportunity to share common concerns and to focus on issues of importance to professionalism in volunteer administration.

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

Finally, AVA produces publications including informational newsletters and booklets and *The Journal of Volunteer Administration.*

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EDITORIAL

The effective leader of the future will consistently and efficiently ask, learn, follow up and grow. The leader who cannot keep learning and growing will soon become obsolete in tomorrow's ever-changing world. * (Drucker, 1996)

All of the research in this issue focuses on the importance of competencies for managers of volunteers. From the identification of core competencies for volunteer administrators to recommendations for developing competence in program evaluation, this issue documents the need for acquiring the professional knowledge and skills necessary to effectively manage volunteer programs in diverse settings with diverse volunteers.

Safrit, Schmiesing, Gliem and Gliem present the third part of their quantitative study identifying specific volunteer administration competencies. Their work has identified 62 individual and unique competencies clustered into seven domain topic areas, and then organized into three holistic competencies, forming a conceptual framework for volunteer administration. This study adds to AVA's work on professional core competencies, supports the development of a unified educational curriculum, and provides a self-assessment guide for both new and tenured volunteer administration professionals.

The article by Miller, Schleien, Brooke and Merrill is the first of two articles that focus on the inclusion of volunteers with disabilities, and the organizational benefits that result from engaging this segment of our diverse community. Volunteer administrators generally had a positive perception of the work characteristics of volunteers with disabilities, and managers who effectively engaged volunteers with disabilities had a higher awareness of their benefits. This study indicated that practice leads to success and success leads to more successes. The second article from this study will appear in the next issue of *The Journal.*

Edwards' article looks at perceptions of organizational effectiveness in engaging episodic volunteers, based on a study of North Carolina 4-H agents. While most authors agree that episodic volunteering is here to stay, little research has been done on how managers of volunteers view episodic volunteers, or on the competency of managers to effectively work with episodic volunteers. The author concludes that organizations should focus on building competencies and capacities to effectively work with all volunteers, and not focus training on the management of episodic volunteers.

The Claxton-Oldfields interviewed managers of 13 palliative care volunteer programs in New Brunswick, Canada regarding program management practices. Their study supports the essential role of volunteers as members of the palliative care team, while identifying inconsistencies in management practices, such as selection, training and evaluation of volunteers. They present 11 recommendations to ensure consistency and high quality service.

The article by Carman and Millesen is based on research originally presented at the 2004 Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) conference. This study examines the challenges nonprofit organizations face when conducting evaluations of their programs and services. Recognizing that managers of volunteers often function as program managers in nonprofit organizations, the authors recommend education and skill development training for managers of volunteers so they can become knowledgeable about and proficient at conducting program evaluation.

A New Service Delivery Model describes a new model for developing and supporting effective mentoring relationships. The model recommends three specialist positions: a sales specialist, a match specialist, and a support specialist.

A is for Awareness establishes a framework for understanding legal issues of importance to managers of volunteers. As an attorney who is also a Certified Volunteer Administrator (CVA), Robinson offers insights into ten general issues around volunteers and the law.

We conclude with a new feature that we plan to continue in future issues—book reviews. We are pleased to present reviews of three books from recognized specialists in our profession.

Mary V. Merrill, Editor

*Reference:

Drucker, P. (1996). *The Leader of the Future.* San Francisco: Jossey-Bass Publishers, p. 229.

Featured Research

- ***Competencies for Contemporary Volunteer Administration: An Empirical Model Bridging Theory with Professional Best Practice***

R. Dale Safrit, North Carolina State University, Raleigh
Ryan J. Schmiesing, Joseph A. Gliem and Rosemary R. Gliem, The Ohio State University, Columbus

The researchers used a mailed questionnaire to collect data from International Association for Volunteer Administration members investigating their perceptions of the importance of respective contemporary volunteer management and administration competencies. Principle component statistical analysis resulted in the identification of seven unique components: (1) Volunteer Recruitment and Selection; (2) Volunteer Administrator Professional Development; (3) Volunteer Orientation and Training; (4) Volunteer Program Advocacy; (5) Volunteer Program Maintenance; (6) Volunteer Recognition; and (7) Volunteer Program Resource Development. Based upon the research findings, the authors propose a modified version of Safrit and Schmiesing's (2004) original P.E.P. model for volunteer administration comprising three overarching professional domains of (Professional) Preparation, (Volunteer) Engagement, and (Program) Perpetuation encompassing seven volunteer administration topic areas consisting of 62 specific competencies.

- ***What's in it for Me and My Agency? A Survey on the Benefits of Engaging Volunteers with Disabilities***

Kimberly D. Miller, Stuart J. Schleien, and Paula Brooke, University of North Carolina at Greensboro
Mary Merrill, L.S.W. Columbus, Ohio

Although research outlining barriers to engaging volunteers with disabilities is available, little is known about the benefits. In a time when volunteering is being scrutinized from a cost-benefit perspective, it is important to understand the benefits gained from engaging what is oftentimes considered a difficult population to involve. Data gathered from 621 North American volunteer administrators through an online survey is reviewed. Respondents overwhelmingly agreed on a myriad of benefits associated with engaging volunteers with disabilities, described as increasing the diversity of the agency, helping the agency reach its mission, being loyal to the agency, helping staff accomplish needed tasks, better reflecting the makeup of their consumers/community, as well as mentioning several positive work characteristics.

- ***Organizational Effectiveness in Utilizing Episodic Volunteers Based on Perceptions of 4-H Youth Development Professionals***

Harriett C. Edwards, North Carolina State University, Raleigh

Managing contemporary volunteer programs requires administrators to be alert to trends and their implications for voluntary agencies. The reality of episodic volunteerism and practitioners' attitudes related to this phenomenon of modern volunteer management was the focus of this study. The Points of Light Foundation's Changing the Paradigm Report Action Principles (Allen, 1995) and Macduff's (1991) indicators of organizational readiness for episodic volunteers provided the bases for this exploratory, descriptive-correlational study assessing 4-H Youth Development agents' perceptions of organizational effectiveness in utilizing episodic volunteers. Study findings reveal valuable information for the profession in preparing administrators for the reality of episodic volunteer involvement.

- ***What Coordinators of Palliative Care Volunteers in New Brunswick, Canada Have to Say About their Programs, Themselves, and their Program Management Practices***

Stephen Claxton-Oldfield, Mount Allison University, Sackville, New Brunswick, Canada
Jane Claxton-Oldfield, Sackville, New Brunswick, Canada

Face-to-face interviews were conducted with the coordinators of 13 palliative care volunteer programs in New Brunswick, Canada in order to obtain information about (1) their programs; (2) themselves: and (3) their program management practices. Palliative care programs have been providing volunteer support services to patients and families in New Brunswick since the mid-1980s. The majority of the palliative care volunteer programs in the province are hospital-based and hospital-funded. All of the volunteer coordinators who took part in this study were women and the majority of them (69.2%) had a university degree.

Eight of the 13 coordinators (61.2%) were general volunteer coordinators/managers, for whom the palliative care program was only a small component of their job; 6 of the 13 coordinators (46.2%) were part-time. There was a huge range in the number of paid hours per week coordinators worked (4 to 37.5 hours) and the hourly rate of pay for their position (CAD$12 – $30 per hour). The findings also revealed considerable differences in terms of the training of volunteers, volunteer duties, etc., highlighting the need for the development of provincial (or national) standards for volunteers in palliative care to ensure consistent and high-quality end-of-life care.

- ***Nonprofit Program Evaluation: Organizational Challenges and Resource Needs***
  Joanne G. Carman, University of North Carolina at Charlotte
  Judith L. Millesen, Ohio University, Athens
  Nonprofit organizations are under increasing pressure to improve their management practices and measure the results of what they do. Issues of accountability, outcomes measurement, and evaluation are at the forefront of both public and nonprofit management. Not much, however, is known about what nonprofit organizations actually do for evaluation, in terms of what it looks like and what activities the organizations perform. Even less is known about the types of evaluation assistance and support that nonprofit organizations need. This article addresses a substantial gap in the literature by providing detailed information about the challenges nonprofit administrators encounter when conducting evaluation and the resources needed to improve evaluation practice. The findings are likely to be of important interest to managers of volunteers particularly given the specific nature of the resource challenges revealed.

- ***A New Service Delivery Model to Support Volunteer Mentoring Relationships***
  William A. Brown and Carlton Yoshioka, Arizona State University, Tempe
  Effective administration of volunteer mentoring programs is a challenge. A leading national organization in volunteer mentoring programs recently pilot tested a new service delivery model that shows promise to improve administrative efficiencies. The new service delivery model significantly realigns staff member responsibilities from a single generalist position to three specialist positions, and requires a cultural shift in how the organization perceives its role in facilitating mentoring relationships. The model attempts to remove unnecessary barriers to volunteers who are interested in engaging in mentoring relationships. Findings suggest that the model has significantly improved the organization's ability to place more interested volunteers; the matches last longer; and for mentoring relationships that end, volunteers are more likely to reengage in the process.

- ***A Is for Awareness: A Framework for Presenting Legal Issues***
  Pamela D. Robinson, University of South Carolina School of Law, Columbia
  Legal issues affecting volunteer programs are challenging, specific, and constantly changing. This simple methodology for presenting complex information is one way to provide a general scope of the law to managers of volunteer resources. Having 15 years of presentations and experience, the author provides a framework that is easy to understand and not fraught with legal jargon. Inserting state- or country-specific laws is a simple process.

Competencies for Contemporary Volunteer Administration: An Empirical Model Bridging Theory with Professional Best Practice

R. Dale Safrit, North Carolina State University, Raleigh

Ryan J. Schmiesing, Joseph A. Gliem and Rosemary R. Gliem, The Ohio State University, Columbus

INTRODUCTION

For more than two centuries, volunteers have played a critical role in shaping individual communities as well as holistic societies through service that addresses the needs of local citizens, both in the United States and around the world (Ellis & Noyes, 1990; Jedlicka, 1990). Since the early years of recognized and/or formal volunteering, there have been individuals or groups who have accepted responsibility for organizing and supporting volunteers' efforts. During America's birth and infancy as a nation, local citizens came together to discuss problems, propose solutions, and ultimately elect representatives to supervise the implementation of plans decided upon by the larger community. While those elected individuals had specific tasks, it would be appropriate to suggest that they also supervised and/or coordinated the efforts of others who helped implement the plans. Thus, it could be argued that the beginning of volunteer administration in the United States quite possibly dates back to the early 1600s.

As a larger profession encompassing numerous disciplines, housed in diverse community-based organizations, and addressing a myriad of social needs and issues, volunteer administration has evolved dramatically as communities and societies continue to evolve and change. This evolution, by necessity, requires the ongoing identification and application of new and modified volunteer management and leadership strategies to meet the emerging needs of people in communities around the world. As the volunteer administration profession has evolved, so have interests in ensuring that managers of volunteers have the necessary updated management and technical skills to be successful in their respective roles and responsibilities (Fisher & Cole, 1993).

While still a relatively young profession, the volunteer administrator profession has nonetheless played an important role in the evolution of volunteerism around the world. Historically, managers of volunteers have

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Ryan J. Schmiesing is Assistant Professor in the Department of Extension at The Ohio State University, where he provides leadership to volunteer development and expanded youth programs. A former county volunteer administrator, he received his doctorate in Human and Community Resource Development at The Ohio State University. His master's research investigated volunteer risk management policies and procedures utilized by national youth-serving organizations.

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accepted responsibilities related to the identification, selection, orientation, training, utilization, recognition, and evaluation of volunteers commonly referred to as I.S.O.T.U.R.E. (Boyce, 1971). Since the seminal work of Boyce, numerous authors and practitioners have suggested a myriad of foundational knowledge and skills for the effective and efficient administration of volunteer programs (Wilson, 1976; Navarre, 1989; Brudney, 1990; Stepputat, 1995; Kwarteng, Smith, & Miller, 1988; Penrod, 1991; Fisher & Cole, 1993; Safrit, Smith, & Cutler, 1994; Ellis, 1996; Culp, Deppe, Castillo, & Wells, 1998). An in-depth and thorough review of previously published volunteer management approaches and models has revealed both similarities and disparities among the authors' ideas (see Table 1, p. 11).

Recently, several researchers have investigated the level of competence and importance of selected competencies. King and Safrit (1998) based their research on the I.S.O.T.U.R.E. model of volunteer administration with Ohio 4-H Youth Development Extension agents. Utilizing adaptations of the King and Safrit instrument, Collins (2001) studied Michigan 4-H Youth Development professionals and Hange, Seevers, and Van-Leeuwen (2002) surveyed 4-H Youth Development professionals nationally. Most recently, Safrit and Schmiesing (2004) conducted research to identify competencies needed by contemporary managers of volunteers based upon both historical literature and contemporary practices of volunteer administrators, resulting in their suggested P.E.P. (Preparation, Engagement, Perpetuation) model. Based upon P.E.P., Safrit and Schmiesing (2005) subsequently described self-reported current levels of importance and competence by Association for Volunteer Administration (AVA) members internationally for the specific volunteer management competencies identified in their earlier qualitative research. Similarly, Boyd (2004) conducted a Delphi study to identify those competency areas that would require managers of volunteers to be proficient in the future. However, no research exists that quantitatively investigates and identifies the core competencies needed for managers of volunteers to effectively administer volunteer based programs and the individuals who serve therein.

PURPOSE, OBJECTIVES, AND METHODS

The purpose of this research was to investigate management and administrative factors comprising contemporary volunteer administration. Specific objectives included to (1) identify factors pertaining to the contemporary management of volunteers, and (2) identify specific volunteer management and administration competencies based upon the factors identified.

The population for the study was the 2,057 individual members of AVA as of July 1, 2004. The population included 1,889 AVA members from the United States; 98 from Canada; and 70 from other countries. The researchers used a quantitative methodology approach consisting of a mailed questionnaire utilizing a census. A research instrument consisting of 140 individual volunteer management competencies was developed based upon Safrit and Schmiesing (2004). The questionnaire was organized into two sections. Section I investigated respondents' perceptions of the importance of and their current level of competence with each competency. Section II collected respondents' selected personalogical data. A pilot test provided Cronbach's alpha reliabilities for individual constructs that ranged from .73 to .93. Since all values were greater than .70, the researchers determined the responses to be reliable (Stevens, 1992).

A cover letter, the questionnaire, and a self-addressed return envelope were mailed to participants on August 10, 2004, with a requested return date of September 15, 2004. A follow-up e-mail reminder was sent one week later by the AVA office staff. The researchers e-mailed a final, personalized reminder to all members on September 10, 2004.

As of the September 15, 2004, deadline, 538 questionnaires had been returned with 522 usable responses, resulting in a final response rate of 25% (Wiseman, 2003). The researchers followed up with 150 randomly selected nonrespondents (Linder & Wingen-

bach, 2002; Miller & Smith, 1983) and found no significant differences between respondents and nonrespondents. The researchers analyzed the data using the Statistical Package for Social Sciences (SPSS) version 12.0, calculating appropriate descriptive statistics to satisfy the research objectives (Norusis, 2003).

To determine if the data were appropriate for factor analysis using the principle component analysis technique, a correlation matrix of volunteer management competencies was reviewed for intercorrelations greater than |0.30|, and two statistics were computed. Bartlett's test of sphericity resulted in rejecting the null hypothesis that the correlation matrix was an identity matrix (Chi-Square 25,988; df = 9,730; $p < .001$), while the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.87. Based upon the correlation matrix and the statistics calculated, the researchers concluded that the data were appropriate for component analysis.

Two criteria were used to initially determine the number of components to be extracted. First, only components with eigenvalues greater than 1.0 were considered for the analysis. Second, a scree plot of the component eigenvalues was used to identify breaks or discontinuity in determining the number of major components. After initial extraction, a third criterion for the determination of the number of components to extract was whether they possessed meaningful interpretation (simple structure and conceptual sense). The extraction procedure resulted in the identification of seven components underlying the conceptual constructs of volunteer management competencies. The components were rotated using a varimax rotation method with Kaiser Normalization to aid in interpretation. A maximum likelihood factor extraction procedure was also used to observe the stability of the components identified in the principle component analysis. This second technique resulted in the delineation of identical factors with similar loadings as the principle components analysis, reflecting stability in the results.

The component loadings in the rotated component matrix were examined to understand and interpret the nature of the seven components. To assist in the interpretation, and reduce subjectivity and the likelihood of non-significant items loading on the components, only items with component loadings of |0.40| and higher were considered for naming the seven components (Stevens, 1992). The researchers utilized a qualitative triangulation methodology (Cohen & Mannion, 1985) with themselves and three nationally recognized experts in volunteer management and administration to name the components identified.

FINDINGS/RESULTS

The researchers identified seven components comprising contemporary volunteer administration based upon respondents' perceptions regarding selected individual volunteer management competencies. They include seven components: (1) Volunteer Recruitment and Selection (18 items); (2) Volunteer Administrator Professional Development (16 items); (3) Volunteer Orientation and Training (16 items); (4) Volunteer Program Advocacy (13 items); (5) Volunteer Program Maintenance (8 items); (6) Volunteer Recognition (9 items); and, (7) Volunteer Program Resource Development (9 items). Together, the seven components accounted for 39.2% of the total variance (See Table 2, p. 12-13).

CONCLUSIONS AND IMPLICATIONS

The seven components identified in this study emphasize practically all of the volunteer management competencies identified during the previous 35 years by authors and professional leaders in the field (see Table 3, p. 14). The four components of Volunteer Recruitment and Selection, Volunteer Orientation and Training, Volunteer Program Maintenance, and Volunteer Recognition address the large majority of volunteer management concepts that have been identified traditionally for volunteer organizations and programs (Boyce, 1971; Wilson, 1976; Navarre, 1989; Brudney, 1990; Penrod, 1991; Fisher & Cole, 1993; Stepputat, 1995; Ellis, 1996; Culp et al., 1998).

The seven components identified in this study also parallel closely the five Core Competencies identified by AVA (1999) in its Certified Volunteer Administrator (CVA) credentialing process. The component of Volunteer Administrator Professional Development addresses many of the certification topics included under "Professional Principles." The components of Volunteer Recruitment and Selection, Volunteer Orientation and Training, and Volunteer Recognition provide more focused detail to the topics included in the certification category of "Human Resources Management." The component of Volunteer Program Maintenance includes topics listed under the certification category of "Management," while the component of Volunteer Program Advocacy combines topics listed under the certification categories of "Leadership" and "Planning."

However, of the seven components identified, three are relatively new foci of volunteer management and administration and are reflected in only the most current of published academic literature. However, these three components support strongly AVA's (2004) most current Certified Volunteer Administrator (CVA) credentialing Core Competencies and Content Outline. The component of Volunteer Administrator Professional Development and its respective competencies reinforce AVA's focus upon "Professional Development," "Leadership," and "Accountability" while also emphasizing more contemporary competencies that are becoming increasingly critical to volunteer programs, such as self-assessing professional knowledge, skills, and abilities; balancing personal and professional responsibilities; calculating the cost-effectiveness of volunteer programs; and managing personal stress. The component of Volunteer Program Advocacy is directly comparable to AVA's "Advocacy" focus while also emphasizing the concept of a shared leadership team for a volunteer program; engaging volunteers to teach other volunteers and paid staff; and educating other paid and volunteer staff regarding program evaluation and its expanded usage. Volunteer Program Resource Development identified in this study addresses in much more detail the effective and responsible stewardship of public and private funds used in volunteer programs than is addressed in AVA's "Fund Development," "Budgetary," "Financial Resources," and "Reporting" emphasis areas distributed throughout the CVA Content Outline.

Most importantly, the components identified in this study better reduce and focus the AVA constructs into basic management and administration competencies that are more easily considered and assessed. The authors suggest that while Safrit and Schmiesing's (2004) P.E.P. model remains valid for use in educating new managers of volunteers in the United States, Canada, and other countries regarding fundamental competencies involved in volunteer administration, the P.E.P. model proposed originally should be modified slightly, still focusing upon the three holistic professional competency domains of Personal Preparation, Volunteer Engagement, and Program Perpetuation (see Table 4, p.15). Subsequently, the three domains would encompass seven focused professional topic areas of (1) Personal Preparation: Professional Development; (2) Volunteer Engagement: Volunteer Recruitment and Selection, Volunteer Orientation and Training, Volunteer Recognition, and (3) Program Maintenance; and, Program Perpetuation: Resource Development and Program Advocacy. Ultimately, each domain topic area encompasses specific professional competencies based upon fundamental knowledge, skills and attitudes that are the fundamental foundation of effective contemporary volunteer administration.

The authors suggest that this revised P.E.P. model would serve as a unifying, holistic foundation (based upon empirical data from AVA members internationally) for a unified, consistent basic and continuing professional education, training, and certification curriculum for all managers of volunteers. The revised P.E.P. model provides an easy-to-grasp (and remember!) overall conceptual framework for volunteer administration (i.e., "Personal Preparation," "Volunteer Engagement," and "Program Perpetuation") even for a relatively short tenured manager of volunteers to comprehend as s/he considers the fundamental aspects of the volunteer administration

profession. Secondly, the P.E.P. model's more narrow focus upon only seven domain topic areas allows individual managers of volunteers of any tenure to reflect upon and self-assess their current levels of professional competence in a manageable number of critical, focused aspects of our profession. Ultimately, the 62 individual and unique specific competencies that comprise the seven domain topic areas provides for an extremely focused and intense personal assessment of the core knowledge, skills and attitudes that are fundamental to the effective management of volunteers and administration of volunteer programs.

While this study investigated perceptions of AVA members, further research is needed to explore the components identified in this study in greater depth with paid and volunteer managers of volunteers working in specific targeted areas of service (e.g., health services, human services, youth programs) as well as focused contexts (e.g., other nations, identifiable ethnic groups, etc.). Such research would strengthen the P.E.P. model's content and construct validities and link the international profession of volunteer administration to its implementation in specific contexts of volunteer programs delivered by grassroots volunteers. According to Jedlicka (1990), "We as individual citizens operating in [international] development groups and organizations will largely have to create the pathway to a new world on our own... To make that change ourselves, we will need a newly educated citizenry that understands its place in global society and will do its duty in helping others" (p. 169).

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TABLE 1

A Summary of Competencies Suggested by Selected Published Volunteer Management Models

Boyce (1971)	Wilson (1976)	Navarre (1989)	Brudney (1990)	Penrod (1991)	Fisher & Cole (1993)	Stepputat (1995)	Ellis (1996)	Culp et al. (1998)
			Importance of volunteer management		Professionalism	Education		
Identification Selection	Establishing positive organizational climate Volunteer job descriptions Volunteer motivation, recruitment, interviewing & placement	Volunteer job descriptions Recruiting Screening	Designing & organizing programs Attracting & retaining able volunteers	Locating	Developing volunteer roles Establishing organizational climate Recruiting	Recruitment Screening Placement	Planning Staffing	Generating
Orientation Training		Orienting Training		Orienting	Training & development	Orientation & training	Legal issues	Educating
Recognition						Recognition		
Utilization	Planning Communications	Supervising	Planning & managing volunteer programs	Operating	Supervising	Supervision Record keeping	Volunteer/ employee relationships Teamwork Legal Issues	Mobilizing
			Evaluating cost-effectiveness				Budgeting & allocating resources	
Evaluation	Evaluating	Evaluating	Improving service quality & impact Encouraging volunteer involvement	Perpetuating	Evaluating	Evaluation Retention Advocacy	Evaluation of impact The dollar value of volunteers	Sustaining

TABLE 2

Rotated Component Matrix of Selected Volunteer Management Competencies

Item	Component Loadings							Commu-nality
	1	2	3	4	5	6	7	
Factor 1: Volunteer Recruitment and Selection	.554							.486
Assess needed skills and abilities for specific volunteer positions	.541							.414
Assess organizational climate for readiness of new volunteers	.541							.446
Identify indicators of a successful program	.490							.434
Assess skills/interests of potential volunteers for other positions	.487							.438
Analyze data collected from the evaluation process for volunteers	.480							.386
Conduct targeted recruitment of volunteers	.478							.474
Reassign volunteers when they are unsuccessful in current positions	.476							.444
Communicate the results of the evaluation with stakeholders	.476							.346
Promote diversity in volunteer recruitment	.475							.508
Match potential volunteers with positions based on skills, abilities, & interests	.460							.397
Assess organizational needs for volunteers	.435							.411
Develop selection process consistent with position responsibilities	.429							.526
Develop a comprehensive evaluation process	.428							.294
Include other stakeholders in the volunteer selection process	.420							.256
Develop individualized plans of action with volunteers	.412							.382
Utilize principles of adult education in training volunteers	.408							.364
Design recruiting strategies with boards & administrators	.407							.334
Evaluate selection process against best practices								
Factor 2: Volunteer Administrator Professional Development		.679						.534
Participate in national professional organizations		.629						.501
Read newsletters, list-serves, & professional journals		.617						.545
Pursue sources of professional development		.599						.466
Seek out educational opportunities to enhance professional skills		.563						.488
Assess professional knowledge, skills, and abilities		.557						.371
Participate in local professional organization		.478						.406
Communicate professional development needs to supervisors		.467						.320
Attend professional conferences related to volunteer management		.457						.408
Develop a filing system to manage paperwork		.448						.332
Develop a personal philosophy of volunteer management		.427						.444
Calculate the cost-effectiveness of the volunteer program		.426						.354
Develop personal philosophy of volunteer involvement		.415						.340
Balance personal and professional responsibilities		.409						.441
Regularly update stakeholders on the results of evaluations		.402						.329
Manage personal stress resulting from professional responsibilities		.402						.300
Develop system for processing paperwork								
Factor 3: Volunteer Orientation and Training			.627					.484
Design training specific to volunteer responsibilities			.613					.479
Communicate orientation & training requirements to volunteers			.580					.444
Conduct ongoing training for volunteers			.569					.514
Identify teaching materials for volunteer training			.557					.506
Document volunteer training completed			.555					.556
Develop ongoing training for volunteers			.534					.477
Assess & manage risks associated with volunteer positions			.525					.470
Identify objectives for orientation & training			.520					.418
Design orientation program			.472					.438
Conduct performance evaluation of volunteers			.466					.299
Conduct organizational orientation for all new volunteers			.453					.515
Evaluate training/orientation program			.423					.394
Reject potential volunteers not meeting minimum standards/ qualifications			.421					.362
Develop policies to manage volunteer risks			.416					.406
Meet legal obligations related to volunteer selection			.414					.393
Conduct individual evaluations of volunteer performance								

Table 2

Rotated Component Matrix of Selected Volunteer Management Competencies (cont.)

Item	Component Loadings							Commu-nality
	1	2	3	4	5	6	7	
Factor 4: Volunteer Program Advocacy				.575				.536
Promote leadership opportunities to potential volunteers				.559				.503
Provide additional leadership opportunities for volunteers				.539				.351
Engage volunteers to teach components of the orientation & training process				.514				.466
Develop ongoing training needs assessment for paid staff				.480				.423
Train staff to select volunteers using acceptable procedures				.447				.459
Identify future uses of volunteer program evaluation results				.443				.404
Conduct performance evaluation for those assigned to supervise volunteers				.422				.442
Identify leadership team for the volunteer program				.421				.364
Develop ongoing training needs assessment for volunteers				.420				.474
Educate others on how to evaluate components of the volunteer program				.413				.436
Conduct focus groups to identify program needs				.405				.446
Share progress towards goals with current volunteers				.405				.358
Represent volunteer interests in program development								
Factor 5: Volunteer Program Maintenance					.745			.629
Resolve conflicts between volunteers & paid staff					.701			.634
Support paid staff when working with volunteers					.686			.598
Support paid staff as they work with volunteers					.635			.513
Resolve conflicts between volunteers and paid staff					.610			.441
Recognize paid staff for participating & supporting the volunteer program					.608			.553
Educate new paid staff on volunteer management					.591			.545
Train & educate current staff to work with volunteers					.486			.470
Involve paid staff in the recognition of volunteers								
Factor 6: Volunteer Recognition						.645		.544
Identify volunteers who should be recognized						.615		.431
Plan and implement formal volunteer recognition						.549		.459
Implement ongoing recognition of volunteers						.530		.444
Determine how volunteers will be recognized						.520		.305
Keep records of those recognized						.517		.418
Support volunteers during challenging situations						.485		.402
Offer a wide range of opportunities for potential volunteers						.453		.411.
Offer alternative opportunities to volunteers other than what they apply for						.401		.404
Resolve conflicts between volunteers								
Factor 7: Volunteer Program Resource Development							.760	.640
Identify fundraising needs							.745	.634
Develop fundraising plans							.713	.618
Solicit funds from prospective supporters							.556	.426
Build positive relationships with donors							.516	.427
Establish marketing plan for volunteer recruitment							.471	.425
Develop marketing tools for volunteer recruitment							.459	.326
Utilize a variety of media to recruit volunteers							.430	.376
Implement an ongoing recruitment plan							.424	.273
Research market for potential volunteers								
Eigenvalues	9.6	9.2	8.9	7.4	7.3	6.5	6.0	
% Trace	17.6	16.8	16.1	13.5	13.2	11.9	10.9	

TABLE 3

A Comparison of the Volunteer Management Competencies Identified in this Research with Selected Previously Published Volunteer Management Models

Safrit & Schmiesing (2005)	**Boyce** (1971)	**Wilson** (1976)	**Navarre** (1989)	**Brudney** (1990)	**Penrod** (1991)	**Fisher & Cole** (1993)	**Stepputat** (1995)	**Ellis** (1996)	**Culp et al.** (1998)
Professional development				Importance of volunteer management		Professionalism	Education		
Volunteer recruitment & selection	Identification Selection	Establishing positive organizational climate Volunteer job descriptions Volunteer motivation, recruitment, interviewing & placement	Volunteer job descriptions Recruiting Screening	Designing & organizing programs Attracting & retaining able volunteers	Locating	Developing volunteer roles Establishing organizational climate Recruiting	Recruitment Screening Placement	Planning Staffing	Generating
Volunteer orientation & training	Orientation Training		Orienting Training		Orienting	Training & development	Orientation & training	Legal issues	Educating
Volunteer Recognition	Recognition						Recognition		
Program maintenance	Utilization	Planning Communications	Supervising	Planning & managing volunteer programs	Operating	Supervising	Supervision Record keeping	Volunteer/ employee relationships Teamwork Legal Issues	Mobilizing
Resource development				Evaluating cost-effectiveness				Budgeting & allocating resources	
Program advocacy	Evaluation	Evaluating	Evaluating	Improving service quality & impact Encouraging volunteer involvement	Perpetuating	Evaluating	Evaluation Retention Advocacy	Evaluation of impact The dollar value of volunteers	Sustaining

TABLE 4

The P.E.P. (Preparation, Engagement, and Perpetuation) model for contemporary volunteer administration

Professional Domain	Domain Topic Area(s)	Domain Topic Area Competencies
(Personal) Preparation	Professional Development	Self-assess professional knowledge, skills, and abilities; Communicate professional development needs to supervisors; Participate in local & national professional organizations & conferences; Read newsletters, list-serves, & professional journals; Seek out formal educational opportunities to enhance professional skills; Develop a personal philosophy of volunteer management & involvement; Calculate the cost-effectiveness of volunteer programs; Balance personal and professional responsibilities; Manage personal stress resulting from professional responsibilities; Develop system for processing paperwork & maintaining files; Regularly update stakeholders on the results of evaluations
(Volunteer) Engagement	Volunteer Recruitment and Selection	Assess organizational climate for readiness of new volunteers; Assess organizational needs for volunteers; Assess needed skills and abilities for specific volunteer positions; Develop selection process consistent with position responsibilities; Conduct targeted recruitment of volunteers; Match potential volunteers with positions based on skills, abilities, & interests; Assess skills/interests of potential volunteers for other positions; Reassign volunteers when they are unsuccessful in current positions; Promote diversity in volunteer recruitment; Include other stakeholders in the volunteer selection process; Design recruiting strategies with boards & administrators; Evaluate selection process against best practices
	Volunteer Orientation and Training	Identify objectives for orientation & training; Communicate orientation & training requirements to volunteers; Design & conduct ongoing orientation & training for volunteers; Design training specific to volunteer responsibilities; Identify teaching materials for volunteer training; Document volunteer training completed; Assess & manage risks associated with volunteer positions; Evaluate training/orientation program; Develop policies to manage volunteer risks
	Volunteer Recognition	Implement ongoing recognition of volunteers; Identify volunteers who should be recognized; Determine how volunteers will be recognized; Plan and implement formal volunteer recognition; Keep records of those recognized
	Program Maintenance	Resolve conflicts between volunteers & paid staff; Support paid staff when working with volunteers; Train & educate current staff to work with volunteers; Educate new paid staff on volunteer management; Recognize paid staff for participating & supporting the volunteer program; Involve paid staff in the recognition of volunteers
(Program) Perpetuation	Resource Development	Identify fundraising needs; Develop fundraising plans; Solicit funds from prospective supporters; Build positive relationships with donors; Research market for potential volunteers; Establish marketing plan & tools for volunteer recruitment; Utilize a variety of media to recruit volunteers; Implement an ongoing recruitment plan
	Program Advocacy	Identify a leadership team for the volunteer program; Conduct focus groups to identify program needs; Represent volunteer interest in program development; Promote & provide additional leadership opportunities to potential volunteers; Engage volunteers to teach components of the orientation & training process; Develop ongoing training needs assessment for paid staff; Train staff to select volunteers using acceptable procedures; Identify future uses of volunteer program evaluation results; Conduct performance evaluation for those assigned to supervise volunteers; Develop ongoing training needs assessment for volunteers; Educate others on how to evaluate components of the volunteer program; Share progress towards goals with current volunteers

What's in it for Me and My Agency? A Survey on the Benefits of Engaging Volunteers with Disabilities

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In 1998, the Association for Volunteer Administration adopted a formal Statement of Inclusiveness (AVA Board of Directors, 1999) that defines diversity in its broadest terms, and proclaimed the value of inclusiveness in volunteering and throughout the profession. This followed a 1995 process that identified professional ethics in volunteer administration. Among the professional ethics identified were citizenship and respect. Within these two values the Association recognized (a) human dignity—volunteer programs and initiatives should respect and enhance the human dignity of all persons involved; and (b) accessibility—volunteer administrators will work to understand and treat with respect individuals from diverse backgrounds.

While these are unquestionably worthwhile values, creating inclusive volunteer communities can be a complex undertaking. When it comes to those volunteers who appear to be more difficult to engage effectively, many volunteer administrators are left wondering why it is to their, and their agency's, benefit to be inclusive. Individuals with disabilities represent one such population that may leave volunteer administrators asking these questions. In a time when volunteering is being scrutinized from a cost-benefit perspective, and bottom-line concerns are ubiquitous across the nonprofit world, what the agency will receive by engaging volunteers in general, let alone volunteers with disabilities, comes into question.

Management, staff, and other volunteers can quickly lose lose sight of the advantages to being inclusive, and instead direct their foci toward the barriers to inclusion. Various difficulties encountered by volunteer administrators when engaging volunteers with disabilities have been documented. Barriers such as a lack of transportation for individuals with disabilities, perceived increases in staff necessary to supervise and support these individuals, lack of staff training in how to supervise volunteers with disabilities, negative attitudes, potential costs (e.g., accommodations, liability), physical accessibility, and perceived skill deficits have all been cited (CSV's Retired and Senior Volunteer Program, 2000; Graff & Vedell, 2003; Miller, Schleien, & Bedini, 2003). However, many volunteer administrators with experience in engaging volunteers with disabilities find the benefits far outweigh the barriers (Miller et al., 2003). Unfortunately, there is a paucity of research available that reveals the benefits to agencies of broadening their volunteer pools by adding volunteers from underrepresented groups.

This study focuses on the inclusion of volunteers with disabilities, examining the perceptions of volunteer administrators regarding organizational benefits that result from engaging this segment of our diverse communities. The study was designed to answer the following questions: (a) Do volunteer administrators perceive benefits to engaging volunteers with disabilities, and if so, what are those benefits? and (b) Does a relationship exist between the proportion of volunteers with disabilities in an agency and the benefits perceived by volunteer administrators?

Kimberly Miller, Dr. Stuart J. Schleien, and *Paula Brooke* have together led innovative strategies for engaging volunteers with and without disabilities through the Partnership F.I.V.E. (Fostering Inclusive Volunteer Efforts) initiative in Greensboro, NC. Dr. Schleien, Professor and Head of the Department of Recreation, Tourism, and Hospitality Management at theThe University of North Carolina at Greensboro, is Principal Investigator for Partnership F.I.V.E. Kimberly Miller is the Project Coordinator and Paula Brooke is the Trainer Advocate.

Mary V. Merrill, LSW, is an internationally respected consultant in volunteer program development. She served as an independent evaluator and project contributor.

LITERATURE REVIEW

Engaging Volunteers with Disabilities

Approximately 19% of the American population has some form of disability (U.S. Census Bureau, 2003). Yet a U.S. study indicated that individuals with disabilities account for only 5.7% of the current volunteer pool (Miller et al., 2003). Similar results have been cited in the United Kingdom, where individuals with disabilities comprise only 5.9% of the overall volunteer pool, yet comprise nearly 20% of the overall population (CSV's Retired and Senior Volunteer Program, 2000). Despite the low number of volunteers with disabilities, many volunteer administrators have had experience engaging these volunteers. Surveys across the globe cited 77%, 85%, and 56% of agencies engage volunteers with disabilities in the U.S. (Miller et al., 2003), Canada (Graff & Vedell, 2003), and the UK (CSV's Retired and Senior Volunteer Program, 2000), respectively.

Employing Individuals with Disabilities

Volunteer administrators are not the first to grapple with the complexities of engaging individuals with disabilities. In recent years employers have felt compelled to address the cost-benefit analysis of employing individuals with disabilities. Employers of individuals with disabilities have found these employees to be hardworking and highly motivated (Sandys, 1999), competent (Olson, Cioffi, Yovanoff, & Mank, 2001; Sandys, 1999), loyal (Kregel, 1999; Shafer, Hill, Seyfarth, & Wehman, 1987), trustworthy (Shafer et al., 1987), and dependable/reliable (Kregel, 1999; Nietupski, Hamre-Nietupski, VanderHart, & Fishback, 1996; Sandys, 1999; Shafer et al., 1987). Employees with disabilities were found to have a positive impact on the productivity and profitability of businesses (Kregel, 1999) and to contribute to a business' efficiency (Sandys, 1999) by working productively and performing quality work (Mank, O'Neill, & Jensen, 1998; Sandys, 1999).

Employees with disabilities were also found to enhance a company's public and community image (Nietupski et al., 1996; Olson et al., 2001). In addition, employees with disabilities have had positive effects on workers without disabilities (Kregel & Tomiyasu, 1994; Petty & Fussell, 1997), have brought employers personal satisfaction (Nietupski et al., 1996; Sandys, 1999), and have had a positive impact on the overall workplace (Olson et al., 2001). In addition, employers with experience hiring employees with disabilities reported having more favorable attitudes and perceptions toward employing individuals with disabilities in comparison to those with no such experience (Kregel & Tomiyasu, 1994; Levy, Jessop, Rimmerman, & Levy, 1992; Nietupski et al., 1996).

While the volunteer and employment fields are different in many ways, the world of work is the closest known literature base from which to borrow in order to broaden our understanding of the effects of engaging volunteers with disabilities. It would be natural to assume that similar benefits would be introduced to agencies by volunteers with disabilities. Currently, research is unavailable to validate such an assumption.

METHODOLOGY

Instrument

A self-designed, online survey instrument was used, consisting of two demographic questions addressing agency mission and the total number of volunteers as well as the number of volunteers with disabilities engaged by the agency; nine questions on a 4-point Likert scale (i.e., strongly agree, agree, disagree, and strongly disagree) concerning perceptions of the work characteristics of volunteers with disabilities; 12 questions using a Likert scale addressing the benefits associated with engaging volunteers with disabilities; and three open-ended questions, targeting volunteer administrators who had had experience in engaging volunteers with disabilities, on perceived benefits. Questions were related to the findings from the employment literature and from persons with disabilities.

Content validity of the instrument was established by a consultant in the field of volunteer administration and was further validated by board members of AVA. Internal reliability was strong for both the perceived

work characteristics items (alpha = .91) and perceived benefit items (alpha = .90). The instrument took an average of 8 minutes to complete.

Disability was broadly defined for the subjects of this study in the introduction of the survey with the statement, "For the purpose of this survey, disability is defined as a physical or mental impairment that substantially limits one or more of the major life activities (e.g., self-care, community use, employment) of the individual."

Procedures

A cover letter introducing the survey was sent by e-mail to all AVA members with e-mail addresses on file and to cybervpm, UKVPM, and OZvpm electronic mailing list subscribers. The letter stated the purpose of the survey, voluntary nature of participation, and confidential nature of the data collection. It also contained a link to the online survey. One week later, AVA members were sent an electronic reminder that included a link to the original online survey. In an attempt to broaden the international response to this survey, a notice requesting participation in and a link to the online survey was also placed in newsletters distributed by the following agencies: Volunteer Vancouver, Scottish Association for Volunteer Managers, and Northern Ireland Volunteer Development Agency. No tracking of individual responses occurred, with all respondents remaining anonymous. Online data collection limited respondents to completing the survey only once.

RESULTS

The online survey instrument was accessed by 755 potential respondents. Fifty-two of these individuals chose not to answer the questions, reducing the number of usable surveys to 703. Respondents overwhelmingly resided within the United States (82.5%) and Canada (5.8%). Other respondents were from England, Australia, Scotland, Northern Ireland, Italy, Nepal, Singapore, United Kingdom, Netherlands, and New Zealand (in order by response rate of return). Due to the limited amount of data collected from outside the U.S. and Canada, the results reported reflct only North American respondents (n = 621). Due to the substantial amount of data collected via the three open-ended survey questions, reporting on the analysis of these data will appear in a follow-up article.

North American respondents designated their agency's primary mission as falling into a wide range of categories. Only 5.7% of respondents indicated that their agency's primary mission was to serve individuals with disabilities. The majority of respondents classified their agency's mission as the provision of social (18.5%) or health services (14.3%). Other agency missions included working with children (8.6%), seniors (8.1%), the environment (6.6%), cultural arts (5.5%), and volunteerism (4.5%).

Volunteers with Disabilities

It was determined in the North American sample that 4.5% of volunteers (N = 213,779) had an identified disability (n = 9,598), providing information on the number of volunteers with and without disabilities in their agency (n = 565). As expected, agencies that identified their mission as "working with people with disabilities" and "working with seniors" reported higher numbers of volunteers with disabilities. It was noted in the qualitative data set that many of the agencies working with seniors indicated that their volunteers often were from among their participants and had age-related disabilities. When excluding the respondents whose agency mission was "working with seniors" (n = 47) and "working with people with disabilities" (n = 33), the percentage of volunteers with disabilities decreased to 3.9% (n = 485, volunteers = 191,386, volunteers with disabilities = 7,531). Only 16.6% of the respondents had not engaged volunteers with disabilities in the prior month.

The survey instrument did not collect data on the types of disabilities represented among these volunteers. However, review of the qualitative data indicates a wide variety of disabilities, including intellectual disabilities, physical disabilities, sensory impairments, and mental illness. Information gathered relating to specific disability groups will be discussed

in a follow-up article, which will focus on the qualitative data.

Work Characteristics of Volunteers with Disabilities

Volunteer administrators' perceptions of the work characteristics of volunteers with disabilities were more positive than negative (see Table 1). Volunteers with disabilities were perceived as hard workers (99.5% strongly agreeing or agreeing), dedicated (99.5%), conscientious (99.2%), contributing quality work (98.8%), motivated (96.0%), reliable (95.4%), and willing to learn new skills (93.7%). Volunteer administrators' perceptions of volunteers with disabilities were somewhat less positive regarding their lower rate of absenteeism (70.7%) and lower turnover (79.0%). There were no significant differences between the perceptions held by U.S. and Canadian respondents.

TABLE 1

Perceptions of Work Characteristics Possessed by Volunteers with Disabilities

Volunteers with disabilities...	m	sd	n
Are hard workers	3.47	.52	614
Contribute quality work	3.37	.51	614
Are conscientious workers	3.45	.51	617
Are dedicated workers	3.48	.51	610
Have a lower rate of absenteeism	2.90	.72	583
Have a lower rate of turnover	3.03	.67	576
Are reliable	3.30	.56	606
Are willing to learn new skills	3.27	.58	609
Are highly motivated	3.34	.55	606

Benefits to Engaging Volunteers with Disabilities

Respondents strongly agreed with a number of benefits perceived through the engagement of volunteers with disabilities (see Table 2). For example, these volunteers were perceived to increase the diversity of agencies (98% strongly agreeing or agreeing), help the agency reach its mission (95.1%), be loyal to the agency (94.8%), help the staff accomplish needed tasks (94.7%), and help the agency reflect the makeup of their consumers and community (92.4%). Other benefits were also revealed: volunteers with disabilities help enhance the agency's community image (88.4% strongly agreeing or agreeing), are an untapped group from which to recruit (82.2%), motivate fellow volunteers and staff (82.1%), and offer unique skills and abilities (79.3%). At somewhat lower rates, it was perceived that volunteers with disabilities help staff to experience personal satisfaction (74.7% strongly agreeing or agreeing), are available during hours when many others are not (73.0%), and improve staff morale (68.7%).

TABLE 2

Perceived Benefits to Engaging Volunteers with Disabilities

Volunteers with disabilities...	m	sd	n
Help our agency to reach its mission	3.31	.57	610
Are available during hours when many other volunteers are not	2.94	.70	600
Offer unique skills and abilities	2.98	.64	598
Are an untapped group from which to recruit	3.09	.66	601
Help agency reflect the makeup of our consumers and community	3.25	.61	606
Help enhance our agency's community image	3.18	.62	603
Improve staff morale	2.83	.66	590
Help staff to experience personal satisfaction	2.87	.61	586
Motivate fellow volunteers and staff	3.01	.62	598
Are loyal to our agency	3.27	.56	591
Increase the diversity of our agency	3.42	.53	608
Help staff accomplish needed tasks	3.22	.53	602

The only perceived benefits variable that yielded significant differences between the U.S. and Canadian respondents was "volunteers with disabilities motivate fellow volunteers and staff," where 83.5% ($m = 3.03$, $sd = .61$) from the U.S. agreed in comparison to 62.5% ($m = 2.75$, $sd = .67$) from Canada ($t(596) = 2.80$, $p < .01$).

Correlations

Work characteristics and benefit scores were calculated for each respondent. To calculate these scores, the following values were assigned to the Likert scale responses: strongly disagree = 1, disagree = 2, agree = 3, and strongly agree = 4. Following these assigned values, subjects' responses to the nine questions addressing work characteristics of volunteers with disabilities were summed to calculate a work characteristics score that could range from 9 to 36. Likewise, subjects' responses to the 12 questions addressing perceived benefits of engaging volunteers with disabilities were summed to calculate a perceived benefit score with a potential range of 12 to 48. The mean work characteristics score was 29.68 (sd = 4.0, n = 555) and perceived benefit score was 37.51 (sd = 5.0, n = 536).

Volunteer administrators with more positive perceptions of the work characteristics of volunteers with disabilities (i.e., higher work characteristics scores) were more likely to perceive benefits (i.e., higher perceived benefits scores) from doing so ($r(491) = .629$, $p < .01$).

Analysis of Variance

Analysis of variance was conducted to determine if a relationship existed between the proportion of volunteers with disabilities in an agency and the benefits perceived by volunteer administrators. Data addressing the percentage of an agency's volunteers that had a disability were recoded into four groups: no engagement of volunteers with disabilities, low engagement (>0 - 3%), medium engagement (>3% - 9%), and high engagement (>9%).

Volunteer administrators who did not engage volunteers with disabilities and those supporting a medium level of engagement (>3% - 9%) had a less positive perception of volunteers with disabilities as dedicated workers ($F(3,539) = 5.34$, $p < .01$) compared to volunteer administrators with low (>0 – 3%) and high (>9%) engagement levels (see Table 3). Similar findings appeared for other work characteristic variables: volunteers with disabilities are conscientious workers ($F(3,546) = 3.99$, $p < .01$), hard workers ($F(3,543) = 3.95$, $p < .01$), and contribute quality work ($F(3,543) = 2.71$, $p < .05$).

Volunteers with disabilities were less likely to be perceived as benefiting an agency by helping it reach its mission ($F(3,541) = 4.82$, $p < .01$) by administrators who did not engage volunteers with disabilities as compared to those with a high engagement level (see Table 4). The same is true for the perceived benefit of helping an agency to better reflect the consumers and the community ($F(3,538) = 4.53$, $p < .01$), and helping staff accomplish needed tasks ($F(3,534) = 3.03$, $p < .05$).

TABLE 3

Perceptions of Work Characteristics of Volunteers with Disabilities by Percentage of Volunteers with Disabilities

Percent Volunteers with Disabilities	Hard Workers			Quality Work			Conscientious			Dedicated		
	m	sd	n	m	sd	n	m	sd	n	m	sd	n
0%	3.33	.50	91	3.27	.49	90	3.31	.51	91	3.33	.50	91
>0% - 3% (low)	3.52	.54	145	3.41	.49	145	3.49	.50	145	3.51	.52	139
>3% - 9% (med)	3.45	.51	166	3.33	.49	168	3.44	.50	168	3.44	.51	168
>9% (high)	3.55	.50	145	3.44	.56	144	3.53	.53	146	3.59	.49	145

TABLE 4

Perceived Benefits to Engaging Volunteers with Disabilities Grouped by Percentage of Volunteers with Disabilities

Percent Volunteers with Disabilities	Reach Our Mission			Reflect Community			Improve Staff Morale			Accomplish Tasks		
	m	sd	n	m	sd	n	m	sd	n	m	sd	n
0%	3.17	.53	90	3.07	.70	89	2.81	.66	85	3.11	.53	89
>0% - 3% (low)	3.28	.63	143	3.24	.56	144	2.78	.67	139	3.18	.53	142
>3% - 9% (med)	3.33	.52	166	3.26	.59	165	2.73	.63	161	3.22	.51	164
>9% (high)	3.45	.58	146	3.37	.61	144	2.97	.65	143	3.31	.54	143

Volunteers with disabilities were less likely to be perceived as improving staff morale ($F(3,524) = 3.84$, $p < .01$) by administrators with a medium engagement level than those with a high engagement level. No significant differences were found between administrators with no volunteers with disabilities and those with a high engagement level on the perception that volunteers with disabilities would improve staff morale.

DISCUSSION

Results indicated that volunteers with disabilities comprised only 4.5% of the overall volunteer pool in North American nonprofit and public agencies. Volunteers with disabilities were currently engaged in 83.4% of the agencies surveyed. Volunteer administrators generally had a positive perception of the work characteristics of volunteers with disabilities. Respondents overwhelmingly agreed to the myriad benefits associated with engaging volunteers with disabilities: increasing the diversity of the agency, helping it reach its mission, being loyal, helping the staff accomplish needed tasks, and better reflecting the makeup of their consumers and community. Although less enthusiastically, respondents also noted the benefits: helping staff to experience personal satisfaction, being available during hours when many other volunteers are not, and improving staff morale.

A high positive correlation was found between administrators' perceptions of the work characteristics of volunteers with disabilities and the benefits perceived through their engagement. Volunteer administrators who engaged many volunteers with disabilities were more likely to have positive perceptions of their work characteristics, particularly as they related to being hard workers, contributing quality work, and being conscientious and dedicated workers. Likewise, administrators engaging volunteers with disabilities at a high rate were more likely to indicate that these volunteers helped agencies reflect the makeup of their consumers and community, helped staff accomplish needed tasks, helped agencies reach their missions, and improved staff morale.

It is interesting to note that volunteer administrators with medium engagement levels (>3% - 9%) of volunteers with disabilities were less positive in their perceptions of these volunteers' work characteristics than administrators with low (>0% - 3%) or high (>9%) engagement levels. A possible explanation is that these volunteer administrators recognized the need for inclusion, and have attempted to be inclusive in their practices, but lacked the resources (e.g., time, knowledge, experience) to ensure that these inclusive experiences were successful. Until further research is conducted, one can only speculate as to the nature of these discrepant administrator attitudes.

Implications for Practice

The Association for Volunteer Administration has identified human dignity and accessibility as ethical principles that should be reflected in all volunteer programs (AVA Board of Directors, 1999). Results of this study indicated that managers who have effectively engaged volunteers with disabilities had a higher awareness of their benefits to the mission, agency staff, and their overall organization. Practices that increased the accessibility and accommodation of diverse groups served to strengthen and reinforce perceptions regarding the benefits of inclusive volunteering.

Volunteer administrators were aware of the benefits to engaging volunteers with disabilities; however, experiencing it increased their overall awareness of these benefits. Perceived barriers, such as the increases in staff needed to supervise and support, lack of staff knowledge regarding working with persons with disabilities, and the potential costs of physical accessibility were outweighed by the perceived program benefits among those managers with practical experience.

Volunteer administrators may cite organizational restrictions, liability concerns, and lack of senior management support as rationale for not engaging volunteers with disabilities. However, those that engaged volunteers of varying abilities became much more willing to accommodate, to appreciate the benefits, and to be less concerned about barriers.

Offering organization-wide staff training on how to supervise volunteers with disabili-

ties, including underlying negative attitudes, perceived skill deficits, and potential administrative and accommodation costs, is a strategy offered for addressing barriers. This study indicated that practice leads to success and success leads to more successes. Organizations that effectively engage volunteers with disabilities build upon successes and benefits. Consequently, perceived barriers become less significant and restrictive.

Volunteer administrators are called upon to be principled leaders who establish inclusive volunteer programs founded on core ethical values that support citizenship and respect for all facets of our diverse society. It was determined that most volunteer administrators were politically aware of the benefits to creating inclusive programs. It also suggested that effective leadership led to action and action changed peoples' perceptions. Demonstrated success is a powerful force for changing and/or reinforcing perceptions.

Implications for Research

This study was limited by the classification of all individuals with disabilities as one group. It is possible that volunteer administrators' perceptions are influenced by the type of disability (e.g., physical disability, cognitive disability, mental illness) involved. Further exploration of administrators' perceptions based on specific disability descriptions is warranted. Also, it should be noted that many respondents expressed difficulty, and even contempt, when asked to share their perceptions about individuals with disabilities as a homogenous population. This sense of unease is understood, as many individuals wish to avoid stereotyping. Perhaps scenarios that describe a particular volunteer with a disability (e.g., their limitations, personality, strengths, interests) could be used to assess attitudes in future studies.

Due to the paucity of research in the inclusive volunteer area, disability employment literature served as the lone source for the development of survey questions addressing possible benefits perceived by administrators through engagement of volunteers with disabilities. This may also have limited the ability of our survey instrument to reveal benefits that are unique to volunteerism. Initial analysis of the data from the three open-ended questions provides hope that we may soon have the capability to identify and understand the benefits associated with engaging volunteers with disabilities. We plan to present these findings following further analyses.

In the future, an attempt should be made to translate the identified benefits of inclusive volunteering into more quantifiable terms. Objective outcomes would potentially have more "currency" for the skeptics of inclusive volunteering, including certain agency boards, funders, and agency staff. Broad "perceived" benefits, such as "helping the agency to reach its mission," may not be a compelling enough argument to persuade the doubters of inclusion.

In addition to further defining and quantifying the benefits, further research is needed to determine the processes that are essential to ensuring that these benefits are perceived by a larger number of volunteer administrators. At this time, it is unclear whether the varied experiences—both positive and negative—that volunteer administrators have had when engaging volunteers with disabilities are due to the policies and procedures of different agencies, differential tasks that volunteers with disabilities have been performing, personal characteristics of volunteer administrators and/or the volunteers, some combination of these factors, or other factors yet to be determined.

Since this study was exploratory in nature, it posited more questions about the possible benefits associated with engaging volunteers with disabilities than it may have answered. Future research should attempt to validate and expand upon these preliminary results, and begin to answer the questions that were raised. Intuition suggests that the engagement of volunteers with disabilities is a "win-win" for everyone involved, and this study leans toward the validation of these benefits. Additional research to help us understand the components of these "win-win" scenarios is warranted and timely, as the inclusive volunteering movement continues to gain momentum. Now is the time to give that momentum an extra nudge.

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Organizational Effectiveness in Utilizing Episodic Volunteers Based on Perceptions of 4-H Youth Development Professionals

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Effectively involving volunteers in 4-H Youth Development programs is critical to success. No other program delivery area in Cooperative Extension depends so heavily on volunteers. In fact, Rasmussen (1989) refers to volunteers as the heart of the modern 4-H program. Volunteer involvement provides the energy and community support necessary to make events and activities available for young people in North Carolina, and this has been the case since the beginnings of 4-H club work in the state in 1909. Local lay leaders with specific subject matter knowledge led Corn Clubs and Tomato Clubs, precursors to modern 4-H clubs (Clark, 1984). Local clubs were not organized until leaders were identified and accepted by the parents of potential members (Brunner, 1949). Agents trained these adult leaders to conduct programs for club members.

Currently, in North Carolina, at least one professional youth development staff person is based in each of the state's 100 counties and on the Qualla Boundary to assume responsibility for 4-H youth development work locally. These professionals spend approximately 25 percent of their time in the management of the 25,000 volunteers involved in delivering 4-H programming to more than 200,000 youth annually.

North Carolina 4-H volunteers may serve in any of six categories of service (Groff, 1994). They may provide programs to 4-H youth directly, they may serve other volunteers as trainers or middle managers, or they may provide indirect services with technical support for ongoing programs. Volunteers may be advocates for young people in 4-H as they solicit funding and seek public support for legislation that impacts 4-H programs, are sometimes asked to serve in administrative roles to carry out larger programs, and may also serve on policy setting boards and councils to assist in program planning and decision making. Regardless of the assigned task, volunteers play critical roles in delivering 4-H programs. As 4-H programs expand to meet the changing needs of today's youth, the need for adult volunteer involvement also continues to expand.

EPISODIC VOLUNTEERING

Episodic volunteering involves volunteer opportunities or jobs that allow for short durations of service, usually 3 to 4 months or less (Macduff, 1991). These jobs may be one-time projects or activities, or they may be assignments that recur, with the same volunteers returning year after year to provide needed service. This type of volunteer involvement is also called sporadic volunteering (Andrews, 2000), short-term volunteering (Macduff, 1995), informal volunteering (Scheier, 1980), or any of several similar names. Many organizations that involve volunteers include episodic opportunities in addition to longer-term volunteer assignments. This allows for greater volunteer participation by a larger diversity of individuals.

For more than 20 years, the trend toward episodic volunteering has been discussed among administrators of volunteers. A 1987 study conducted by the National Volunteer Center and JC Penney Company found that 79 percent of those participating in the study, indicating that they did not volunteer, said they would be more interested in volunteering if the commitments were of shorter dura-

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tion (National Volunteer Center, 1989). The Independent Sector's 1999 report showed that while the number of adults volunteering increased, the amount of time volunteering each week decreased. Safrit and Merrill (2000) indicated that episodic volunteering is no longer merely a trend, but rather the reality within which administrators of volunteers must function.

Macduff (1991) identified five considerations in assessing organizational readiness for involving episodic volunteers. They were (1) episodic volunteer positions currently exist in the organization and position descriptions are in place; (2) ongoing volunteer and paid staff members are accepting of episodic volunteers in the organization; (3) financial and human resources are available for investing in the development of episodic volunteer opportunities; (4) there is documented need for episodic volunteer assignments; and (5) there is organizational support for the creation of an additional component in the volunteer program. She stated that agencies working through this assessment process to prepare for episodic volunteer involvement are more successful in the addition of episodic volunteers, and that there are no short cuts to providing quality, effective opportunities for those attracted by short-term service opportunities.

CHARACTERISTICS OF HIGH EFFECTIVENESS

In 1991, the "Changing the Paradigm" project was created to encourage and support research to understand not only individuals who are volunteering and the kinds of work being conducted, but also perceived barriers to service (Allen, 1992). More than 400 individuals involved in 20 nonprofit, human service organizations in five different communities were interviewed. This initial phase of the research identified 11 characteristics of high effectiveness that are consistently present in organizations utilizing volunteers (Allen,

TABLE 1:

Four action principles and the characteristics of high effectiveness in organizations utilizing volunteers

Action Principles	Characteristics of High Effectiveness
1. Lay the foundation through mission and vision	1) The mission and priorities of the organization are framed in terms of the problem or issue the organization is addressing, not its short-range institutional concerns.
	2) There is a positive vision—clearly articulated, widely shared and openly discussed throughout the organization—of the role of volunteers.
	3) Volunteers are seen as valuable human resources that can directly contribute to the achievement of the organization's mission, not primarily as a means to obtaining financial or other material resources.
2. Combine inspiring leadership with effective management	4) Leaders at all levels—policy-making, executive and middle management—work in concert to encourage and facilitate high impact volunteer involvement.
	5) There is a clear focal point of leadership for volunteering but the volunteer management function is well-integrated at all levels and in all parts of the organization.
	6) Potential barriers to volunteer involvement—liability, confidentiality, location of the organization, hours of operation, etc.—are identified and dealt with forthrightly.
3. Build understanding and collaboration	7) Paid staff are respected and empowered to fully participate in planning, decision making and management related to volunteer involvement.
	8) There is a conscious, active effort to reduce the boundaries and increase the teamwork between paid and volunteer staff.
	9) Success breeds success as stories of the contributions of volunteers—both historically and currently—are shared among both paid and volunteer staff.
4. Learn, grow and change an	10) There is openness to the possibility for change, eagerness to improve performance, and conscious, organized efforts to learn from and about volunteers' experiences in the organization.
	11) There is recognition of the value of involving, as volunteers, people from all segments of the community, including those the organization seeks to serve.

From *The Paradigm Organizational Effectiveness Series #1: Creating More Effective Volunteer Involvement* by K. Allen, 1995.

1992). The 11 characteristics were grouped into four action principles (Allen, 1995) based on relationships among the characteristics (Table 1).

While extensive energy was invested in the development of the Action Principles, no research had been conducted to investigate the realities of the characteristics of organizational effectiveness in relationship to the impact of trends on voluntary agencies. The Action Principles provided a solid base for the exploration of episodic volunteer involvement in an organization that has historically depended upon volunteers.

METHODOLOGY

The purpose of this study was to investigate factors related to the perceptions of North Carolina 4-H Youth Development agents related to organizational effectiveness in utilizing episodic volunteers. The researcher developed a mailed questionnaire based on the four Action Principles (Allen, 1992) and the five organizational readiness considerations (Macduff, 1991). Additionally, data were collected regarding various programmatic, professional, and personal characteristics of study participants.

The four-section instrument collected data from a population consisting of the census of 104 North Carolina 4-H Youth Development agents employed at the time of the study. The researcher established the instrument's validity utilizing a panel of volunteer and/or youth development professionals. Instrument reliability was established utilizing a pilot test group of former 4-H agents and running Cronbach's alpha coefficients for each study construct. Coefficients for the instrument ranged from .56 to .89, well within the reliability levels (.50-.60) needed for exploratory research (Nunnally, 1967). The final response rate for the study was 74%.

Data were coded and analyzed using the Statistical Package for Social Sciences (SPSS) program. In the analysis of data, the coefficients offered by Davis (1971) were used in describing measures of association. Frequencies were calculated for each item of the dependent variable. For each of the five dependent variable constructs, a summated score was calculated. The descriptive statistics used for the independent variables concerning the characteristics of respondents were determined by whether the variable was nominal, ordinal, interval or ratio.

FINDINGS

Data revealed moderate positive relationships (Davis, 1971) between respondents' personal participation in episodic volunteer activities and several dependent variables: level of practice of Action Principle 3, level of importance of Action Principle 4, level of practice of Action Principle 4, level of importance of Readiness for Episodic Volunteers and level of practice of Readiness for Episodic Volunteers. (Table 2). A moderate positive relationship was also found between respondents' age and level of agreement with Readiness for Episodic Volunteers.

The researcher identified moderate positive relationships between the respondents' Academic Major and several dependent variables:

TABLE 2:

Associations among selected personal characteristics, the Action Principles and Organizational Readiness for Episodic Volunteers

Items	Age* N=73	Was Volunteer Activity Episodic* N=72
Action Principle 1		
Importance	.089	.254
Practice	.138	.289
Agreement	.177	.150
Action Principle 2		
Importance	.048	.252
Practice	.116	.239
Agreement	.251	.172
Action Principle 3		
Importance	.077	.277
Practice	.156	.324
Agreement	.130	.220
Action Principle 4		
Importance	.232	.359
Practice	.232	.359
Agreement	.105	.251
Readiness for Episodic Volunteers		
Importance	.080	.335
Practice	.174	.379
Agreement	.364	.056

* Eta coefficient

level of agreement of Action Principle 1, level of practice of Action Principle 2, level of practice of Action Principle 3, level of importance of Action Principle 4, level of practice of Action Principle 4, and level of importance of Readiness for Episodic Volunteers. In addition, moderate positive relationships were shown between participation in Extension-sponsored volunteer management training and level of agreement of Action Principle 1 and between participation in Extension-sponsored volunteer management training and level of agreement of Action Principle 2. A moderate positive relationship was identified between participation in non-Extension-sponsored volunteer management training and level of practice of Readiness for Episodic Volunteers (Table 3). Simply stated, those respondents with academic degrees who participated in Extension or non-Extension training to build skills in managing volunteers are more aware of the importance of the four action principles, and put them into practice more often. These individuals are also more prepared for the involvement of episodic volunteers based on their perceptions reported in the study.

The data revealed strong relationships between the respondents' perceptions of organizational effectiveness in managing volunteers and organizational readiness for episodic volunteers (Table 4). The researcher identified 7 very strong, 6 substantial, 11 moderate and 11 low relationships. These data reflect a pattern of concurrently increasing levels of importance, practice and/or agreement with the variables. This reveals a correlation between the perceived importance and practice of the four action principles with perceived readiness for episodic volunteers. Thus, those agents who value and practice high impact volunteer involvement perceive themselves to be well prepared for the involvement of short-term volunteers in their programs. The results are not, however, any indication of causality.

TABLE 3

Associations among selected professional characteristics, the Action Principles and Organizational Readiness for Episodic Volunteers

	Professional Characteristics		
Action Principles	Academic Major* N=70	Participation in Ext. training** N=73	Participation in non-Ext. training** N=73
Action Principle 1			
Importance	.188	.241	.072
Practice	.188	.147	.178
Agreement	.313	.362	.034
Action Principle 2			
Importance	.238	.181	.114
Practice	.335	.056	.264
Agreement	.290	.348	.019
Action Principle 3			
Importance	.296	.231	.154
Practice	.343	.181	.175
Agreement	.136	.037	.059
Action Principle 4			
Importance	.301	.179	.092
Practice	.301	.179	.092
Agreement	.147	.166	-.066
Readiness for Episodic Volunteers			
Importance	.302	.227	.129
Practice	.280	.268	.371
Agreement	.162	.073	-.190

*Eta coefficient
**Point-biserial coefficient

TABLE 4

Associations among agents' perceptions of organizational readiness for episodic volunteers and organizational effectiveness in utilizing volunteers (Action Principles)

	Readiness for Episodic Volunteers		
Action Principles	Level of Importance	Level of Practice	Level of Agreement
Action Principle 1			
Importance	**.874**	.504	-.448
Practice	.394	**.709**	-.203
Agreement	.250	.298	.209
Action Principle 2			
Importance	**.843**	.461	-.449
Practice	.396	.661	-.167
Agreement	.207	.277	.379
Action Principle 3			
Importance	**.876**	.552	-.454
Practice	.394	**.763**	-.149
Agreement	-.174	-.057	.534
Action Principle 4			
Importance	**.849**	.501	-.387
Practice	**.849**	.501	-.387
Agreement	-.160	-.210	.494

Pearson product-moment coefficient [r] used. N=73
Very strong association statistics are bolded in the table.

CONCLUSIONS AND IMPLICATIONS

While the study findings are limited to North Carolina 4-H Youth Development professionals, there are implications for other community-based, volunteer-led agencies. Study findings suggest that more important than personal, professional or programmatic variables, the organization needed to be effectively involving volunteers at all levels with staff in order to be prepared for episodic volunteers. This supports Macduff's (1995) theories that episodic volunteers are more successful in organizations where supervisors have skills in teambuilding and communications, thus helping short-term volunteers become involved with continuous service volunteers and staff.

A critical implication for the profession from this study is confirmation that organizations prepared for high impact volunteer involvement as defined by the "Changing the Paradigm" study will already be practicing the concepts and valuing the contributions that have been identified as important to organizational readiness for involving episodic volunteers. Rather than focusing on training for the management of episodic volunteers, organizations should truly be focusing on building competencies and capacities needed for administration of any volunteer program.

Study data suggest that while respondents understood the value of involving episodic volunteers and had the operational skills to involve individuals in these roles, they did not necessarily want to include short-term volunteer assignments. Respondents indicated that episodic volunteers were sometimes difficult to manage rather than being important assets to the organization. In agencies like 4-H with a strong tradition of ongoing, long-term volunteers, such attitudes among managers of volunteers may limit the extent to which episodic volunteers are included in the organization.

The relationships identified between participation in volunteer management training and the respective Action Principles are among the most important findings of this study. By providing resources for administrators of volunteers to use in building skills relevant to volunteer involvement, agencies can be assured of greater effectiveness through volunteer involvement. Processes as basic as preparing position descriptions or developing targeted marketing appeals to recruit diverse volunteers can encourage greater episodic volunteer involvement.

The study supports efforts within the profession to increase identified competencies and capacities among administrators of volunteer programs to create greater effectiveness in managing modern voluntary organizations. Work invested in improving general volunteer management skills enhances organizational success at involving episodic volunteers, a necessity for successful contemporary voluntary agencies.

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What Coordinators of Palliative Care Volunteers in New Brunswick, Canada Have to Say About their Programs, Themselves, and their Program Management Practices

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The Canadian Hospice Palliative Care Association (CHPCA, 2002) defines hospice palliative care as care that "aims to relieve suffering and improve the quality of living and dying" (p. 17). The philosophy of hospice palliative care (referred to as "palliative care" in the remainder of this article) emphasizes care that not only addresses the physical needs of dying persons, such as pain control and symptom management, but also the emotional, social, spiritual, cultural, and practical needs of patients and families who are living with a life-threatening illness. In addition to the help and support provided, for example, by doctors, nurses, social workers, spiritual advisors, complementary therapists, family members, home support workers, neighbours, and friends, trained volunteers are an indispensable part of Canadian palliative care.

Across Canada, there are approximately 650 palliative care programs, with many of these offering training programs for volunteers (CHPCA, 2004). The work these volunteers do is very important and can make a real difference in the lives of the patients and families they support. The volunteer role may include accompanying patients to hospital or doctor appointments, reading to the patient, listening to life stories, helping the patient with letter writing, providing respite breaks to family members, and so on (Black & Kovacs, 1999; Brazil & Thomas, 1995; Downe-Wamboldt & Ellerton, 1986), although often it is not "doing" but "being" (i.e., being a quiet presence or simply holding the patient's hand) that is most important.

Volunteers play a vital role in supporting patients and families and are often in a better position to spend more time with families and their dying loved ones than most of the other members of the palliative care team (e.g., doctors, nurses) (Briggs, 1987). The volunteers, in turn, are supported in their work by the coordinator of volunteers (sometimes called the volunteer manager or director of volunteers). Although there have been studies conducted to identify the role of palliative care volunteers (e.g., Brazil & Thomas, 1995; Downe-Wamboldt & Ellerton, 1986), there is a lack of research to understand the work done by the coordinators of palliative care volunteers.

Typically, the coordinator of volunteers is responsible for, among other things, recruiting and training volunteers, assigning volunteers to patients, and providing ongoing support and training opportunities. Other responsibilities include receiving palliative care referrals, overseeing the running of the palliative care office, community relations (e.g., speaking engagements), and meeting with board members (Rothstein & Rothstein, 1997). As Doyle (2002) states, the work of the coordinator "calls for managerial, organizational, and leadership skills and an informed and profound understanding of hospice and palliative care, how it is provided and who its patients and providers are" (p. 7). The coordinator also provides a link between the volunteers and the other members of the palliative care team "and must assume responsibility for keeping information flowing" (Lafer, 1991, p. 165).

Given the aging of Canada's population, and the increasing number of Canadians facing a life-threatening illness, the demand for effective palliative care services is going to

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grow. According to the CHPCA (2004), more than 220,000 Canadians die each year, with an estimated 160,000 of these needing palliative care services. According to a 2001 report prepared by Hospice Saint John and the New Brunswick Hospice Palliative Care Association (NBHPCA), over 6,000 people in New Brunswick die annually and over 4,000 of these deaths are the result of a life-threatening illness.

At the present time, very little is known about the palliative care programs in New Brunswick that offer volunteer support. The purpose of this research was to produce a general picture of the palliative care volunteer programs in New Brunswick and to understand who the coordinators of these programs are and what they do in their work. This was done by visiting and conducting one-on-one interviews with the coordinators of these programs in order to obtain information about (1) their programs; (2) themselves; and (3) their program management practices.

METHOD

The Context

In 2002, a list of palliative care volunteer programs in New Brunswick was compiled by (1) contacting hospitals in New Brunswick's seven health regions; (2) searching the CHPCA's directory of hospice palliative care services in New Brunswick; (3) placing a news item in the NBHPCA's Fall 2002 newsletter, inviting coordinators of volunteers who had not been contacted regarding the study to get in touch with the first author; and 4) word of mouth. A total of 14 palliative care volunteer programs were identified. Thirteen of the 14 coordinators of volunteers (92.9%) were visited and interviewed about their programs, themselves, and their management practices; one coordinator was not available for interview.

Procedure

All 13 coordinators of volunteers (referred to as "coordinators" in the remainder of this paper) were interviewed in person; all interviews were tape recorded and the interview responses were transcribed verbatim. The interviewer, a former coordinator of palliative care volunteers, traveled to the participants' offices to conduct the interviews. The main topics covered during the face-to-face interview included (1) a description of the palliative care volunteer program (e.g., how long the program has been running, how it is funded, number of clients/families helped per year, number of volunteers); (2) the coordinators themselves (e.g., educational background, their role as coordinator, what is the most/least rewarding part of their work); and (3) their management practices (e.g., recruitment, screening, training).

Participants

The 13 coordinators were all females, with a mean age of 47.5 years (SD = 12.3). The youngest coordinator was 27 years old; the oldest was 76 years old. Nine of the 13 coordinators (69.2%) had a university degree and four did not. The mean length of service as coordinator was 5.8 years (SD = 5.2), with a range of 1 to 15 years. Eight of the 13 coordinators (61.5%) were responsible for all of the volunteer programs in the hospital, while five (38.5%) were responsible for the palliative care volunteers only.

Nine of the 13 palliative care volunteer programs (69.2%) are funded by the hospitals in which they are based and are part of the hospital's general volunteer programming. Of these programs, eight of the coordinators are general coordinators of volunteers and oversee all of the voluntary services in the hospital. Six of these nine coordinators work full-time; two work part-time, and one is unpaid. For most of the full-time general coordinators, it was difficult for them to say how many of their paid hours were spent specifically coordinating palliative care volunteers (e.g., "the palliative care program is only one small component of my job"). Of the four non hospital-funded palliative care volunteer programs, one coordinator works full-time, two work part-time, and one is paid for four hours per week. Hourly rates of pay for the coordinator's position ranged from CAD$12-$30 per hour. In addition to their paid hours, nine of the 13 coordinators indicated that they also put in volunteer hours in palliative care (between 1 and 20 hours per week).

RESULTS AND DISCUSSION

Palliative Care Volunteer Programs in New Brunswick

Based on the responses of the coordinators, the oldest palliative care volunteer programs in the province of New Brunswick are Hospice Saint John, which has been running "since 1984," and Hospice of Charlotte in St. Stephen (which started in "1984 or 1985"). The newest palliative care volunteer program is located at the Miramichi Regional Hospital (which had been running for about a year at the time of the interview). Some of the coordinators were not certain when their palliative care volunteer programs started running.

The coordinators of the hospital-funded programs are not under pressure to raise funds in order for their programs to continue. Three of the four non hospital-funded programs (23.1%) have their offices based at their local hospital, but are run independently and are responsible for raising funds themselves from the community and through charitable donations. The other non hospital-funded program operates out of a crisis centre. When asked if there was money in the budget for themselves and their volunteers to attend conferences and workshops, 12 of the 13 coordinators (92.3%) said "yes," although most qualified their answer by adding, for example, "it's a very limited budget."

Not all of the coordinators could answer the question concerning the number of patients/families helped per year. For those who could, estimates ranged from between 10 and 200 patients/families per year. The mean number of active palliative care volunteers in the 13 programs was 21.1 (SD = 16.5), with a range from 6 to 70.

Eleven of the 13 coordinators (84.6%) indicated that, when a patient has died, their program offers some kind of bereavement support service to family members either directly or through another program—bereavement support is emotional support to help the bereaved. This can be offered in different ways, for example, a volunteer offering an empathic ear, sending a letter of condolence, sending a letter or card on significant dates, making follow-up phone calls to the family to find out how they are doing, attending memorial services, or making a referral to a social worker or psychologist. Four programs offer support through group work, with a further three coordinators stating that plans for a bereavement support group were "in the pipeline"; two coordinators said that their program did not offer bereavement support.

Coordinators were asked if their program was able to meet the needs of clients from other cultures and backgrounds (New Brunswick has English, French and Native Canadian cultures.) Specific concerns raised by some of the coordinators included the lack of French-speaking volunteers (about one-third of the people who live in New Brunswick are French speaking) and native volunteers. Six of the 13 coordinators (46.2%) said "yes," their program does meet the needs of clients from other cultures and backgrounds (e.g., "we do have several bilingual volunteers," "we have people to talk about the Micmac culture, etc."), while some stated that they "don't really live in a culturally diverse community."

In summary, the majority of the palliative care volunteer programs in New Brunswick are hospital-based and hospital-funded. In all but one of the hospital-funded programs, the volunteers are managed by a general volunteer coordinator who oversees all of the voluntary services in the hospital. As mentioned in the NBHPCA newsletter (2003), "New Brunswick is underdeveloped in the area of community hospice palliative care programs, with only four community hospice programs working with the medical/clinical team to relieve suffering and improve the quality of living and dying" (p. 3). Almost half (49.6%) of New Brunswickers live in rural areas (Statistics Canada, 2005) where access to palliative care services is more limited.

The Coordinators of Volunteers

There were a number of common responses when the coordinators were asked to describe their role. These included recruiting, screening, interviewing, educating and supporting volunteers, attending rounds and meetings, "providing a link between the volunteers and the nurses, doctors, etc.," and

"making contact with the families and assessing the needs in order to make a good match between client and volunteer."

When asked what was responsible for bringing them into this work, five of the 13 coordinators (34.5%) mentioned personal experience with someone who was dying. Three of the coordinators (23.1%) had previously been volunteers themselves. A couple of the coordinators admitted that they "kind of fell into it" and another said she had heard that palliative care "wasn't just a job, it was a way of life."

In response to the question about what they find to be the most challenging aspect of their work, seven of the 13 coordinators (53.8%) mentioned dealing with volunteers (e.g., "trying to make everybody fit somewhere and feel comfortable"). Other challenges mentioned by coordinators included the following: funding, especially when money is not available for volunteer expenses; recruitment; getting others (e.g., "the nursing staff") to recognize the services as valuable; getting feedback from the volunteers; the "red tape and bureaucracy in the health care system"; families in denial; leaving work behind at the end of the day; the lack of palliative care knowledge among general doctors and nurses; and staying "patient-focused."

When asked what the most rewarding part of their work was, four of the 13 coordinators (30.8%) mentioned "working with the patients and families" and "client contact," four (30.8%) mentioned seeing personal growth for the volunteers, and three (23.1%) mentioned the expressions of gratitude and thanks they receive from the families. The least rewarding part of their work, mentioned by four of the 13 coordinators (30.8%) was administrative tasks/constraints. A couple of coordinators talked about problems with volunteers (e.g., "volunteers not showing up").

Eight of the 13 coordinators (61.5%) indicated that they were included in family meetings, team meetings, and/or hospital rounds when a client was being discussed; five (38.5%) said they were not included.

Program Management Practices

The most common method of recruiting volunteers, mentioned by 9 of the 13 coordinators (69.2%), was word of mouth. Other methods included the following: notices in church bulletins; ads in local newspapers; and flyers, pamphlets, and posters.

All of the coordinators indicated that new volunteers were interviewed and screened prior to or after training, or both. Eight of the 13 coordinators were asked specifically about police checks. Five of these eight coordinators (62.5%) said that police checks were not done; two coordinators said "yes," and one coordinator was "not sure." Eleven of the 13 coordinators (84.6%) said they checked the references of potential volunteers; two (15.4%) said they did not.

In response to the question, "What makes a good volunteer?", eight of the 13 coordinators (61.5%) said "good listening skills." Other characteristics mentioned by at least two of the coordinators included compassion; the ability to be quiet, calm and present in the moment; the ability to maintain confidentiality; respectfulness; good communication skills, the ability to be nonjudgemental; a sense of humour, and life experience.

Ten of the 13 coordinators were asked specifically about whether their volunteers did any "hands-on" patient care (e.g., lifting, bathing, feeding). Five of the ten coordinators (50%) acknowledged that their volunteers are involved to some degree in physical care (e.g., "They're given a nursing skills module and they can do back massages, foot massages"); the other five coordinators (50%) answered "no" to this question (e.g., "No, except for feeding. But they will not lift or turn or give a bath.")

When asked how they kept volunteers on board, six of the 13 coordinators (46.2%) mentioned offering parties/social get-togethers; five (38.5%) mentioned hosting recognition events (e.g., "pins for hours"); four (30.8%) cited providing ongoing training, workshops, and support; three (23.1%) mentioned being accessible to the volunteers, and three (23.1%) mentioned taking an interest in the volunteer's life. Coordinators also mentioned holding regular volunteer meetings, including volunteers in decision making, good matching, and providing ongoing support to the volunteers.

The number of hours of training that volunteers received varied from 6 to 30 hours (not all coordinators could say exactly how many hours of training their volunteers receive.) One program, for example, gives a general orientation to the hospital along with videos and readings for "home study." In this program, shadowing another volunteer for at least a couple of days is also considered part of the training. Three other coordinators also mentioned using a buddy system (e.g.,"we buddy them with two or three palliative care volunteers on their shift so that they can see hands-on what the palliative care volunteers do, how they interact with the family.") Two other coordinators also mentioned the use of videos as part of the training program, and one program relies exclusively on videos for their training. Most of the programs have a structured approach to training. In 11 of the 13 programs (84.6%), the coordinator, with or without outside "resource people," facilitates the volunteer training. For one program, the training is given by "people from outside" and in another, the receptionist hands out the training videos to volunteers, who take them home to watch. Topics covered in training, mentioned by at least two thirds of the coordinators, included the following: grief and bereavement; communication; spirituality; signs/stages of death and dying; definition of palliative care; and the palliative care team/roles.

All 13 coordinators indicated that volunteers receive ongoing training and education (e.g., "we do have a few in-services every year when I can get some guest speakers.") In seven of the 13 programs (53.8%), the volunteers serve only in the hospital. In the other six programs (46.2%), volunteers can visit patients in the hospital, "in their homes, ... at a nursing home, or the special care home."

Of the nine coordinators who were specifically asked whether their volunteers visit everyone in the unit or if they have one particular patient that they visit, five coordinators (55.6%) said they matched volunteers with patients (e.g., "we match a volunteer with that client, usually based on religion and interest.") The other four coordinators (44.4%) said that their volunteers work shifts and visit all patients who happen to be on the unit.

Ten of the 13 coordinators (76.9%) indicated that they did evaluate their volunteers' performance; four coordinators give an evaluation form to their volunteers (for self-evaluation) yearly, two coordinators mentioned doing initial evaluations, and five coordinators indicated that there is no formal evaluation (e.g., "it's not formal, but you just kind of keep an eye on how they're doing.") As one coordinator put it, "My greatest evaluation is a letter that says thank you from the families of the patients that we've served. Those are the most important evaluations that we get."

Only four of the 13 programs (30.8%) included the visiting volunteer in team meetings when a client was being discussed; in nine of the programs (69.2%), the volunteer's input was not sought. In the opinion of 9 of the 13 coordinators (69.2%), the volunteer should be included (e.g., "they are part of the team ... they are there 24 hours ... sometimes they know things we don't"); the other four coordinators (30.8%) thought that volunteers should not be part of team meetings, (e.g., "because ... it would cause problems with confidentiality.")

CONCLUSIONS

Volunteers are absolutely essential members of the palliative care team, as are the coordinators. At present in New Brunswick, however, a number of inconsistencies appear to exist with respect to the selection, training, and evaluation of volunteers by coordinators. In order to ensure consistency and high quality service, the findings of this study suggest the need for the development of provincial (or national) standards for coordinators to select, train, and evaluate palliative care volunteers. Based on the findings of the current study, the following recommendations are offered.

1. An application form should be completed by any person interested in becoming a palliative care volunteer. The form should request, at a minimum, information about skills, motivation, and what they would like to do to help (e.g., direct patient care volunteer, administrative volunteer).
2. Police checks should be conducted by the coordinator.

3. References should be checked by the coordinator.
4. An informal interview should be conducted by the coordinator before the person is accepted into the program (to screen for appropriateness).
5. A confidentiality agreement should be signed.
6. The training of volunteers throughout the province (country) should be standardized to ensure a common minimal knowledge base, e.g., 24 hours of training with a core curriculum that introduces the volunteer to the following topics: philosophy of palliative care, communication, spirituality, the palliative care team/roles, signs/stages of death and dying, grief and bereavement.
7. Guidelines should be developed regarding what volunteers are allowed to do with respect to hands-on or physical care of patients (e.g., lifting, bathing, feeding).
8. Coordinators and volunteers should be provided with ongoing opportunities for training (e.g., workshops, conferences).
9. Volunteers should be formally evaluated by coordinators on a regular (e.g., yearly) basis. Lafer and Craig (1993), for example, have produced a scale of 27 descriptors of appropriate volunteer behaviour (e.g., "demonstrates the ability to be a good listener").
10. Coordinators should make sure volunteers are made to feel part of the palliative care team by educating other team members (e.g., doctors, nurses) so they have a greater awareness of, and appreciation for, the important role that volunteers play in the lives of the patients and families they support.
11. Coordinators' and volunteers' input should be sought at meetings when a patient they support is being discussed.

Hopefully, the findings of this study will be helpful to others, in similar communities, who are currently involved in or attempting to start palliative care volunteer programs.

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Nonprofit Program Evaluation: Organizational Challenges and Resource Needs

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INTRODUCTION

Nonprofit organizations are under increasing pressure to improve their management practices and measure the results of what they do. Issues of accountability, outcomes measurement, and evaluation are at the forefront of both public and nonprofit management. Very little, however, is known about what nonprofit organizations actually do for evaluation, in terms of what it looks like and what activities they perform. Even less is known about the types of evaluation assistance and support that nonprofit organizations need.

A review of the literature reveals that a small but growing body of empirical literature and research has begun to emerge designed to assess the extent to which nonprofit organizations are engaged in evaluation. Some researchers have focused on describing the evaluation being done by nonprofit organizations at the local level (Fine, Thayer, & Coghlan, 1998; Hoefer, 2000; Morley, Vinson & Hatry, 2001; Weiner, Kirsch & McCormack, 2002). Others have focused on describing evaluation efforts being led by national nonprofit organizations (Hendricks, 2000; Sawhill & Williamson, 2001). Still others have looked specifically at evaluation being done by foundations (McNelis & Bickel, 1996; Patrizi & McMullan, 1999), or specifically at evaluation within federal government agencies (U.S. GAO, 1998).

Using qualitative interview data and data gathered through a mail survey of nonprofit organizations in New York and Ohio, this research adds to the growing body of literature by not only describing the evaluation practices of nonprofit organizations, but also by examining the challenges nonprofit organizations face when conducting evaluation of their programs and services, and by identifying the resources that they need to improve their evaluation activities. We focus specifically on nonprofit organizations that are delivering public services in the fields of community development, developmental disabilities, and social services. We supplement the survey data with qualitative data gathered from interviews with nonprofit executives in order to contextualize and elaborate on our findings.

Although this article is not specifically focused on volunteer program evaluation, the findings have application for managers of volunteers particularly given the resource challenges nonprofit administrators encounter when conducting an evaluation and implementing the findings. Given that managers of volunteers often function as program managers in nonprofit organizations, an important recommendation that flows from this research is the importance of extending education and skills development training to these professionals so that they can become knowledgeable about and proficient at conducting program evaluation. As a result, managers of volunteers will not only be in a better position to accurately discuss the effect of their volunteer programs, but they will also be in a better position to assist in building overall organizational capacity through the identification and recruitment of appropriately qualified volunteers. To that end, we conclude the paper with specific recommendations for managers of volunteers as well as more general recommendations about how to

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improve the evaluation capacity of nonprofit organizations in the field.

DATA COLLECTION AND METHODS

The focus of this research was on nonprofit organizations providing human services in three specific fields: (1) traditional social services to children, adults and families; (2) community development, economic development, and housing, and (3) services to people with mental retardation, developmental, and other physical disabilities. These particular service fields were chosen because of their distinctive roles in providing direct public services to people in need.

Data for this research were gathered in two ways. Personal interviews were conducted in New York with executives from 31 nonprofit organizations working in the three service fields described above. The organizations varied along multiple dimensions such as organization size (e.g., small, community- based organizations with very few paid staff to large organizations with hundreds of paid staff members) age, geographic location (rural, suburban, and urban), and affiliation (some affiliated with national or state-wide nonprofit associations).

Personal interviews were conducted with the person who knew the most about the organization's evaluation activities. For the most part, this was someone in an executive leadership position, such as the executive director, an associate or deputy director, or the director of evaluation or quality assurance. Three interviews were conducted with program coordinators. Seven of the people interviewed rely on volunteers to conduct some aspect of evaluation. Examples include a developmental disability organization that has a board committee review evaluation data; three different community development organizations that use volunteers to collect evaluation-related data; and three social service organizations that rely on volunteers for data collection and program implementation.

Using the data gathered from these interviews, a six-page survey instrument comprising 22 closed-ended questions was constructed. Although the survey asked about a wide range of evaluation and management practices, in this article we focus our analysis on how respondents answered questions about the kinds of resources they needed in order to conduct better evaluation activities, and the challenges they encountered when implementing evaluation.

Because comprehensive and state-wide lists of nonprofit organizations do not exist, the sampling frames were developed from online databases available from the National Center for Charitable Statistics (NCCS), containing the 1999 IRS Form 990 data for nonprofit organizations in both New York state and Ohio, supplemented by data maintained by the NYS Office of the State Comptroller and lists of faith-based human service providers. The survey was sent to a disproportionate (100 in each of the service fields) random sample of nonprofit organizations—300 in New York State and 310 in Ohio. (The 10 additional organizations in Ohio were faith-based service providers.)

In spite of a considerable effort to ensure that the mail surveys were sent to correct addresses and directed to the executive director or CEO of the organization, eight surveys were returned as undeliverable (four in New York and four in Ohio). Two rounds of survey mailings and follow-up post cards yielded the return of 305 (178 from New York and 127 from Ohio) completed surveys, for an overall response rate of 51%.

Of the 305 organizations responding to the survey, 38% provided social services, 30% provided services to people with physical or developmental disabilities, and 32% provided primarily community development and housing services. There were very few differences between nonprofit organizations in New York and nonprofit organizations in Ohio. In fact, the only statistically significant differences were among the organizations' funding sources, with more nonprofit organizations in New York reporting that they received funding from state government sources and fewer organizations reporting that they raised funds from fees, sales, or dues. This suggests the challenges and resource needs faced by respondents are common in varying organizational contexts.

FINDINGS

As previously noted, the data collected for this research provides detailed information about evaluation use and practice, in this article we focus on the organizational challenges and resource needs that nonprofits face when conducting an evaluation, making specific recommendations for managers of volunteers when appropriate. This is of particular importance given that although 92% of the survey respondents reported they engaged in evaluation activities, 36% indicated there may be room for improvement.

CHALLENGES

The survey respondents were asked to identify the issues and challenges that they encountered when conducting program evaluation. As presented in Table 1, a factor analysis (principal components, with a varimax rotation) found that the issues and challenges could be grouped according to three factors: resources (time, staff, funding), implementation problems (evaluation expertise, evaluation design, staff resistance, confidentiality), and information technology (computer software and computer hardware problems).

TABLE 1

Challenges of Doing Program Evaluation

(N=287)	%
Resources	
Not enough time	75%
Not enough staff	61%
Not enough funding	45%
Implementation	
Not enough evaluation expertise	38%
Problems with evaluation design	31%
Staff resistance to data collection	23%
Confidentiality issues	15%
Information Technology	
Data collection or data management issues	29%
Computer software problems	24%
Computer hardware problems	15%
Other issues	4%

Resources. Funding, of course, was a big issue, and evident in both the survey and interview data. As one executive director noted, "The greatest challenge that we face is funding. Even though [evaluation] is imposed upon us, there is no funding for it." Yet, what is more interesting is that while the survey data confirm that few organizations have funding specifically dedicated for evaluation, with only 12% receiving separate evaluation grants or having funding for evaluation included in their grants or contracts, lack of funding was cited by just 45% of the respondents. In fact, more survey respondents reported lack of time (75%) and lack of staff (61%) as important challenges they faced in conducting evaluation. These sentiments were also echoed during the interviews:

> Time is the primary barrier. We don't have time ... We get to the end of a program cycle, and basically, it is on to the next program cycle. So, we don't have the time to sit somebody down and do evaluation.

Implementation Problems. In addition to lack of funding, lack of time, and lack of staff, 61% of the respondents identified one or more challenges related to evaluation technical assistance, in terms of not having enough evaluation expertise (38%), problems with designing evaluations (31%), or data collection and/or data management issues (29%). Moreover, those interviewed also explained that technical, logistical, and confidentiality issues were thwarting organizational efforts at evaluation. Consider this comment related to evaluation expertise and evaluation design:

> Every contract and every grant has a report... They all have their own format. There is wide variation from one operating division to another... They all have different means of evaluating what you do... How do you develop such a system?

Another implementation issue related to data collection and data management, particularly problems that were technical or logistical (how do we do this?) and normative (should we even be collecting these types of data?) in nature. One person interviewed

explained how she had taken classes to learn more about the software used for data management and admitted to reverting back to "hash marks" because she simply did not "know enough" and did not "have the time to figure it out."

The human side of delivering essential, person-centered services to people in crisis led some executives to question the appropriateness of gathering some types of evaluation data. As a person from a domestic violence organization aptly noted, it could be dangerous to do follow-up. "We really have strong feelings about potentially jeopardizing them [those who have been abused] by calling and asking 'So, is your husband still hitting you?'" Another respondent talked about the stress experienced by families:

> The families hate it, and when you work with a family that is already stressed out, can't pay their bills... one of the spouses is leaving, and then to say, "Sorry, can you take some time to fill this [survey] out?"...They don't want to do it.... When you are standing there in front of the parent and you know their life is falling apart, how important is this?

Finally, some nonprofit administrators reported staff resistance to data collection (23%) as a challenge they faced, with larger organizations being more likely to report issues related to staff resistance. As one executive director explained, "Getting the staff on board has been a real challenge which is why training is so critical. They need to understand what it is, what we need to ask, and why we need to ask. It is not just frivolous." Issues of confidentiality (15%) exemplified by discussions of the Health Insurance Portability and Accountability Act (HIPAA) privacy rules, and other issues (4%), such as wages and staff turnover, were also noted.

Information Technology. In addition to these types of data collection and management problems, 27% of the survey respondents identified either computer software or computer hardware problems. As one person noted, "One of our biggest barriers was the change in software. Staff really didn't want to use it. They did not see the benefits."

RESOURCE NEEDS

Survey respondents were also asked to identify what types of evaluation resources their organizations needed. As shown in Table 2, a factor analysis (principal components, with a varimax rotation) found that, like the implementation challenges, resource needs could be grouped according to three factors: resources (more and better trained staff, funding), technical assistance (evaluation models and concepts, evaluation design and maintenance, advice on how to use evaluation results) and leadership (internal and external). When it came to resource needs, there again were no significant differences between nonprofit organizations in New York and Ohio, nor were there significant differences between nonprofit organizations in different service fields.

TABLE 2
Evaluation Resource Needs

(N=305)	%
Resources	
More funding	55%
More staff	44%
Better technology (i.e., computer software)	43%
Better trained staff	41%
Technical assistance	
Technical assistance to design & maintain an evaluation system	51%
Education on basic evaluation models & concepts	41%
Advice on how to use evaluation results	25%
Leadership	
Internal leadership & support	12%
External leadership & support	10%
None, we have everything we need	8%
Other	3%

Resources and Technical Assistance. Although resources and technical assistance emerged as separate factors in the analysis, we grouped the discussion of these needs together given the interrelatedness of their implica-

tions. Funding, once again, was a big issue and it was the most frequently cited resource that was needed (at 55%). As one executive director observed, "Evaluations are time-consuming and they are costly. You have to pay for the supplies, the evaluation tools, and then you have to pay somebody to go out and do it." Together with the data gathered about implementation challenges, these data suggest that nonprofit organizations would use additional funding for evaluation to build evaluation capacity either by hiring additional staff (44%) or by funding technical assistance. (51% reported they needed technical assistance to design and maintain an evaluation system and 41% percent reported they needed more education about basic evaluation concepts and models.) In the words of these executives,

> I think technical assistance would be good for all of us—to be able to find surveys, to know what is out there. I know that I don't need to re-create the wheel. I think that we would do more evaluation if we had tools that were easy to use or available.

In addition to the knowledge piece of technical assistance, nonprofit organizations would also, in all likelihood, use additional funding for information technology, (43% of the survey respondents reported that they need better technology.) For example, according to the executive directors who were interviewed, nonprofit organizations still struggle with making decisions and purchasing information technology, and many lack the basic data management tools that are widely available today. Consider this comment:

> We have people design software for us, and I think we have had some real systems stress about that, because there are people who could talk you into anything if you don't have a knowledge base about it. I think we have made some "not great" decisions and maybe have wasted money on that.

Nonprofit organizations also reported needing more staff (44%), better trained staff (41%), and advice on how to use evaluation results (25%). These findings were also consistent with the comments made by executive directors about the lack of training, lack of education, and lack of in-house evaluation capacity. As one person explained,

> I would like more training on how to do outcomes measurement. What we have had has been very minimal. If we could find some source to bring people in, on-site, or make it less stressful, because you lose work time to go away. And, you get this little encapsulated two hour down-and-dirty training, and you think, "How do I apply this to what I do?" "I don't understand." I think that would be tremendously helpful.

Leadership. Nonprofit organizations identified needing leadership and support for evaluation at both the internal, in terms of having someone at the head of the organization who really understands organizational behavior and relationships (12%), and external (10%) levels.

SUMMARY AND RECOMMENDATIONS

According to the data presented here, there were very few differences between nonprofit organizations when it came to implementation challenges and resource needs. These data suggest to us that nonprofit organizations are struggling in similar ways with evaluation. Many nonprofit organizations perceive evaluation as being an "unfunded mandate," are concerned about "one size fits all" approaches to evaluation and measurement, and struggle with how to adapt evaluation tools to fit their needs.

While lack of funding was, of course, a common theme, the most frequently reported implementation challenges were lack of time (75%) and lack of staff (61%), and the most frequently reported resource needs were funding (55%) and technical assistance to design and maintain an evaluation system (51%).

Taken together, these data suggest that the problem is not just a matter of allocating more funding to nonprofit organizations. Rather, the problem is one of evaluation capacity and not having enough resources to acquire or develop trained staff with the time and expertise to design, conduct, and maintain an evaluation system that is well suited to the types of services that the organization provides. We conclude with two specific recommendations for managers of volunteers and four general recommendations for improving the overall evaluation capacity of nonprofit organizations in the field.

Implications for Managers of Volunteers

1. Build organizational capacity through strategic recruitment. Respondents in this study clearly stated that two of the most important challenges in conducting evaluation were lack of time and lack of staff. As one executive director explained, "[Evaluation] is something that always falls on the executive director ... I have great staff. They each do their part, but I have to coordinate it all...[It would be great to] take some of that off me." This practical reality has important implications for managers of volunteers who have primary responsibility for identifying meaningful opportunities to engage volunteers. One way managers of volunteers might fulfill their obligation to assign volunteers worthwhile tasks and address the concerns expressed by respondents in this study is to recruit for evaluation-related expertise. For example, given the specific nature of challenges related to technological capacity, it seems fairly obvious that volunteers could be enlisted to assist nonprofit managers in purchasing equipment, selecting software, and learning how to use basic data management tools. Volunteers could also be recruited to help with evaluation design and implementation. In fact, considering that an important aspect of nonprofit management education is to situate learning "in the field" by incorporating service learning activities when possible, it may be advantageous to call upon the academic community to help develop methods and processes for evaluation that are specific to individual organizations. Incidentally, both authors have found these kinds of partnerships quite valuable to both students and the participating nonprofit organizations.
2. Advocate for training. Managers of volunteers must be recognized as program managers in their respective organizations. As such, these professionals should be provided with opportunities for continued administrative training in areas such as evaluation. Given that skilled volunteers are often engaged to build organizational and leadership capacity (by providing programmatic support, project-specific assistance, or service on the board of directors) it is essential for managers of volunteers to gain the knowledge and expertise required to evaluate the ways in which volunteer labor contributes to organizational outcomes. By extending evaluation and outcome training opportunities to managers of volunteers, whose activities arguably affect many different aspects of organizational life, executive directors can build internal staff capacity while maximizing scarce resources. Moreover, an investment in the professional development of volunteer managers might also position the organization to petition funders for additional resources in order to conduct an evaluation that not only specifies program outcomes but also demonstrates the effectiveness of volunteer programs in the organization.

Implications for the Field

1. Make evaluation an ongoing activity. A common theme in the academic and practitioner-oriented literature is that evaluation should be considered from the beginning of a project as opposed to conceptualizing, gathering, and analyzing data once the project is underway or completed. By their own admission, nonprofit executives feel overwhelmed and underresourced when thinking about the task of evaluating programs and services. Perhaps much of the self-reported stress with regard to evaluation is because these

processes are embarked upon at the "end of a program cycle." If evaluation was a continuous process where performance data are collected throughout the life of the program, the task of analyzing the data may not seem so daunting or laborious to those in the field.

2. Consider the purpose of evaluation. Although this recommendation seems somewhat simplistic, our data suggest that nonprofit administrators experience real implementation challenges that stem from collecting a wide range of incompatible data for various purposes including producing reports for the board and other stakeholder groups, informing the decision making, and improving the delivery of programs and services. Assembling and interpreting organizational and programmatic data to accomplish any of the tasks listed requires a certain amount of evaluation expertise, particularly with regard to designing an evaluation so that the data collected provide the information needed to accomplish a clearly identified purpose. To that end, it may be prudent to develop lists of reliable and valid survey questions and related measures that administrators can select from and group according to various purposes. This is also one way to be proactive in responding to concerns from the field with regard to practitioner concerns regarding "reinventing the wheel."
3. Dedicate resources to improving the technical infrastructure within nonprofit organizations. Technology costs are rapidly declining. By investing in computers, networks, data management software, PDAs, etc., government and other funders can provide the technical infrastructure needed to support and streamline data collection and reporting processes. The managerial and accountability benefits that can be achieved with ongoing, high quality, data collection and analysis, that can be used to inform organizational decision making and strategic planning, are certainly worth the relatively small investment.
4. Modify evaluation training so that it meets the needs of today's nonprofit administrators. Government and other funders might consider providing in-depth orientation to evaluation use and implementation by providing resources for specialists to work with the leadership and others in the organization to set up useful evaluation systems. These coaching opportunities should be supplemented with computer skills training using affordable, commonly available software such as Microsoft Excel or Microsoft Access. The training should be fairly extensive, perhaps over an extended period of time, so that those in attendance can actually develop or work with their own organizational databases and data relevant to their programs and services.

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A New Service Delivery Model to Support Volunteer Mentoring Relationships

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Volunteer mentoring programs are widely used, but effective organizational structures are still elusive (Rhodes, 2002). The challenge in formal mentoring programs is to structure opportunities for successful relationships to develop, almost as if they were naturally occurring friendships. Consequently, there is both a science and art to supporting formal mentoring programs. Mentoring entails "a caring relationship, primarily concerned with friendship, trust, and empowerment of the learner" (Bennetts, 2003, pg.72). Effective mentoring programs foster developmental relationships that result in a reduction in negative and an increase in positive behaviors and attitudes in youth (Tierney, Grossman & Resch, 1995). The challenges inherent in administering these programs cannot be minimized. The pressure to efficiently support high quality relationships is exasperated by expanding waiting lists and shrinking resources.

To improve the recruitment and retention of volunteer mentors, while increasing the capacity of the organization to serve more youth, a regional mentoring organization implemented a new service delivery model that was designed to streamline administrative processes, expedite recruitment, and improve support of community-based mentors. The agency had a long history of supporting mentoring relationships and was one of the largest regional affiliates of a national mentoring organization. At the time of implementing the new service delivery model, they were supporting nearly 2,000 match relationships.

The organization operated with a traditional case management approach where a single employee recruited volunteers, matched youth and mentor, and supported mentoring relationships based upon regional service areas. The traditional model was child-centric with the "case manager" serving as the advocate of the child. This perspective tended to create barriers for mentors when trying to volunteer. For instance, staff conducted in-home interviews with every prospective mentor and asked over 20 potentially intrusive and often irrelevant interview questions. The strength of the traditional model was that one employee shepherded both the child and mentor through the entire process and served to support the relationship as it grew more independent. Staff felt connected to the child and mentor as they were a part of the entire process. Unfortunately, staff changes (e.g., turnover) inevitably circumvented the benefits.

The new model encouraged staff to consider "a new way of thinking" (Koring & Wilson, 2004) that emphasized the fun aspects of mentoring and reflected a need to recruit a broader spectrum of individuals to serve as mentors. They needed to serve more matches without the ability to increase staffing. Caseloads in the traditional model were about 50-60 matches per employee; the new model would attempt to almost triple that number.

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THE SERVICE DELIVERY MODEL

The new service delivery model separated the "case manager" position into three "specialist" positions or functions (See Figure 1). Position one marketed and recruited volunteers and served as the voice of the agency to attract potential mentors. They were encouraged to secure mentor applications and could schedule appointments with the second function, "match specialist," during initial meetings with prospective mentors. Effective position holders were outgoing and comfortable with making presentations. As was discussed by staff, this was the "sales" position for the agency. Position two was responsible for interviewing and matching potential mentors and youth. Effective employees in this position were detail-oriented and attuned to participant interests in order to ensure successful matches. For instance, they had to monitor all paperwork requirements (e.g., fingerprinting) and quickly ascertain mentor preferences through an abbreviated four-question interview session. Their interactions were short-term, and they served as the gatekeeper who matched youth with adults. Once the match was established, the pair (mentor and youth) were assigned a "support specialist." This third position focused on nurturing and supporting the mentoring relationship. They contacted participants regularly (by e-mail and phone), discussed challenges in the relationship, brainstormed solutions and suggested appropriate resources. Since the mentor was expedited through the system, they were often matched without organized training, so this position often "covered the basics" and led additional ongoing training that was offered by the agency. They also organized events that could be simple peer support activities or more comprehensive "parties."

The agency achieved significant efficiencies by having employees with the appropriate skills and interests in each position. The strongest feature of the model was the marketing and recruiting function (position one). The new service delivery model resulted in significant improvements in capturing interested volunteers. In the previous system about 40% of the individuals inquiring would attend a mandatory training and actually participate in a successful match. Under the new system, within three months the yield had increased to 50%, and within a year the yield had increased to 78% of inquiries resulting in successful matches (see Table 1). Other agencies that implemented a similar program obtained significant improvements in volunteer yields as well. In addition, the agency saw a 50% decrease in closures from a 32% closure rate to just 18% subsequent to the first full year of operating the program. The agency also saw a 50% increase in the number of mentors opting to rematch as a result of a closed mentoring relationship from just 16% electing to rematch prior to the new service delivery to 24% electing to rematch under the new service model. Universally, staff recognized that the recruitment and marketing of volunteers had significantly improved. Staff continued to express lingering concerns about match quality irrespective of the impressive improvements signified by the reduced closure rates.

FIGURE 1

Model to Recruit and Support Volunteer Mentoring

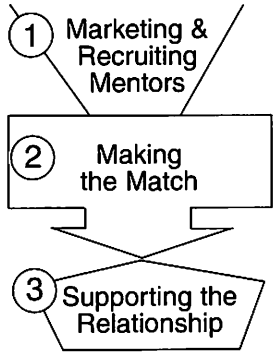

TABLE 1

Volunteer Yield from Inquiry to Match

Example Programs	Baseline	Yield after 3 months	Yield after a year
Arizona	39%	53%	78%
Texas	28%	55%	68%
Wisconsin	35%	42%	83%

CONCERNS DURING IMPLEMENTATION

There were several issues that developed during implementation. One of the most common was that the specialists must communicate laterally with staff members in the organization. The mentors and youth are passed from one employee to another, requiring teamwork that needs to appear seamless to youth and mentors. Incomplete and inaccurate information transferred from one specialist to another was one of the most common concerns expressed by employees. The new service delivery model expeditiously moves volunteers through the process and into a match relationship; consequently, employees might feel compelled to transfer matches before all the paperwork is completed. Effective practices provided an opportunity for all specialists to meet regularly, typically clustered by region, to discuss issues and concerns.

Another concern was that since the individuals were expedited through the system, it was not always clear that they had received the necessary information about their role as a mentor. Orienting was now shared by three staff positions and the pre-placement training was not required. Staff members recommended developing a communication check-sheet that detailed the type of information that should be shared with potential volunteers. This sheet included information such as making sure the orientation packet was reviewed and simple logistics about parking and paperwork were completed. In addition, staff members suggested that the support strategies be more sensitive to the unique qualities of the match. This was referred to as a needs-based approach. For instance, matches requiring more assistance could be flagged by the match specialist. Based on the interview, the match specialists could rank new matches thereby signaling to the support specialist which matches needed additional support. The converse was that long-term matches (i.e., those matched for over a year) might not be contacted nearly as often, or could be contacted only at events or through e-mail. By refining the support network, the agency continued to obtain benefits from the model by expanding services within existing resources.

IMPLICATIONS FOR VOLUNTEER ADMINISTRATORS

The model provides several practical elements that can be incorporated into volunteer mentoring programs. The staff responsibilities outlined in the model can be used to guide recruitment and selection of program personnel. These responsibilities are not necessarily restrictive to paid employees; in particular, recruitment specialist functions can be performed by dedicated volunteers who have served as mentors, but no longer desire that level of commitment to the program. They can effectively communicate the benefits of mentoring and can serve as persuasive advocates for the program. Similarly, in smaller programs staff members can assume any of these responsibilities in conjunction with other program activities, or part-time staff can be utilized to fulfill the support functions for mentoring programs. The model also highlighted the value of shifting cultural beliefs about how to engage volunteers in mentoring relationships. The model required staff to recognize the volunteer as a significant customer of the organization. The former culture was more deficits-oriented, with constrained opportunities for the organization while the new service delivery model emphasized assets gained through volunteer engagement.

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A Is for Awareness: A Framework for Presenting Legal Issues

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"It will be of little avail to the people, that the laws are made by men of their own choice, if the laws be so voluminous that they cannot be read, or so incoherent that they cannot be understood; if they be repealed or revised before they are promulgated, or undergo such incessant changes that no man, who knows what the law is today, can guess what it will be tomorrow."

Thus pondered James Madison in his 18th century tome, *The Federalist.* Nothing boggles the mind of a manager of volunteer resources more than trying to understand the myriad aspects of the law as it pertains to volunteers. When Congress passed the Volunteer Protection Act in 1997 no one thought that those 2,161 words would be so complicated. The words themselves are fairly straightforward; it is the application, the actual impact, and the underlying principles that keep us awake at night.

Presenting information on volunteers and the law to U.S. nonprofits and volunteer organizations has been my 15-year challenge. As a lawyer I am trained to think logically, to challenge the law and to interpret legislation, statutes and cases. It is not a simple process since the legal wording is wrought with archaic terminology and innuendoes. This paper will outline my methodology for presenting information about the law specifically for volunteer managers. My goal is to present complicated matters in a practical setting, based on real life experiences. In addition, as the law is constantly being "repealed and revised," I believe it is vital to be cognizant of the issues that appear on the horizon.

A IS FOR AWARENESS

When conducting a workshop on volunteers and the law I start with several caveats. First, I am a lawyer but I am not present to give legal advice or to create an attorney-client relationship. I simply offer information, insight and thought-provoking ideas to enable volunteer managers to sleep better at night. The second caveat is the arrangement of the general headings being addressed. There are 10 general issues, in no order of importance or priority. They are based on my observations, perusals of materials on the topics, and questions posed to me over the years.

The first issue is one of laws. Typically we think of those statutes passed by a legislative body but we must also remember the many sources and types of law—federal, state, local, statutory, regulatory, civil, criminal. A quick survey of the audience will determine if I present an analysis of the Volunteer Protection Act of 1997 or a specific law; however, I generally explain the importance of awareness of such laws but advise not to become stifled because of their existence. The Volunteer Protection Act of 1997 was passed by Congress to address what was perceived as a huge barrier to people volunteering—the threat of

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Started in 1989, the USC School of Law Pro Bono Program is the first voluntary pro bono program in a U.S. Law School.

being sued. The reality is that there are few suits against volunteers. The Act provides limited liability protection for the actions of volunteers. Many states had existing volunteer liability protection statutes that provided broad protection but the federal law takes precedence. As a result of the passage of the Volunteer Protection Act, many organizations took a serious look at their risk management process and implemented excellent procedures to protect volunteers, clients, and the organization.The key point on this issue is that the federal and state law is constantly changing. A statute may be enacted and years later courts may interpret the legislative intent. In reality, few direct cases exist involving volunteers.

The second issue is screening. Entire workshops are held on this important aspect of volunteer management. I start with a discussion of the need for a process that can vary greatly from organization to organization. A screening process should be holistic, uniform, ongoing, and necessary and appropriate to the volunteer position. The list of screening tools might include applications, references, interviews, on-the-job observation, internet searches, as well as registry, license, and criminal record checks. It is important to remind the audience that a criminal record check may be required by law for some types of volunteers but relying solely on the results of such a check is a bad practice. There are serious limitations on the information resulting from such checks. Criminal and sex offender registry checks will only catch the caught; those who have not been caught and convicted are the people who cause me to lose sleep.

The third issue involves the differences between employees and volunteers. One fundamental difference is that employees are in a contractual relationship; volunteers are not. Although many organizations and states treat volunteers and employees almost the same when it comes to screening, training, and benefits, there are distinct differences. It is important to look first to your state labor and employment laws and regulations. Ironically, the Volunteer Protection Act of 1997 has a provision that defines a volunteer as "an individual performing services for a nonprofit organization or governmental entity who does not receive compensation (other than reasonable reimbursement or allowance of expenses actually incurred) or any other thing of value in lieu of compensation in excess of $500 per year." Have you considered the value of the training you offer to employees and volunteers? medical services? day care? In the eyes of this law your "volunteers" may not be volunteers if the total is over the allowed amount. Another key element is the level of control by the organization over the volunteer. Procedures for handling employment complaints, discharging, recruiting, and interviewing can be very different than those for volunteers. Employee issues are often addressed in a myriad of state and federal protection statutes, i.e., the Americans with Disabilities Act (ADA), Age Discrimination Employment Act (ADEA), Title VII of the 1964 Civil Rights Act, and the Equal Pay Act. Volunteers should be awarded many of these same protections but challenges of these laws by volunteers may be difficult as the general thrust is directed at employees.

The fourth issue is the need to have and comply with a comprehensive risk management policy. This is an excellent topic for in-depth discussions. To managers new to this issue, I recommend Linda Graff's excellent publication *Better Safe: Risk Management in Volunteer Programs in Community Service* as a starting point. Other very useful publications include *Playing It Safe: How to Control Liability and Risk in Volunteer Programs* from the Minnesota Office of Citizenship and Volunteer Services and the brochures available from the Nonprofit Risk Management Center. To ensure an organization's comprehensive risk management policy, I recommend a risk analysis of every volunteer position. With experience, this process can become second nature and result in catching and correcting the little problems before they become huge liabilities. During the risk management discussion an organization will be confronted with the issue of insurance. It is important to understand all the fine print, the coverage, the exceptions, and the need for excellent record keeping.

The next issue is a growing area of con-

cern: confidentiality. The need for a written policy that is enforced without exception is vital. I am reminded of one group that talked with me about their confidentiality policy. They were very proud of their policy and procedures but forgot one thing: only new volunteers knew about it. Periodic written acknowledgement and a written agreement to comply is important. The growing concern for me is the inadvertent use of privileged information. This is especially important with the increased use of e-mail, blogs and other electronic communication. It is very easy for casual conversations to become breaches of confidential information. A volunteer wearing a nametag from an organization heads home, stops in the library, sees a client of the organization and starts a conversation. A third party overhears and jumps to a conclusion. Results: the gossip starts in a small town and soon everyone thinks the client has AIDS. Inadvertent, unintended and harmful results but easy to see how it could happen. Client, volunteer, and donor information should all be handled with the utmost care.

Transportation is the issue that most frustrates volunteer managers. There is no good answer to the questions arising from transportation and liability. The bottom line: if someone is hurt, someone is going to pay. The best advice is to reduce your organization's risk as much as possible with techniques such as insurance, supervision, training, conducting driver's records and insurance checks, having a complaint system, and even performing random road checks.

The seventh issue to address is the use of waivers and releases. Many organizations rely on these documents to protect them from all liability, but in general they are tools to be used by the defense in a legal matter. A court will closely scrutinize waivers and releases to determine if they violate public policy, if they are specific, and if the parties had the legal capacity to understand the ramifications. I recommend looking at them as tools, putting a person on notice that he or she is engaging in an activity that may have some danger. Waivers and releases should not replace a good risk management process and may only provide a limited level of protection to an organization. Again, this is very state-specific.

Money is the next legal issue. Frequently I receive questions about petty cash. My rule of thumb: petty cash is only that amount I am willing personally to replace. Who has access to the petty cash? Are there rules for what it is to be used for? Is there a record of withdrawal and replacement? What about periodic accounting? Nothing can cause dissension in an office more than the petty cash drawer! Other monetary legal issues include proper donation records, grant accounting, insurance claims, and raffles.

I place firing a volunteer in the discussion of volunteers and law. This is a painful process but one that should and can be done. The key is to return to the basics: look to the job description, develop a policy and follow it uniformly, and document, document, document. Fire deliberately, not emotionally; and if a bad behavior is festering, nip it early and decisively—festering is bad.

The last topic is labeled "emerging issues." Things we don't typically think about but should. Often these are issues in other areas of the law but have not invaded the volunteer world. Issues such as what to do if a controversial group wants to conduct a fundraiser for your organization, increased legislative demands on screening, and new arenas of tort litigation. Cell phone liability based on distraction and driving as well as confidentiality is a growing area of serious concern. Increasing legislation controlling the use of cell phones while driving, medical studies, and enormous jury awards make this an extremely hot topic. A policy on cell phone use while volunteering is imperative. Keep cognizant of emerging issues by monitoring employment, human services, tort and insurance law on both a state and national level.

Differences between laws from state to state and country to country are enormous. It is extremely difficult to make generalizations and any discussions should be based on current and specific knowledge. Audiences should be reminded that legal awareness is a tool and not a barrier to the creative activities of volunteer programs. The law only sets the parameters for operation. Josephine Robinson, a wise circus performer, said it best:

"There are so bewilderingly many laws in the Outside World. We of the circus know only one law—simple and unfailing. The Show must go on."

NOTES

The Volunteer Protection Act of 1997 (42 U.S.C. 139) can be found at http://uscode.house.gov/download/pls/42C139.txt

For an in-depth analysis of the Act as it relates to one state's laws, check out the following: *Volunteer Protection Act of 1997, Public law 105-19: A Synopsis and Analysis.* SC Association for Volunteer Administration. Retrieved June 6, 2005, from http://www.strom.clemson.edu/teams/ced/scava/scava_reports.html

"The Volunteer Protection Act of 1997: An Imperfect Solution" is an excellent article highlighting the limitations of this legislation. It can be found at http://www.runquist.com/article_vol_protect.htm

The Nonprofit Risk Management Center (http://nonprofitrisk.org) has a wealth of information about legal issues that relate to volunteers.

Some of the more egregious cases resulting from accidents and injuries incurred while using a cell phone while driving include the following: the State of Hawaii paid $1.5 million to the family of a New Jersey man who was struck while walking by a car driven by a school teacher; and a lumber wholesaler paid $16.2 million to a 79-year-old woman injured by one of its salesmen.

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A Review of *Episodic Volunteering: Organizing and Managing the Short-Term Volunteer Program* by Nancy Macduff

Walla Walla, WA, MBA Publishing, 2004. 93 Pages. $25.00.

Reviewed by Ryan J. Schmiesing

Episodic volunteering is an ever growing concept for community-based volunteer-led programs throughout the world. More common in North America and western countries, episodic volunteering will certainly continue to grow in popularity as more countries establish and maintain volunteer programs. As individuals continue to reduce their overall volunteer time commitment, managers of volunteers will increasingly look towards episodic volunteers to fill gaps and, in fact, they will soon become the norm for organizations. Macduff (2004) offers this timely publication in an effort to bring to light the important management, leadership, and administrative issues related to episodic volunteering.

Like many organizations today, the organization that I work for is undergoing a review of the volunteer administration functions that have long been in existence to support community-based educational programs. This book, easy to read and full of practical tools and resources, has proved to be very helpful as we begin to look at how we recruit, retain, support, evaluate, and recognize episodic volunteers. Particularly useful is the recognition by Macduff that many organizations, including ours, have policies and procedures that only support long-term volunteer commitments. Interestingly, our organization has many episodic volunteer opportunities available and has support mechanisms in place; however, after reading this publication I can see we are simply not recognizing these facts and taking advantage of the opportunities.

Macduff opens the book with an important overview, including a listing of volunteer position taxonomy definitions. Following the definition section is a chapter that will be familiar to many of us as it outlines and discusses barriers to formal episodic volunteer programs. Readers will easily relate to the barriers as we have all heard them before, or for some of us, we have used them as reasons to not explore episodic volunteering. Not only are the barriers identified and discussed, Macduff also provides some simple solutions for leaders to implement in order to address and overcome commonly identified obstacles.

Perhaps the most important information for many readers will be contained in Chapter 3 of the book. Macduff does an excellent job of not only defining an episodic volunteer, but also providing categories, based upon time spent volunteering, including temporary, occasional, and interim positions. Like the other chapters, Chapter 3 ends with a very useful worksheet that allows the reader to categorize positions and brainstorm management ideas.

Assessing the need for episodic volunteers is an important step that all managers of volunteers must complete. Macduff provides a step-by-step process that will assist managers in this process, again using the three categories (temporary, occasional, and interim) described in the previous chapter. Additionally, and perhaps most useful, is the information related to the development of a planning team. Key points are offered by the author related to organizing the team, membership, and individual/group responsibilities. This is an important component of the process for developing and implementing episodic volunteering in your program as it begins to build the always important, and sometimes forgotten, support network that helps bring about positive change in organizations.

For many managers of volunteers, it is

sometimes difficult to see how they can incorporate strategies into existing organizational structures to engage and support episodic volunteers. Throughout the remaining chapters, Macduff offers specific management functions and then provides examples of ways that they may be modified for the administration of an episodic volunteer program. Included in the analysis are (1) position descriptions and discussion on how they apply to the three categories outlined in Chapter 3; (2) recruitment, focusing on the four "Ps"; (3) screening with a focus on interviewing and task listing; (4) sustaining and supporting efforts; and (5) supervision with emphasis on a supportive environment. Sometimes record keeping may seem overwhelming, but Macduff provides examples of how this can (and really must be) accomplished within the short-term volunteer program. Finally, recognizing volunteer efforts, regardless of their time commitment, is important. The author provides examples of both formal and informal recognition strategies, including a very valuable checklist that can be used in the planning process.

A very useful part of the book comes in the concluding chapter in which Macduff writes about conducting a "field test." An excellent idea, especially for large nonprofit organizations that are attempting to start a short-term volunteer program while maintaining an established, long-term program. The discussion in this brief chapter provides excellent points to consider as administrators are seeking to implement the ideas and suggestions offered throughout the book.

While I have indicated, on more than one occasion, that several components of the book may well be considered the most important, it is really the entire book that is important to the profession. Macduff has offered a publication that outlines important planning steps for administrators who are beginning the process of starting an episodic volunteer program or those that need to revisit and strengthen a current program. Reflecting on the book, I found it to be very helpful as our organization begins to look at the very concept of episodic volunteering. In fact, the following are key points that I took away from the publication: (1) know your current volunteer corps, including actual or potential responsibilities; (2) engage a planning team; (3) review potential tasks and categorize them within your organization; (4) develop realistic, yet easy to understand task lists; (5) develop intake strategies that are representative of the episodic volunteer responsibilities; and (6) start small and allow it to grow in the organization!

It should be noted—and is a key component of this publication—that designing, implementing, and supporting an episodic volunteer program is not an easy endeavor. Additionally, the management practices that we commonly use in long-term volunteer programs are not necessarily going to work for the short-term program. Certainly, this publication will add depth of knowledge and practical tools for managers of volunteers working in this important area of volunteerism.

Ryan J. Schmiesing is an Assistant Professor in the Department of Extension at The Ohio State University, where he provides leadership to volunteer development and expanded youth programs. A former county volunteer administrator, he received his doctorate in Human and Community Resource Development at The Ohio State University. His master's research investigated volunteer risk management policies and procedures utilized by national youth-serving organizations.

A Review of *Best of All* by Linda L. Graff

Dundas, Canada, Graff And Asociates, 2005. 169 pages. $18.95

Reviewed by Liz Adamschick

Suppose you were charged with the arduous task of creating a volunteer program where none had existed previously (indeed, perhaps as you read this, that IS your task). Or suppose you were in need of resources to assist you in restructuring your organization's current volunteer program in an effort to keep up with the changing needs of the community you serve, and the volunteers who make the mission and vision come to life. Where would you begin? How would you sift through the myriad models and offerings of program structure, elements, and tools to design and implement an effective means of engaging, involving, and evaluating volunteer effort? And how would you include the essential rationale that would lead to the program's long-term sustainability and relevance to the organization? As you research your options, consider getting a copy of Linda Graff's new book *Best of All* to assist you in this endeavor. Your search may be over. Whether you are new to the profession, or a seasoned veteran, this book is a valuable resource.

A compass like no other currently available in the field, *Best of All* reads much like a textbook, but with a frank conversational tone that allows the planning part of one's mind to be free of overly-philosophical clutter and able to get on with the work of program design and development. Using an adaptation of Marilyn MacKenzie and Gail Moore's Volunteer Retention Cycle (from The Volunteer Development Toolbox),[1] Graff presents the "Volunteer Involvement Cycle," showing the development of a volunteer program from pre-planning to evaluation. This model is useful and effective because it shows volunteer program development as it really is—an elliptical, ongoing process—revealing the complexities and multiple layers we encounter regularly in our work. Elements of the volunteer involvement process are shown in the order that they typically occur: risk management, volunteer position design, recruitment, initial screening, placement, orientation, training, review and/or corrective action, volunteer departure or reassignment. Program management functions such as supervision, recognition, performance evaluation, and risk management occur simultaneously and continuously throughout the volunteer involvement cycle. Succinct and cohesive, this model provides a clear means of explaining to others what we do as professionals in the field of volunteer program management. As Graff states in a footnote, "There is a tendency in the nonprofit sector to take the coordination of volunteer efforts for granted. When the core functions of volunteer program management are laid out, as in the Volunteer Involvement Cycle, the complexity and importance of effective volunteer coordination is revealed."[2] I'm inclined to copy and laminate the model itself and have it ready to hand out when asked what I do for a living. (It would certainly be effective in the next conversation I have with an executive director about why an organization should engage the competencies and services of a volunteer program manager.)

With the introduction of the Volunteer Involvement Cycle planted securely at the beginning of the book, Graff is then able to develop the remaining content around more detailed explanations of what the cycle looks like as it is implemented and developed. But she does not limit her explanations to simple "how-to" instructions. Graff infuses practical step-by-step guidance with well-placed discourse on current and evolving trends in volunteerism, shifts in philosophical approaches to program management, and helpful tips for leaders who shoulder much of the responsibility for assisting an organization or agency in moving forward its commitment to volunteer involvement. These latter elements are what make this book such a valuable resource to our profession. It's not enough to simply

take the idea of a template and tweak it slightly to suit our program needs. Program development rationale is at least as significant as the forms and processes themselves, especially as we continue to be challenged by trends and realities that push us to regularly adapt our processes to accommodate an ever-changing service-minded "consumer." Graff shows us how to keep our systems and procedures relevant, elastic, and manageable.

I am currently using Graff's book as the primary resource for assisting a coalition of neighborhood community centers in developing and refining their current volunteer program structures. For some, the language of volunteer program management is new, and *Best of All* effectively articulates the current realities of volunteer involvement these agencies are experiencing. Of particular help at a recent meeting with staff from each agency was the collection of statements of philosophy of volunteer involvement Graff includes in the appendix of the book. One program coordinator said that, while she felt confident her colleagues understood the value of volunteer effort at her agency, it was not expressed in any written form that could easily be referenced or included in agency reports and program materials. She speculated that if her agency's generally accepted approach to volunteer involvement were in written form, it would lend greater support and credibility to the overall impact of the volunteer program that exists.

Additionally, *Best of All,* when used in this context, provides several excellent opportunities to take basic concepts of volunteer program management and customize them according to an organization's particular elements of community, culture, and mission. The neighborhood centers with whom I am working are passionate about creating a system and structure that allows them to implement the best of volunteer administration practices, without losing the uniqueness each center brings to the collaborative process. Graff's strategies and the manner in which she presents best practices from the field have sparked valuable conversations about how best to achieve this balance between standardization and customization, and I expect that our continued use of her book will allow this to continue.

In a profession that is sometimes driven by the "how-to" approach to volunteer program management, to the exclusion of progressive rationale, Graff has given us a resource that artfully marries both important elements of program development and delivers the message in a straightforward and digestible format. *Best of All* provides content that spans the continuum of industry standards and visionary evolution in our profession, and is relevant to all levels of tenure in the field—from beginner to advanced.

ENDNOTES

[1] From the footnote, pg 12: Adapted with permission from the Volunteer Retention Cycle developed by Marilyn MacKenzie and Gail Moore, *The Volunteer Development Toolbox.* (1993:4).

[2] *Best of All,* pg 12.

Liz Adamshick is an independent trainer/consultant, specializing in volunteer administration systems development and organizational capacity building. She has worked in volunteer administration for 23 years. As the Director of Volunteer Resources for the American Red Cross of Greater Columbus she designed and implemented a 6-step application process that received international attention as a best practice (and was included in a recent AVA New Member Orientation manual). With a degree in Theology and Philosophy from Walsh University, Liz has facilitated sessions at local and national conferences on topics such as organizational readiness, developing effective application and screening processes, positioning the profession, and volunteer retention.

A Review of *By The People: A History of Americans as Volunteers, New Century Edition* by Susan J. Ellis & Katherine H. Campbell

Philadelphia, Energize, Fall 2005. 400 pages.

Price: $34.95 Hardback, $24.95 Paperback, $18.95 Electronic.

Reviewed by R. Dale Safrit

In any recognized profession, there exist landmark publications that not only educate the profession's members regarding their history and beginnings as a recognized group of peers, but also challenge the members to reflect upon their evolving professional roles within the larger encompassing society. For managers and administrators of volunteer programs, Marlene Wilson's 1976 pioneer work *The Effective Management of Volunteer Programs,* Ellis and Noyes' (1978) *By The People: A History of Americans as Volunteers,* and Robert Putnam's (1995) *Bowling Alone* are among the landmark readings of our profession. But while I know of few individuals who have actually read each of these works from cover to cover, I also know of only a few professional colleagues who have not turned to them at some point so as to better understand the historical, societal and cultural foundations of our work in today's ever-changing times.

Now, Susan Ellis and Katherine Campbell (nee Noyes) have published the third and New Century Edition of their original classic. For the purposes of this review, the Director of Online Publishing for Energize, Inc. graciously provided this reviewer with a copy of the new book "in loose pages" since the final galley proofs had not returned from the printer. According to the accompanying information, while "all the other [original] historical chapters have been reviewed [and] minor changes and additions [made]," this latest edition has a "fully updated introduction" with "evolving and new vocabulary defined," a revised Chapter 8 covering U.S. volunteerism from 1970-1989, and a completely new Chapter 9 covering "the decade of the 1990s into the start of the 21st century" including, of course, 2001—"a critical year that was the International Year of Volunteers but then brought the terrorism of 9/11." The former Chapter 10 (now 11), "Volunteer Leadership as a Profession," has "major revisions/updates to reflect all the new professional development happenings since 1990—and there were many." New separate indices have been created to reference names, subjects, and organizations cited in the text. Thus, I eagerly and excitedly began my initial scanning and eventual thorough reading.

And I was not disappointed. Once again, Ellis and Campbell accompany the reader on an updated chronological guided tour of volunteerism and voluntarism in the United States from our nation's earliest beginnings through the deposition of Sadam Hussein, annotated by well-thought-out premises and more than a few conjectures.

As respected leaders of our profession, Ellis' and Campbell's passion and dedication to our nation's pluralistic strength of both volunteerism and volunteers is evident throughout the new edition. *By The People* "demonstrates that the poor engage in self-help as effectively as the wealthy provide charity. It provides examples of volunteering by every religion, racial, and ethnic group, pointing out that volunteering is a *method* [authors' italics] of accomplishing something that is quickly adopted by every new wave of immigrants to this country" (p. xi). In the closing chapter the authors note, "These pages have catalogued the remarkable achievements of citizens, individual or in groups, whose voluntary decisions to participate made social progress possible" (p. 369).

I was again impressed by the authors' abilities to effectively connect historical events to the larger social fabric of the time, whether in 1801 or 2001, and subsequently interpret them through the kaleidoscopic lens of volunteerism. I was intrigued by the topical additions included in the new Chapter 9 covering the final years of the 20th century and

our nation's transition into the 21st century. And although somewhat reticent initially, I found myself ultimately agreeing with the authors' premise that "Without question, the single most important occurrence of the 1990s was the introduction of the World Wide Web and the explosion of Internet access and e-mail" (p. 300). Although somewhat dispersed, the authors address several of the most important developments within the volunteer sector during the decade of the '90s and their societal contexts: the national service movement, corporate volunteerism, virtual volunteerism, the graying of America, and the increased privatization of health care.

However, I was somewhat disappointed in the authors' truncated approach (i.e., three paragraphs) to connecting the tragic events of September 11, 2001, with the subsequent outpouring of both voluntaristic and volunteeristic energies as we sought to support, protect, and renew our faith in each other. While they definitely highlight major aspects of the resulting refocus upon our responsibilities to each other as citizens that continue even to today, I could not help but feel that some of the passion they demonstrate so vividly in other portions of the text was less evident in this section. Perhaps this is due to my reading comprehension; perhaps it suggests some personal residual reaction to the images of that day forever etched in my brain; perhaps it is the authors' subconscious effort to recognize appropriately a critical turning point in America's history while respecting the dignity of those who died during it.

The only chapter in the new edition that disappointed me throughout was that addressing "Volunteer Leadership as a Profession" (Chapter 11). I expected a more aggressive stance of advocacy for the profession of volunteer administration from two of its leaders. While the chapter's core text from earlier editions describing the evolution of our profession is still relevant and critical to our understanding, I felt that few new insights were offered or, at best, addressed only nominally. I was struck by the authors' statement that "While salaries are increasingly being paid to directors of volunteers, this trend should not imply that paid directors are necessarily better or more qualified than unpaid directors ... But volunteers who continue to provide leadership to other volunteers are managers in their own right and belong to the profession of volunteer administration as well" (p. 354). Yes, the presence or absence of a salary or stipend is not a determinant of quality volunteer management, and I agree that volunteers are well capable of managing other volunteers. But, I question as to whether volunteer managers of volunteers are professionals. *Webster's New Century Dictionary* (2001, p. 512) defines profession as "an occupation requiring specialized knowledge and often long and intensive academic preparation" and professional as "conforming to the technical or ethical standards of a profession; earning a livelihood in an activity or field often engaged in by amateurs; having a specified occupation as a permanent career; engaged in by persons receiving financial return." Just as a salary distinguishes a professional athlete from an amateur athlete, I believe there is a distinction between a volunteer (amateur?) manager of volunteers and a professional manager of volunteers. We have striven diligently as peers during the past 30+ years to identify core competencies for our profession: we have assembled, continually add to, and routinely access a nuclear body of knowledge addressing our professional core competencies; we have established a professional certification program that recognizes our peers for their achievement of standard professional criteria. The authors' perspective suggest that there should be more focused, non-rhetorical dialogue about the definition of exactly what constitutes a profession and more importantly, financial remuneration as a criterion for being a professional.

Furthermore, the authors are quite correct in stating, "Research into the nature and scope of volunteering has become more sophisticated and continues to stimulate professional development" (p. 355). But, what are the current and emerging foci of this research, and what means have we developed to share the resulting insights? No direct mention is made of the published professional journals in our field (e.g., *The Journal of*

Volunteer Administration, Non-profit Voluntary Sector Quarterly, Voluntary Action, Voluntas, etc.) I object to the authors' reference to "archives of journals and private collections, long considered 'dead'" (p. 355) in deference to newer electronic dissemination means. I would have liked more space devoted to a discussion of the diffusion of volunteer administration into other countries and cultures. Finally, where is the discussion of just what constitutes a "profession" and how ours qualifies as such? I have observed both authors engaged in heated discussion and debate regarding this topic, and would have appreciated reading their ideas as such in print.

A weakness of the new edition is the dearth of peer-reviewed (note that I did not say "academic") references supporting the premises, and opinions presented at face value only. While web-based references are most appropriate, they alone do not evidence ideas that have survived formal critical dialogue and reflection within our professional literature. Furthermore, only 7% of the 637 total references in the manuscript I reviewed are new to this edition when compared to the 1990 edition, with only 39 that post-date 1999. This is disappointing for a New Century Edition that has a "completely new" chapter addressing the 1990s and a chapter addressing our profession with "major revisions/updates to reflect all the new professional development happenings since 1990" (informational materials, n.p.). Throughout my reading I often found myself asking, "Now why didn't they cite such-and-such-an-author here to better support their point and strengthen their argument?" The three new, separate indices are very useful to the reader, but I was disappointed personally to see no entries for "Cooperative Extension Service" in the Organization Index, nor "youth volunteerism," "corporate volunteerism," or "ethics" in the Subject Index, and only a cross reference referring me to "see Legal liability issues" for the "risk management" entry in the Subject Index.

But overall, the *New Century Edition* of *By The People* is a must read for every manager of volunteers and volunteer administrator. I appreciate and value the observations, ideas, and insights they bring to our attention in this work. Susan and Katie have continually influenced my philosophy of volunteerism and approach to volunteer administration, both personally and professionally. I appreciate what they have to say in their latest work, and commend them for sharing their insights with us, their peers, as well as the greater volunteer community.

ENDNOTE

By The People: A History of Americans as Volunteers, New Century Edition will be available later this fall in hardcover, paperback, and electronic editions. Register for the free Energize "Bookstore Buzz" at http://www.energizeinc.com/forms/emaillists/signup.php

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GUIDELINES FOR SUBMITTING MANUSCRIPTS

Content

The *Journal Of Volunteer Administration* seeks to publish original manuscripts that provide for an exchange of ideas and sharing of knowledge and insights about volunteerism and volunteer management and administration. Manuscripts may focus on volunteering in any setting, in North America and internationally.

The Journal is a refereed publication of the International Association for Volunteer Administration (AVA) and expands and updates the research and knowledge base for professional volunteer administrators and other not-for-profit managers to improve their effectiveness. In addition, *The Journal* serves as a forum for emerging and contemporary issues affecting volunteerism and volunteer administration. *The Journal* is written, peer-reviewed, edited, and published by professional volunteer administrators, researchers, and consultants, sharing with their colleagues successful applications, original and applied research findings, scholarly opinions, educational resources, and challenges on issues of critical importance to volunteerism and the field of volunteer administration.

Manuscripts may be submitted at any time during the year. *The Journal* is published quarterly. Authors submitting manuscripts to *The Journal* must follow the guidelines in this document. Submissions that deviate from these guidelines will be returned to the corresponding authors for changes. Manuscripts must be submitted for one of five focus areas:

Feature Article (reviewed by three reviewers): Discusses applied concepts and research findings of particular interest and significance to volunteerism and volunteer administration both in North America and worldwide. Connects theory to practice and emphasizes implications for the profession. (Maximum length: 3,500 words, plus abstract, tables, and graphics.)

Research in Brief (reviewed by three reviewers): Summarizes basic and applied original research results of importance to volunteer administrators. (Maximum length: 2,000 words, plus abstract, tables, and graphics.)

Ideas That Work (reviewed by one reviewer): Describes novel ideas, training formats, innovative programs, and new methods of interest to volunteer administrators. (Maximum length: 1,500 words plus abstract, tables, and graphics.)

Tools of the Trade (reviewed by the editor): Reports on specific materials, books, and technologies useful to volunteer administrators. (Maximum length: 1,000 words plus abstract, tables, and graphics.

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Manuscript Style and Preparation

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2. Submit manuscripts as MicroSoft Word 5.0 for Windows or Word Perfect 5.2 or higher, 12-point type, Times New Roman font, double-spaced, 1.5 margins all round. Prefer all submissions be made via e-mail.
3. All manuscripts must have a running head, which is an abbreviated title that is printed at the top of the pages of a published article to identify the article for readers. The head should be a maximum of 50 character, counting letters, punctuation, and spaces between words.
4. All author's name/s, affiliation/s, address/es, phone number/s and e-mail address/es must be on a separate cover page that will be removed for the review process.
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8. Double space everything: text, abstract, end notes, author's notes/acknowledgments, references, block quotations, appendixes, AND tables.
9. References should be italicized, not underlined.
10. Left-justify everything with a ragged right-hand margin (no full justification).
11. Begin each required section on a separate page, and in this sequence: title page, abstract, text, appendix(es), notes, references, table/s, figure/s.
12. End notes are used for discursive purposes only. They should be grouped on a separate page. There are no footnotes.
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19. Please check all references carefully. Copy editor will spot check URLS online. Authors must check each link prior to submission for accuracy. Material with incomplete and incorrect references will be returned to the authors for corrections and may delay publication.

Quick Pointers for Authors

1. These are the three most commonly misspelled words submitted to *The Journal*: e-mail, Web site, nonprofit.
2. Please use the term **manager of volunteers** and not volunteer manager. The profession is moving away from the term volunteer manager as it is easily confused with an unpaid (volunteer) manager of volunteers.
3. When using hyphenated words, use Merriam-Webster as a guide.
4. If you write a full sentence inside brackets, put a period inside the bracket. If it is not a full sentence, then put the period outside the bracket.
5. Remember both opening *and closing* quotation marks when using a direct quote. Be sure to include the page number.
6. Include a comma when using the abbreviations "e.g.," or "i.e.,".
7. Citations: If referencing more than one work inside a bracket, be sure to alphabetize the works.
8. Use digits for all numbers over ten. Use words to express any number that begins a sentence, title or text heading. Whenever possible reword the sentence to avoid beginning with a number.
9. Abbreviations must be explained on first use in the abstract or the text.
10. Use active voice (but do not use the personal pronouns *I* or *we*). Commentaries or reviews of other materials may use personal pronouns as they reflect personal views and opinions.
11. Outline the hierarchy of the ideas you wish to present and use headings to convey the sequence and levels of importance.

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Depending on the type, manuscripts will be reviewed by editor and/or editorial reviewers within six weeks of receipt. For Feature Articles, Research in Brief, and Tools of the Trade, the author(s) name(s) is/are removed for the review process. The author will be notified in writing of the outcome of the review process. *The Journal* retains the right to edit all manuscripts for mechanics and consistency.

If a manuscript is returned for major revisions and the author(s) rewrite(s) the manuscript, the second submission will be entered into the regular review process as a new manuscript.

Authors may be asked to submit a hard copy of the final version of an accepted article. It may be mailed or faxed, double-spaced, 1.5 margins all round, printed on one side of the paper only.

All authors of published manuscripts receive two complimentary issues of the TJOVA in which his/her articles appeared.

Please submit manuscripts to: Mary V. Merrill, Editor, *Journal of Volunteer Administration*, mary@merrillassociates.net, Phone: 614-262-8219.

POSITION ANNOUNCEMENT

Assistant Professor and Extension Specialist,
4-H Continuing Volunteer Education
Department of 4-H Youth Development,
College of Agriculture and Life Sciences,
North Carolina State University, Raleigh, NC

Position Description:

The Department of 4-H Youth Development at North Carolina State University seeks a visionary and dynamic Assistant Professor and Extension Specialist to provide leadership for all 4-H Youth Development continuing volunteer education programs. As a 12-month, tenure-track faculty member at an engaged land-grant university, this leadership includes:

- teaching both on-campus and in community-based settings;
- developing a vibrant research program (including securing external grants and contracts and disseminating research findings through scholarly publishing and presentations);
- service to both the profession and the state's communities;
- statewide program development supporting county 4-H professionals in developing adult and youth volunteerism;
- departmental liaison to the North Carolina 4-H Volunteer Leaders' Association;
- logistical leadership for area, state, regional and/or national 4-H volunteer forums; and
- pre- and in-service training for 4-H professionals regarding volunteer program administration and management.

Basic Qualifications:

Basic qualifications include:

- an earned doctorate in Adult Education, Youth Development, Extension Education, Public/Nonprofit Administration, or allied subject matter/discipline field;
- demonstrated leadership and administrative ability within a community-based volunteer program (Cooperative Extension experience at the state and/or county levels desired);
- a scholarly record sufficient for an appointment at the rank of Assistant Professor in an academic department; and
- the demonstrated ability to strategically lead a comprehensive, innovative team of diverse professional and volunteer constituencies at local, state, and national levels.

Application Procedures:

The complete position description may be accessed at <www.nc4h.org>. For more information, please contact Dr. R. Dale Safrit, Chair, Volunteer Specialist Search Committee, Associate Professor and Extension Specialist, Department of 4-H Youth Development, North Carolina State University, NCSU Box 7606, Raleigh, NC 276957606, Tel. 919-515-8648, FAX 919-515-7812, e-mail: dale_safrit@ncsu.edu. The position is available January 1, 2006, and the application deadline is 5:00 p.m. EST October 14, 2005 (or until a suitable candidate is identified).

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