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# THE JOURNAL OF VOLUNTEER ADMINISTRATION

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Fall 1990

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## ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration (AVA) is the professional association for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers. AVA is open to both salaried and nonsalaried professionals.

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

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

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

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

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

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

THE JOURNAL OF VOLUNTEER ADMINISTRATION is published quarterly. Subscriptions are a benefit of membership in the Association for Volunteer Administration (AVA). Non-AVA members may subscribe to THE JOURNAL at a cost of \$24 per year or \$65 for three years. Subscribers outside the United States and Canada should add \$10.00 per year for additional postage and handling costs. Checks or money orders (payable through a US bank or in \$US) should be made payable to: Association for Volunteer Administration.

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

ISSN 0733-6535

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# Association for Volunteer Administration Survey on Employer Recognition *A Report to the Membership*

Joanne Holbrook Patton

An important relatively recent development in the field of volunteerism is the concept of the administration of volunteers and service programs as an emerging profession, not a part-time peripheral activity.

—Harriet Naylor, 1973<sup>1</sup>

Q: Do you consider you belong to a true profession, as a volunteer administrator?

A: Absolutely! Does the administration of the institution for which I work? By no means.

—Non-CVA AVA Member, 1989  
(responding to AVA Survey on Employer Recognition)

## BACKGROUND

In recent years, the last ten in particular, the Association for Volunteer Administration (AVA) has come to recognize itself as more than just a member organization of volunteer administrators. Concurrently with the growing sophistication of job challenge its members have been compelled to meet in today's turbulent times, has come their realization that they are engaged in a complicated, demanding career which requires more from its parent organization than simply camaraderie. The practitioners who serve in this role have created a field in what most certainly is a growing profession. The Association for Volunteer Administration (AVA), their focus association, has undertaken to assist its members in developing into well-grounded career professionals.

Webster's definitions of "profession" as "a calling requiring specialized knowledge and often long and intensive (academic) preparation," and of "professional" as "characterized by or conforming to the technical or ethical standards of a profession"<sup>2</sup> are pat descriptions. Far more articulate in chronicling the growth of professional attitudes, performance and ambitions within the volunteer administration community have been the field's own distinguished spokespersons. Beginning with the late Harriet Naylor, these have included Ivan Scheier, Eva Schindler-Rainman, Winifred Brown, and Sarah Jane Rehnborg, the designer of the performance-based certification program which AVA now offers to members of the field who believe they measure up to its criteria, or who aspire to do so. Excellent member-trainers, such as Marlene Wilson, Sue Vineyard and Susan Ellis, have "mentored" the practitioners into sound and creative performance standards. In recent years, AVA's Task Force on Higher Education has identified a host of colleges and universities in the United States and Canada which have given evidence of their willingness to nurture the profession's academic needs. Discussions of national training institutes and other "polishers of the jewels" currently abound, as the term "volunteer management" begins to make its way into the national and international vernacular.

While appreciating the promise of such exciting developments leading us into the decade of the 1990s, some who had been engaged in earlier AVA Task

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Force work decided that there was one aspect critical to the recognition and development of the volunteer administrator as a professional person which had not yet been explored. This was the area of the workplace, as it relates to employer-employee attitudes and understanding. What did or would the person a volunteer administrator considered "the Boss" think of that employee's ambitions toward professional development? If the employee sought to improve his or her skills or knowledge in such relevant topics as "Communications" or "Volunteer Management," or to attend an AVA International Conference, seek a degree in a related discipline or undertake AVA Certification, would the employer care? If the employer was supportive, how was this demonstrated? If not, what did the employee wish could be done about it? Although some believed that employer support would be vital to full fruition of the field, it was important to test the climate as it exists today.

#### DESIGNING THE SURVEY

In early 1989, with AVA's approval, a small group of AVA members and professional colleagues including both CVAs (those who have been Certified in Volunteer Administration) and non-CVAs with a variety of experience and academic credentials, formed a Subcommittee on Employer Recognition. The subcommittee agreed to undertake an informal survey, not presuming to accomplish a thorough research project, but to address a broad sampling of contemporary working volunteer administrators, "taking the pulse" of our colleague community.

The survey was divided into four sections:

The first would be sent exclusively to CVAs, all those listed on AVA's rolls as of May 1, 1989. They would be asked questions relating to their employers' support (or lack of it) at the time of their entering the Certification process, and would be given the opportunity to name "supportive" employers, whom AVA might later involve as a resource group. The CVAs also would be encouraged to name "non-supportive" employers, if they wished them to receive further information from

AVA on volunteer administration as a growing profession.

The second survey increment would be sent to the employers named by the CVAs as "supportive," and would be designed to find out why each had chosen to encourage a volunteer administrator in career development and/or AVA's credentialing process, and what had been the results for their organizations. This, it was hoped, would identify a core group of employers who could give testimony to others on the "positives" of encouraging professionalism in their volunteer managers.

The third group to be surveyed was perhaps the most important. By surveying volunteer administrators who had taken no identifiable steps toward AVA Certification, the subcommittee sought to discover if they had other paths they were pursuing toward professional development, or just what their views of themselves as professionals might be, especially as reflected in the opinion of their employer. The largest manageable cross-section of non-CVA AVA members was selected, drawing from a fair mix of type and size of employing organizations from every state and province in which AVA members resided. Two U.S. military overseas areas also were included. Hospitals represented the largest agency segment, but a full variety of categories was represented in the sampling.

While recognizing the validity of many paths toward professionalism, AVA needed to find out why this member segment had not "come aboard" AVA's Certification process, since none had taken even the first step, according to AVA records, of purchasing a Certification packet. If employer attitude was a key factor here, it was important to determine that.

Finally, it was decided to take a slight diversion in order to get a perspective on a category of volunteer administrator which seemed to have eluded us in previous surveys of our field. This was the segment of our colleagues who are employed in a counterpart role in the corporate world. Members of the national Corporate Volunteer Council cooperated by giving the subcommittee names with

which to compile a list of geographically scattered mixed-type company representatives of this population who would be asked substantially the same questions as the third group, the non-CVA AVA members. Few of this corporate group were members of AVA.

## PROCESSING THE SURVEY

Although the survey questions were developed by a knowledgeable subcommittee, it recognized its practical limitations and accepted in advance that this would not be a scientific research piece, but more of an "indicator," or a springboard, toward further AVA research and exploration. Even so, the committee was conscientious in its process and therefore gratified, as the separate sections were successively mailed out, to receive a very respectable number of returns:

- *Survey I*, to CVAs, was mailed to the 64 who had been awarded the credential as of April 1989. A two-week suspense deadline produced a 61% return.
- *Survey II*, mailed to the 22 employers of responding CVAs who named them as "supportive," brought a 50% return after two weeks.
- *Survey III*, to 225 non-CVA AVA members had 96 completed surveys returned, a 42.6% rate.
- *Survey IV*, to 50 corporate volunteer administrators brought a 36% return.

Combining all four parts, of 361 questionnaires mailed out, 164 (45.4%) were returned completed.

## SURVEY HIGHLIGHTS AND STATISTICS

### *The Job Title*

Among CVAs responding to our survey, the most common job title was "Director of Volunteer Services" (or a title with both "Director" and "Volunteer" in it). Non-CVAs reported an equivalent number of "Coordinators of Volunteer Services," while the corporate group seldom used the word "Volunteer" or the designation "Director" in their titles. More prevalent with this group was "Community," as an identifier, with "Manager" and "Coordinator" the common power terms accompanying it.

### *Job Tenure*

For all categories of respondents, the decade of the 80s was one of change. Most CVAs had attained their current positions within that time-frame, along with their CVA credential. Thirty-one percent had experienced a job change since receiving the CVA (as had their employers, by some coincidence). Non-CVAs also indicated job turbulence, with 75% reporting they had held their current positions for less than three years. Most corporate volunteer administrators were in their initial employment in that role, and had spent less than two years in the job at the time of the survey.

### *Employer attitudes*

Of the CVA respondents, 82% (n = 32) indicated that they had informed their employers when they undertook the CVA process. Less than half of those reported that their employers were "lukewarm" or not interested in the undertaking. An equal number said that their employers had provided some financial support for the process. All but a few indicated that they received recognition from their employers for achieving CVA, mostly in some form of public notice, but generally publicity was kept within the organization. (One fortunate CVA reported an immediate cash bonus of \$350!)

Most CVAs (67%) acknowledged a positive impact on their employment resulting from their achievement of the credential. This included raise in pay, job promotion, increase in status, responsibilities, and/or improved ratings. Only five of the CVA respondents claimed no recognition had been received and saw no impact from the award on their employment status. Three of these had chosen not to share with their employers the fact that they were undertaking AVA Certification. Presumably the first those employers heard of it was when AVA wrote them, informing them of the honor their employees had earned.

Most CVAs reported continuing personal involvement with professional development after receiving AVA's credential. Almost all regularly attend professional seminars and some have sought and received additional certifica-

tion and advanced degrees. Sixty percent of the CVAs reported that improved performance appraisals have accompanied these professional development initiatives, and 64% indicated that some form of funding was provided, at least for workshop and seminar attendance, by the employer.

Of 22 CVAs identifying their employers as "supportive" to their professional development, 14 specifically nominated theirs to become spokesperson "champions" for AVA Certification and/or professional development, 14 specifically nominated theirs to become spokesperson "champions" for AVA Certification and/or the professional development of a volunteer administrator, should AVA wish to utilize them.

In our small sampling of employers, 45% (5 of 11 who responded), declined to accept the credit their employees had given them as mentors to the process. These indicated that the CVA recipients in their employ deserved full credit for personal initiatives in pursuing Certification on their own, even before receiving encouragement from the employer. Eighty-one percent endorsed the professional skills of the CVA as benefits to the organization, while 73% said the credential "CVA" either would or might be listed as "preferred," in future job descriptions for the position of volunteer administrator within their organizations. Eighty-one percent said they would expect the person with a CVA to bring experience, knowledge of the field, and full expertise in operating volunteer programs to their roles. Forty-five percent said they thought their organizations should maximize the skills of the incumbent CVA by extending that person's responsibilities throughout the organization, and to the outside community, beyond the volunteer program. Forty-five percent recommended the Master's degree level of education, for maximum benefit to the volunteer manager position.

Over half of the responding "supportive" employers said that they felt an explanation of the CVA process, written especially for their counterparts, would be helpful to them. These explanations should include expectations of both the

employer and candidate during the process, the AVA standards for CVA achievement, and the possible benefits to the employer or the organization of having a volunteer administrator seek this designation. Forty-five percent of the responding employers forthrightly declared their willingness to endorse AVA's Certification process for other CEOs.

Eighty-one percent of the responding employers of CVAs said their organizations would provide full or partial tuition reimbursement to their volunteer administrators for job-related training or workshops, and even more would allow time off from the job for attendance at professional development training or instruction. However, when asked specifically whether AVA educational endorsement would influence them toward approving a professional learning or training experience for their employees, only one answered in the affirmative.

Of the 96 non-CVA respondents, only nine declared that they would not pursue the Certification process in the future. Seventeen (18%) were undecided. Of those two groups combined, 42% said the reason was that the credential or the process was not recognized or valued by the employer/organization. At the same time, 96% of all the non-CVA respondents said they had taken workshops or courses during company time. Although 56% have attended AVA conferences, more (60%) have attended conferences under other sponsorship such as DOVIAs, Governors' Conferences on Volunteerism, University of Colorado workshops, and conferences sponsored by VOLUNTEER: the National Center.

The non-CVA respondents showed a strong emphasis on formal learning, with 17% attending graduate school, 10% attending undergraduate courses, 13.5% completing baccalaureate degrees, and 24% reporting completion of graduate degrees in a variety of disciplines since becoming volunteer administrators. However, of all learning experiences they listed, the ones they considered most useful for the job were workshops taken under various auspices, including those sponsored by academic institutions. Thirty-eight percent of the respondents

said they had informed their employers of their professional learning pursuits and only 5% said that their employers or organizations paid *none* of the costs for the workshops or courses they took. The highest dollar support reported by an individual was \$2000 a year for a college course.

In contrast, another 38% of the responding non-CVA AVA members said their employers were unaware of AVA's Certification Program. Ten percent said they did not know whether the employers knew about it or not, and only 5% said their employers did not think it valuable to pursue.

Of the 36 respondents from this group who said their employers were not informed on Certification, 23 said they wished the employer would take an interest in it, while only five said they would rather they not do so. Twenty-four percent of non-CVA respondents said they would be encouraged to seek CVA if their employers took an interest in it. Over half of the total non-CVA respondent group said that financial help from their employing organizations would improve their ability to seek Certification or professional development, but there is little evidence that they have sought it, since such a large percentage of the employer group is declared by their volunteer administrators to be "uninformed" on CVA.

Of the corporate respondents, almost a quarter were unfamiliar with AVA's Certification Program, although 33% had attended AVA conferences (but only once!). Sixty-seven percent said they had shared their professional development steps with their employers and 89% said their organizations paid for their learning opportunities or contributed toward them. Fourteen (78%) said their employers were unaware of AVA Certification, "probably not" aware of it, or the respondent didn't know. However, 72% said they would have undertaken it, had that been specified as a condition of their present employment.

#### PERCEPTIONS OF PROFESSIONALISM

The subcommittee believed it could be taken for granted that CVAs considered

themselves professionals. Presumably their "supportive" employers agreed. Therefore, "supportive" employers were asked for advice to potential CVAs on how to persuade their employers to endorse their professional development initiatives. Of the employers, 36% advised that the volunteer administrators demonstrate their own initiative and motivation to their employers by their resolve to become professional, with or without employer support. They suggested having their employers talk with others who had CVAs working for them (such as our respondent group) and have them point out to the inquirers the benefits to an organization.

Of the non-CVA group, 78% said they considered themselves to be members of a "true profession," as volunteer administrators, while fewer (53%) believed their employers considered them to be that. The most frequently cited indicator given by the non-CVAs as evidence of having achieved professional status was "inclusion in the management team," *i.e.*, being accepted for full participation in meetings, conferences, budgeting and decision-making on a par with other managers in the organization.

Of the corporate respondents, seven said they considered themselves to be part of a "true profession" as volunteer administrators. Seven others said they were professionalized by other parts of their job, such as communications or public relations. Sixty-one percent said they believed their employers considered them to be professional as volunteer administrators. Indicators cited by this group of their having achieved professional status were, or would be, change of job title, upgrade of position, and evidence of AVA's responsiveness to corporate business needs.

#### IDENTIFICATION VS. ANONYMITY

Perhaps some useful impressions may be gleaned from whether the separate groups of survey respondents chose to identify themselves and/or their employers by name, or not.

Of the CVAs:

- 34 (87%) identified themselves by

- name
- 22 (56%) identified a supportive employer
- None identified a non-supportive employer
- 5 (13%) responses were returned anonymously

Of the non-CVAs:

- 63 (66%) identified themselves by name
- 31 (32%) identified a supportive employer
- 8 (8%) identified a non-supportive employer
- 33 (34%) were returned anonymously

Of the corporate volunteer administrators:

- 13 (72%) identified themselves by name
- 8 (44%) identified a supportive employer
- 1 (5.5%) identified a non-supportive employer
- 5 (28%) were returned anonymously

The foregoing statistical picture is far from complete, even as an excerpted display from the study. In the interests of focusing this article, the bulk of the survey data necessarily has been omitted. Much of what does not appear here is interesting, especially to persons concerned with the differences (real or perceived) between the four groups surveyed. Therefore, serious explorers are encouraged to read the more complete study, which combines numerical data and narrative evaluation in greater detail.

Nevertheless, we feel that *The Journal* readers deserve to share the conclusions and impressions the researchers drew from the complete survey. These are summarized informally and should provoke serious thinking on the part of the AVA leadership and its membership about future directions and actions which might be taken in support of professionalism in volunteer administration. It is hoped especially that these additional comments will provoke thought on how to involve the employers of the practitioners in the field as approvers, advocates, and, most of all, participants in the growth of the profession.

## SUMMARY CONCLUSIONS

First, there is reason for celebration by the field of volunteer administration because its members finally are beginning to see themselves as professionals! Certainly, this is strongest in those who have put themselves to the test, either in undertaking CVA or in embarking on an independent effort to build their professional credentials. Unfortunately, many feel that their employers do not agree with them. Still, an important finding is that when the volunteer managers take their determination out of the closet and give evidence that they are willing to be responsible for their own initiatives in professionalization, the employers sit up and take notice and frequently surprise the managers with supports.

The opinion of the employer is very important to timid volunteer administrators, who too often are leaving the employer in the dark about their professional ambitions. When they do not bother to find out what the employer thinks about Certification or professional development, volunteer administrators cannot expect that employer to value their efforts. Neither can they be perceived as professional persons if they do not act as though they believe themselves to be!

There is strong evidence of the interest by the volunteer administrators in higher education, but as much in other specialties and disciplines as in volunteer administration. The latter appears to be well-covered by the popular workshops and conferences (some sponsored by academic institutions) which nearly all attend and for which employer support seems easier to obtain. Some of the breadth of academic subject interest must evolve from the healthy desire of the practitioners to stretch their horizons beyond a strict professional specialty. However, the pragmatic probability is that they want to insure their marketability by diversifying their knowledge and capabilities, "just in case."

There is certainly an invitation here to AVA to improve its marketing of Certification and professional development. The respondents are open to persuasion, in most cases, to the worth of both and want help in educating their employers



to their benefits.

The corporate respondents, especially, seem to feel alienated, not only from Certification marketing but from the mainstream of volunteer administration. They appear to be asking AVA to court them into participation in conferences, to show how they fit into the general field, before they espouse it.

The corporate group certainly is unseasoned in volunteer administration. However, the majority of the nonprofit respondents in Survey III also are short-timers in their jobs. There is plenty of evidence of today's mobile society throughout the full survey, with the employers as well as the volunteer managers. All the more reason these respondents are shoring up their transferable skills by undertaking to acquire academic degrees in a variety of disciplines.

The corporate respondents are concerned that their volunteer-related roles within their conglomerate jobs don't offer the clout of the other "hats" they wear. Nonetheless, they do not have the air of second-class citizens, which the volunteer administrators from the nonprofit sector frequently display. These administrators hope wistfully for "inclusion" in management teams and authority groups—to "belong." "I know I'm professional, but the boss doesn't," is frequently heard. That in itself bespeaks shaky self-confidence, but the evidence is that, *sub rosa*, the field is identifying itself and looking for networking strengths to help it become "upwardly mobile."

Funds, while not plentiful, are available for a number of professional supports, particularly workshops. Furthermore, the number of degrees collected and embarked on by this group, while they are actively employed as volunteer administrators, shows that they are somehow financing their education.

The number of "supportive employers" who have emerged, by name, from this survey constitutes a fine resource bank upon which to build enlightenment of others. Certainly, AVA should begin to make strong connections with these persons who can advocate in our behalf. There should be opportunities at both

Regional and International Conferences to create working seminars between employers and practitioners from the field, to help point to next steps for both.

Finally, there is reinforcement for the sentiment most individual practitioners often express: they love their work, they are committed to working with volunteers and, all else being equal, all necessary supports in place, they would stay with the field of volunteer administration as a career. "All necessary supports," of course, is the critical piece.

The AVA Employer Recognition Survey presents ample evidence that the time is ripe for enlightenment. The opportunity to gather employers of volunteer administrators into the movement forward toward professionalism is here, right now. Waste no time in getting started!

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*Members, AVA Subcommittee on Employer Recognition:*

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## FOOTNOTES

1. Naylor, Harriet. *Volunteers Today*. Dryden, NY: Dryden Associates, 1973. p. 189.
2. Misch, F.C., Ed. *Webster's Ninth New Collegiate Dictionary*. Springfield, MA: Merriam-Webster, Inc., 1983. p. 939.

For information on obtaining the complete report of the AVA Employer Recognition Survey, write: AVA, P.O. Box 4584, Boulder, CO 80306.

APPENDIX A  
A SAMPLING OF RESPONSES FROM THE SURVEY

*from CVAs . . .*

Q. Was your employer supportive of your involvement with the CVA process?

A. He was not. The CVA process was, in his opinion, solely my concern and was not important to my role as Director. None of the work was accomplished during working hours. It was prepared on weekends at home, and secretarial help was paid for by me. I do not regret this.

Q. If your employer was supportive, what form did that support take?

A. He was almost in awe of the kinds and amount of work I turned out. His word to me in our first supervisory session was, "Just keep doing what you have been doing and let me know if I can help!"

*from Employers of CVAs . . .*

Q. What led you to encourage your volunteer administrator to embark on professional development and credentialing?

A. She provided the leadership. She stated clearly what she wanted and needed. I supported her goals and plans.

Q. What value have you found in being supportive to your volunteer administrator's professional development?

A. People do a better job when they feel good about themselves. She returns from

AVA Conferences with new ideas and renewed enthusiasm and sometimes new or improved skills.

*from Non-CVA AVA Members . . .*

Q. If you do not intend to seek CVA, why not?

A. I do not feel it would further my status in my present job as no one at (my agency) knows what CVA stands for.

Q. Of steps you have taken as a volunteer administrator toward professionalizing your role, which were the most beneficial?

A. Most beneficial have been AVA Conferences, then workshops and other professional conferences . . . Also, it's an excellent opportunity to communicate with a peer group outside of (my specialty) as well as within it.

*from Corporate Volunteer Administrators . . .*

Q. If you do not intend to seek CVA, why not?

A. AVA has not provided information/support for *corporate* volunteer coordinators.

Q. Does your employer consider you a professional, as a volunteer administrator?

A. A professional, yes; a professional volunteer administrator, no.

# How Are We Doing? A Look at the Compensation Levels of Rhode Island Volunteer Administrators

Jo-Ann S. Ostrowski and Florence Sehl

## INTRODUCTION

The field of Volunteer Administration and the need for professional volunteer managers has grown tremendously in recent years. Volunteer managers have identified their training needs (Appel *et al.*, 1988). Included were marketing, promotion/public relations, planning, recruitment, and management skills, among others. Obtaining these varied skills requires both education and experience. While skilled people are in demand, our experience indicated that compensation (salary and benefits) in our geographic area was low. This article will present a preliminary analysis of a Volunteer Administrators' Compensation Survey which was undertaken by the Professional Development Committee of Rhode Island's Voluntary Action Center.

Volunteers In Action (VIA), Rhode Island's only Voluntary Action Center, has been providing services to local agencies for over 20 years. Part of this agency support is in the form of consultation and technical assistance, workshops on management of volunteer programs, and board development seminars. These services are administered through the Professional Development Committee of VIA's Board of Directors. Workshop-format training sessions and a Professional Development Series as well as informal networking presentations ("Brown Bag" meetings) are regularly offered for Coordinators of Volunteers in constituent

agencies. In July of 1989, when setting goals for the coming year, the committee decided to develop and administer a compensation survey involving these individuals.

The initial purpose of the compensation survey was to encourage professional development and enable volunteer administrators to have a means to evaluate their own positions, both within their own agencies and compared to others in the same geographic area. Undertaking the survey was in keeping with a broader focus for the group, which at the time was still known as the Professional Training Committee. It was the consensus of the committee that its role should include that of enabler and catalyst for professional development, and that its efforts, therefore, should be balanced between presenting traditional training workshops and supporting other areas of professional development.

## DESIGN OF THE SURVEY INSTRUMENT

The initial draft was put together for the August 1989 meeting. In an effort not to "reinvent the wheel," the committee contacted VOLUNTEER: The National Center for information on similar studies. Although they did not have a model instrument, VOLUNTEER was interested in the results of this study.

The final draft instrument was reviewed by appropriate members of VIA's

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Board prior to going to the full Board for approval. Before it was in its final form, the instrument had gone through five revisions. Even with a careful review process by both the committee and VIA's Board of Directors, it became apparent that certain questions should be rephrased in any successor instrument. The survey was not intended to be a scientific survey, but to allow the committee to gather and disseminate important descriptive information which would be a first step in a sequence of data base formulation and further in-depth study.

#### TARGET AUDIENCE

The goal was to reach all volunteer directors and coordinators who had participated in some way with VIA. The survey was included with the notice of the Spring Professional Development Series, which went to approximately 1,200 individuals or agencies in early February, 1990. With duplication within agencies and individuals on the mailing list who are not involved in managing a volunteer program, the mailing effectively reached approximately 650 nonprofit agencies. Not all of these agencies have formal volunteer programs, or designate the role of Volunteer Coordinator to any one person. Thus it is difficult to give an accurate number of potential respondents, but a 15-20 percent return rate was estimated ( $n = 97$ ).

A cover letter accompanied the survey, as well as a business reply envelope. The cover letter explained the committee's intention to assist all working in the field in understanding existing conditions. Anonymity was promised, as well as aggregate reporting of all results. The survey itself was printed two-sided on yellow paper.

#### RESULTS

Frequencies and percents will be presented first, with analysis and cross tabulations to follow. The final sections will summarize and offer recommendations for those who would like to replicate this survey within their own constituencies. The Appendix also contains a proposed sample format for a revised survey with the questions phrased for easy analysis.

#### *Types of Agencies/Organizations*

Several categories were presented for respondents to check, indicating the settings in which they worked. Some respondents (10.5%) checked more than one type of agency, as "check all that apply" was written into the question. The results were as follows:

- 5% Environmental
- 8% Health Education
- 13% Community/Activity Center
- 15.5% Hospital/Nursing Home
- 33% Human Service
- 5% Crisis Intervention
- 31% Other

Of the 31% who gave answers in the "Other" category, responses fell into the following groups:

- 68% Education
- 4% Visual & Performing Arts
- 14% Literacy/Library
- 14% Miscellaneous

The "Miscellaneous" group included Animal Shelter, Government Volunteer Agency, Health Care Service, and Community Blood Drive.

#### *Experience*

Respondents indicated their experience in the field ranged from one month to 28 years. Eight percent had been working in volunteer administration for less than a year, 49% had been in the field between one and five years, 23% between five and ten years, and 19.5% more than ten years.

When reporting the length of time in their present positions, however, it was determined that eighteen years was the maximum time on the job and one week the minimum. Fourteen percent had been in their jobs for less than one year, 30% between one and two years, 32% between two and five years, 8.3% between five and ten years, and 15.5% between ten and eighteen years.

Most respondents ( $n = 90$ ) were paid in their present positions. Only six were not paid for their present work and one person did not answer.

#### *Educational/Experiential Background*

The responses to this question were as varied as the respondents. One person reported having a high school diploma only, three had associates' level degrees.

Seventy-two respondents indicated that they had at least one degree. Of these, sixty were at the bachelors' degree level, eleven at the masters' degree and one person reported having a Ph.D. Twenty people reported having more than one degree. One of these was a registered nurse, eight were at the bachelor's level, and eleven at the master's level.

Areas of study were also widely varied. Loosely categorized, these fell into six areas: Business (14%), Communications (10%), Education (29%), Arts (10%), Social Sciences (25%), and Miscellaneous (12%). It was of interest to find that 54% of respondents to this question (n = 72) had studied in the areas of Education or Social Sciences.

For most (49%), a degree was required for their positions. Of the rest of the respondents, 44% (n = 42) did not need a degree for their positions, six indicated maybe or that they did not know, and two did not answer.

Seventy percent of respondents (n = 68) indicated relevant experience. Seventeen (25%) indicated continuing education efforts such as seminars and course work. Sixteen (24%) indicated personal volunteer experiences. Other responses of interest included public relations and employment in other positions. Further, 70% (n = 68) indicated that they participated as a volunteer outside of job related activities.

#### *Job Titles*

There was nearly as much variety in this category as in the previous question, with 58 different titles mentioned. Fifty-five percent of respondents (49 people) were Coordinators, Assistants, Program Managers or of similar titles. Nineteen of these individuals (20%) were strictly "Coordinators of Volunteers."

Thirty-eight percent (n = 34) were Executive Directors, Directors, or of similar titles.

#### *Certification*

Responding to the question, "Are you a Certified Volunteer Administrator (CVA)? (by the Association of Volunteer Administration)," only one person indicated "yes," while 81 said "no" and 15 did not answer. On the other hand, 50%

indicated they were interested in seeking certification or in other continuing education opportunities in volunteer administration. There were 12% who were not sure and 14% did not answer.

#### *Full- or Part-time Employment*

Most respondents (70%, or 68 people) worked full-time, 27% part-time. Two respondents were not compensated, and one person did not respond. Of those who worked part-time, 44% (11 people) who responded were working fewer than 20 hours per week. However, 56% (15 people) worked between 20 and 32 hours.

For 70 of the 94 respondents (74%) who answered the question, Volunteer Program Management was not their only responsibility. These respondents spent between .5% and 99% of their time managing their volunteer programs, with 42% (28) indicating less than 25% of their time, 27% (18) between 25% and 50% of their time, 15% (10) between 51% and 75% of their time and 11% (16) indicating that more than 75% of their time was spent coordinating/managing their volunteer programs.

#### *Staff Involvement in Volunteer Program*

Many organizations involved more than one person in coordinating the volunteer program. Total agency staff were involved in 49 instances, although there was no indication whether these were full- or part-time staff.

There were nine respondents who reported having both full- and part-time people working together to coordinate their volunteer programs. Five of these had one full- and one part-time coordinator. One had one full- and two part-time, one had one full- and three part-time (a human services agency which also reported that four volunteers worked to manage the volunteer program consisting of 700 volunteers), one had two full- and one part-time (a school volunteer program with 700 volunteers). The person who indicated there were three full- and one part-time person was from a hospital/nursing home with 525 volunteers.

Sixteen respondents indicated that there was at least one volunteer involved in the coordination of their volunteer programs.



### Size of Program

Although 18.6% did not answer the question, about half (50.1%) of the respondents were in programs with 150 volunteers or less. There were 16.3% with between two and 25 volunteers. Ten individuals indicated that more than 500 volunteers were in each of their programs, with one program involving 3,000 volunteers.

### Salaries and Benefits

Table I indicates the salary distribution of all the respondents, both full- and part-time.

None of the full-time respondents made under \$10,000. Those in the lower income ranges reported that a greater percentage of their work time is devoted to managing/coordinating their volunteer programs. This would seem to indicate that Volunteer Program Management alone is not as highly valued as other management or administrative functions.

Langer (1989), in an article detailing some of the results of a 1989 survey by the Society for Non-profit Organizations, reports the national median income for Directors of Volunteers in nonprofit organizations is \$18,500. Full-time respondents to this instrument who responded to the income question (n = 64) averaged higher than this figure, with 79% report-

**Table I**  
**Salary Distribution:**  
**Full-time and Part-time Respondents**

Salary Range	No. Respondents	Percent
under \$10,000	12	12
\$10 - \$12,000	3	3
\$12 - \$15,000	12	12
\$15 - \$18,000	7	7
\$18 - \$20,000	11	11
\$20 - \$25,000	17	17
over \$25,000	24	24

ing incomes higher than \$18,000 (34% were over \$25,000).

Part-time respondents give a much greater percentage of their work day to coordinating/managing (80%) as compared to full-time people (40%).

Table II presents the employee benefits indicated by 95 respondents, both full and part-time.

It was impossible to generalize on the amount of co-payment for prescriptions, health and dental insurance, or tuition reimbursement. Of those who responded positively to prescription coverage (n = 21), 38% had individual coverage, 52% family, and 62% had a co-payment. Of all respondents who indicated "Yes" for health insurance (n = 63), 54% had indi-

**Table II**  
**Benefits: Full-time and Part-time Respondents**

Benefits	Part-time (n = 26)		Full-time (n = 69)	
	Freq.	Percent	Freq.	Percent
Health Insurance	6	23	58	84
Dental Insurance	4	15	36	52
Prescription Coverage	0	0	22	32
Tuition Reimbursement	3	11.5	28	40.6
Paid Vacation	10	38	61	88.4
Able to Carry Vac. Days Over	5	19	29	42
Paid Holidays	10	11.5	62	90
Paid Sick Days	8	31	62	90
Flex Time	12	46	12	17
Comp Time	7	27	32	46
Seminar Registration Fees	15	58	48	69.6
Bereavement Leave	6	23	45	65
Life Insurance	1	4	36	52
Parental Leave	1	4	22	32
Pension Plan	2	8	39	56

vidual coverage, 43% had family coverage. Only 27% had full (no co-pay) coverage. For dental insurance (n = 39), 64% had individual, 36% family, and 18% had a co-payment.

The number of paid holidays ranged from zero to 13, with 6.5 as the mean. The number of personal days ranged from zero to seven, and the mean was one.

Tables III and IV group respondents by income while looking at the percentage

of time spent managing their volunteer programs (%), the type of agency, and the numbers of volunteers in their volunteer programs (Amt. Vol.). A line indicates missing information.

There seemed to be no direct correlation between type of agency and income. We found that salaries for respondents in agencies providing Crisis Intervention services initially looked much lower than the rest, but upon analysis this was found to be attributable to a higher per-

**Table III**  
**Type and Number of Volunteers in Agencies, Percent of Time Spent Coordinating/Managing a Volunteer Program by Income: Full-time Respondents**

Type of Agency	Amt. Vol.	Percentage (range)
<i>1. No income indicated</i>		
Community/Activity Cntr		
Human Services (n = 2)	35, 0	0-20
Other (n = 2)	—	10-95
<i>2. \$12,000 - \$15,000</i>		
Community/Activity Cntr	4 or 12	2
Hospital	100	33.3
Human Services (n = 2)	50+, 100	33.3-100
Other (n=2)	—	100
<i>3. \$15,000 - \$18,000</i>		
Community/Activity Cntr	73	62.5
Environmental	30	100
Health Education	50	10
Human Services (n=2)	25, 61	25-35
Other	—	95
<i>4. \$18,000 - \$20,000</i>		
Community/Activity Cntr	50	60
Environmental	25	10
Health Education (n=2)	350, 100+	90-100
Human Services (n=5)	7+, 50, 300, 165, 200	7.5-100
Other (n=2)	—	10-20
<i>5. \$20,000 - \$25,000</i>		
Community/Activity Cntr (n=4)	60, 566, 90, 6	12.3-80
Crisis	—	—
Environmental	225	85
Health Education	5	.5
Hospital (n=4)	—, —, —, 525	2-100
Human Services (n=3)	410, 1200, 70	10-30
Other (n=4)	—	20-90
<i>6. Over \$25,000</i>		
Community/Activity Cntr (n=3)	250, 25, 80	2-4
Environmental (n=2)	100, 100	7.5-35
Health Education	225	100
Hospital (n=5)	585+, —, 75, 525, 250	20-100
Human Services (n=4)	2, 18, 100, 50	2-25
Other (n=8)	—	2-100

**Table IV**  
**Type and Number of Volunteers in**  
**Agencies, Percent of Time Spent**  
**Coordinating/Managing a Volunteer**  
**Program by Income:**  
**Part-time Respondents**

<b>Type of Agency</b>	<b>Amt. Vol.</b>	<b>Percentage (range)</b>
<i>1. No income indicated</i>		
Hospital	1	100
Human Services	87	100
Other	—	75
<i>2. No income taken (volunteer)</i>		
Other	—	100
<i>3. Under \$10,000</i>		
Crisis	—	70
Environmental	25	50
Human Services	—	50
Other (n=9)	—	75-100
<i>4. \$10,000 - \$12,000</i>		
Crisis	90	75
Health Education	25	50
<i>5. \$12,000 - \$15,000</i>		
Crisis	90	100
Human Services (n=2)	11, 25	25-100
Other (n=2)	—	5-30
<i>6. \$15,000 - \$18,000</i>		
Hospital	70	100
<i>7. \$20,000 - \$25,000</i>		
Hospital	—	100

centage of part-time employees in Crisis Intervention agencies.

Our data suggest that income increases as amount of responsibility and length of service in both the field and the position increase. There was no direct correlation between size of the volunteer program and title or income.

Table V lists the titles, percent of time spent coordinating/managing, number of years in the field, number of years in present position, and number of volunteers in the programs of those reporting the highest income level.

As noted in Table III, this group spends less time coordinating/managing a volunteer program than any other income level (36.8%). Respondents aver-

aged ten years in the field, and nearly seven years in their present positions. Many were Directors or Executive Directors, titles which connote a high level of responsibility. They are all employed full-time.

#### SUMMARY AND CONCLUSIONS

Not able to accurately determine the sample size, it is impossible to state with surety that there is any statistical significance to the findings. Respondents were self-selecting, and therefore, may be better or worse off than the true population of volunteer administrators in the area. The intent, however, was to gather and disseminate first-step information. This goal was achieved.

Other researchers (Appel *et al.*) included more demographic questions and questions which address the supervision of other paid staff, household income from position, whether the respondent has a second job, and characteristics of the volunteer organization. Including questions such as these in future surveys will provide a broader data base.

Ivan Scheier, in "Empowering a Profession: Seeing Ourselves as More than Subsidiary" (1988), defines empowerment as "enhanced status for career leadership of volunteers and more generous resource allocation in support of volunteer programs and groups." We hope the results reported here will assist volunteer administrators in negotiating better salaries and benefit packages.

Finally, the authors hope that the following revised instrument (Appendix B) will be used for local compensation surveys. It would be interesting to see a national data base for this information, perhaps based at AVA's office.

*ACKNOWLEDGMENT: Members of the Professional Development Committee also responsible for this report are Ruth C. Fixler and Judith Kinzel (co-chairs), Donna Nicholson, Paula Oliveiri, Estelle Singer, Bonnie Ryvicker, and Pat Smith. Special appreciation is accorded Ruth C. Fixler for sharing her professional knowledge of the field and for her editing expertise. The rest of the committee members are gratefully*

**Table V**  
**Characteristics of Respondents Earning at Least \$25,000**

<b>Title</b>	<b>Percent of time spent Coordinating/ Managing Volunteers</b>	<b>Number of years in field of Volunteer Administration</b>	<b>Number of years in Present Position</b>	<b>Number of Volunteers</b>
Assistant Library Director	2	7	3	20
Associate Executive Assistant	5	10	12	18
Chief, Voluntary Services	100	11	10	250
Coordinator of Volunteers	50	15	15	—
Coordinator of Volunteers	50	5	4	60+
Curator of Education	35	4	1	100
Director of Community Resources	25	4	4	100
Director of Development and Volunteer Services	7.5	10.5	2.5	225+
Director of RSVP	—	18	18	700
Director of Volunteer Services	100	10	10	75
Director of Volunteer Services	95	7	1.5	525
Director of Volunteers & Patient Representative Services	45	19	10	585+
Educator	20	10	10	150
Executive Director	10	10	5	50
Executive Director	3-5	27	13	25+
Executive Director	50	1.5	1.5	500
General Director	—	20	10	80
Office Manager	2	4	10	2
Program Coordinator	100	15	3	180
Senior Program Director	2	14	5.5	250+
Senior Vice President of Marketing	3	12	3	400
State Coordinator	100	5	5	3,000+
Taxpayer Educator	40	1	1 week	—
Volunteer Coordinator/ Office Manager	50	8	8	45

*thanked for their time, knowledge, encouragement, and support.*

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## APPENDIX A

### RECOMMENDATIONS FOR IMPROVING THE INSTRUMENT

After evaluating the process, the following suggestions are given with the expectation that this survey may be used as a tool by other investigators. The committee knew what questions it wanted answered. It did not, however, initially plan for the analysis of the data collected because at that point it was not sure that resources would be available for analysis. These suggestions will help the reader to modify the instrument for easier analysis.

#### *Format Style*

The first point to be addressed concerns the style of questions being asked. Many of the questions required a one word or short response (for example, "Are you employed full- or part-time?"). Clearer results will be produced if the responses to these questions are written out. The respondent will then need only to check a box next to, or circle the applicable response.

A handful of surveys did not have answers on the back (a two-sided format was used). This led to one of three conclusions: the respondents were not receiving any benefits, did not realize that the survey consisted of two pages, or just chose not to answer the questions. Only one of the five who did not respond was a part-time employee. This problem may have been avoided if the phrase "Complete Questions on Reverse" had been inserted at the end of the first page, or two separate pages, stapled together, had been used.

Instructions should always be clear, concise and easily understood. Within your questions underline or bold print key words when necessary. Examples include not, only, if part-time, days, etc.

Some questions were two-part questions. If the first part of the question disqualifies its response to the second part, then write instructions to direct the person to the next question.

### SPECIFICATIONS FOR COMPENSATION SURVEY

These specifications should prompt the user to answer appropriately:

- Questions asking the amount of time the person has worked in the field of volunteer administration and in her/his present position should allow for responses in years, months and weeks. Provide lines to accompany these words so that the amounts may be written.

- In categorizing their agencies, many of the respondents that checked the "Other" category of volunteer organization specified that they were involved in education. This heading should also be included in the list of agencies.

- What is your title? This question elicited many unique responses. These titles were later categorized under six titles (Assistant, Coordinator, Director, Executive Director, President and Volunteer). These six titles and an "Other" category should be specified, and accompanied by instructions to write out the specific title next to the category which best describes the position. Ask respondents to choose only one category.

- With regard to the question asking for percentage of time spent coordinating/managing a volunteer program: printing a percent symbol next to space provided for an answer reminds the respondent what type of response is requested.

- Modifications can be made to the current salary ranges. A range on a survey should not include the same amount



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on an upper bound and lower bound value.

### *Separation*

Educational and Experiential backgrounds should be separated into two questions. High school through doctorate classifications should be printed, with a box provided to check-off response. Majors may be included next to each degree with a space provided for the response. The second question incorporates the person's experience. Avoid a broad reply by stating specifically what type of experience you determine to be relevant. Examples include volunteer experience, more specifically volunteer administration experience and educational experience (workshops, seminars, meetings and conferences, and course work). Include an "Other" category for the respondents to include experience which they consider relevant.

Separating the question, "How many full/part-time staff coordinate your volunteer program?" into two questions will clarify the results. One question should ask for the amount of full-time staff and another question for part-time staff. Another suggestion previously mentioned involved underlining the words *part-* and *full-time*.

### *Phrasing*

Since this is a blind survey, asking respondents to write out their annual salary should not cause embarrassment or be a hindrance. Eliminating the ranges and asking the person directly, "What is your annual salary?" will allow responses to show the minimum as well as the maximum amounts.

The questions involving benefits were combined under one question. Under health insurance, dental insurance, prescription coverage and tuition reimbursement "How much?" was printed, causing confusion among respondents. This amount should be specified as a percent (%) or a dollar amount. Asking for a percent figure will allow a determination of the amount covered by the employer. Not being able to base the result-

ing dollar amount with a total reimbursement is a major disadvantage in asking for a dollar amount. For example, rephrase the question to read, "What percentage do you have to contribute for your coverage? \_\_\_\_\_ %." This question can then be printed under health and dental insurance, prescription coverage and tuition reimbursement. This will minimize ambiguity.

This question also asked "How many?" (paid holidays, personal days), and "value" (life insurance). Rephrase the questions to include the amount of days, and underline *days*. For example, "annual total in days?" and "What is the amount of your life insurance policy? \$ \_\_\_\_\_" (including a dollar symbol in the answer).

Phrase questions concerning vacation and sick time to include only annual amount of days without the days that have been carried over. If it is pertinent to know the total amount of days accumulated to present date, then ask this in a separate question.

### *In closing,*

1. Spend time evaluating the objectives of the survey.
2. Prior to finalizing the survey, predict how the audience will respond to the questions. Adjust or rephrase them accordingly (the time spent in this stage will eliminate hours later).
3. Categorize probable answers for questions.
4. Simplify responses to questions into a direct written (words to be circled) or box format (labeled boxes to be checked).
5. Target distribution.
6. Keep in mind how data will be organized, analyzed, and stored. Plan accordingly.

Although the authors had access to the skills of an Applied Math graduate and a computer data base, hand tabulation of frequencies and percentages could be easily completed for reporting back to the respondents in a reasonable amount of time. If there is interest and funding, perhaps future tabulation and reports could be generated by AVA.

APPENDIX B  
VOLUNTEER ADMINISTRATORS' COMPENSATION SURVEY

The following questionnaire is intended to help us assess the level of compensation of area Volunteer Coordinators and Directors. Your participation is voluntary, and information collected will be reported in aggregate only. Individual responses will be held in strict confidence.

Respond by checking the boxes provided and writing appropriate responses on the line provided.

THANK YOU

1. What is your gender?  male  female
2. What is your date of birth? \_\_\_ month \_\_\_ day \_\_\_ year
3. How long have you worked in the field of Volunteer Administration?  
 \_\_\_ year(s) \_\_\_ months \_\_\_ weeks  
 (list months or weeks only if you have been in the field less than a year)
4. How long have you been in your present position?  
 \_\_\_ year(s) \_\_\_ months \_\_\_ weeks  
 (list months or weeks only if you have been in the field less than a year)
5. Is this a paid position? (check one box)  Yes  No
6. What type of agency/organization do you work for? (check all that apply)
 

<input type="checkbox"/> Community/Activity Center	<input type="checkbox"/> Health Education/Services
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Hospital/Nursing Home
<input type="checkbox"/> Education	<input type="checkbox"/> Human Services
<input type="checkbox"/> Environment	<input type="checkbox"/> Other (please Specify): _____
7. What is your educational background?
 

<input type="checkbox"/> High School	<input type="checkbox"/> Masters in: _____
<input type="checkbox"/> Associates Major _____	<input type="checkbox"/> Doctorate in: _____
<input type="checkbox"/> Bachelors Major _____	<input type="checkbox"/> Minor in: _____
8. List related Volunteer Administration experiences. (*i.e.*, course work, certifications, workshops, seminars, or conferences)
9. Was a degree required for your present position?  Yes  No
10. **Check one** appropriate box which best describes your work. **Write out** your **full title** in the space provided next to your choice.
 

<input type="checkbox"/> Assistant _____	<input type="checkbox"/> Executive Director
<input type="checkbox"/> Coordinator _____	<input type="checkbox"/> President
<input type="checkbox"/> Director _____	<input type="checkbox"/> Volunteer
<input type="checkbox"/> Other _____	
- 11a. Are you employed:  Full-time  Part-time  
 Not employed at present time
- 11b. If **part-time** how many **hours** per week? \_\_\_\_\_ hours.
12. Do you participate as a volunteer outside of job-related activities?
- 13a. Is Volunteer Program Management your only responsibility?  
 Yes (If yes, continue with question 14)  
 No
- 13b. If **No**, what percentage of your time is spent coordinating/managing your volunteer program? \_\_\_\_\_%

- 14a. How many paid staff **coordinate your volunteer program**?  
 number of full time staff \_\_\_\_\_  
 number of part time staff \_\_\_\_\_
- 14b. How many volunteers assist in the coordination of your Volunteer Program?  
 number of volunteer Volunteer Coordinators \_\_\_\_\_
15. Approximately how many volunteers work with your program?  
 number of volunteers \_\_\_\_\_
16. What is your annual salary? \$\_\_\_\_\_

Please check all the benefits that are provided by your employer. Follow the arrows.

- 17a. Do you have Health Insurance?  Yes  No (if No, skip to #18)
- 17b. Is full coverage provided by your employer?  
 Yes  No → c. What percentage is covered? \_\_\_\_\_%
- 18a. Do you have Dental Insurance?  Yes  No (if No, skip to #19)
- 18b. Do you contribute to this coverage?  Yes  No
19. Do you have Prescription Coverage?  Yes  No
20. Are you reimbursed for tuition expenses?  Yes  No
- 21a. Do you have paid vacations?  Yes  No
- 21b. If Yes, how many days per year? \_\_\_\_\_ days
- 21c. Can you carry days over year to year?  Yes  No
22. Do you have:
- |                           |                              |                             |
|---------------------------|------------------------------|-----------------------------|
| Flex Time                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Comp Time                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Personal Days             | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Seminar Registration Fees | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Seminar Release Time      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Bereavement Leave         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Life Insurance Policy     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Parental Leave            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Pension Plan              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If you need to explain any of the above benefits, please do so here.

25. Are you a Certified Volunteer Administrator (CVA)? (by the Association of Volunteer Administration)  Yes  No
26. Are you interested in seeking certification?  Yes  No
27. Are you interested in other continuing education opportunities in Volunteer Administration?  Yes  No

# Letters

## THE WHITE HOUSE

WASHINGTON

Dear Ms. Honer:

The office of National Service enjoys reading *The Journal of Volunteer Administration*. We appreciate your including us in your distribution. You and your colleagues provide a great resource for community service throughout the country.

Sincerely,  
C. Gregg Petersmeyer  
Deputy Assistant to the President  
and Director, Office of National Service

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

Dear Ms. Honer:

William Stephens' "Commentary" in your summer, 1989 issue was a stimulating, valid argument for our professionals who run volunteer departments and agencies to see what they can learn from "clubs and churches." To clubs and churches let me add neighborhood and block associations and call all of these "community organizations."

To his argument I add conversely that those in community organizations also need to learn from the professionals in volunteerism.

Stephens points out that a volunteer in a community organization has a much better chance of making friends, of doing work crucial to the organization, and rising to a meaningful leadership position than he would in a professionally-run agency.

In fact, in a grassroots community organization it is often *too* easy for a volunteer member to be quickly "claimed," grabbed up for a leadership position before he is sufficiently oriented and trained, before he understands fully the

kind and amount of work this position should entail. This happens because these organizations so frequently are desperate for volunteers who will take on a leadership position.

These grassroots organizations allow themselves to get in this desperate position usually because they lack the good job descriptions and systematic methods of constantly recruiting, orientating, training and integrating new volunteer members into their organizations. This kind of expertise is precisely what the competent professionals in volunteer administration have to offer the community organizations.

Both parties are vital to the fabric of our society. We must continually learn from one another and improve so that we can more effectively tackle the great social problems which threaten that fabric.

Sincerely,  
Carol Weinstein  
President, Friends of Ft. Tryon Park  
New York City  
Member, AVA, Region 2

## ABSTRACT

*This article explicates the results of a major national survey of volunteer administrators concerning the quality and availability of training opportunities in volunteer management. Findings show that the administrators strongly endorse continuing education and that training is widely available at the beginning level. However, advanced level training is not nearly as accessible, and a sizable portion of the administrators feel that existing training opportunities do not meet their needs. Based on the preferences of the administrators, the article identifies subject areas recommended for coverage in a basic seminar and in an advanced seminar in volunteer management.*

# Training in Volunteer Administration: Assessing the Needs of the Field

Jeffrey L. Brudney and Mary M. Brown

What kinds of training do administrators of volunteer programs require to perform effectively? This question has long consumed the interest of practitioners, scholars, trainers, and observers in the field of volunteerism. They have attempted to answer it in a variety of ways, for example, through functional analyses of the position of director of volunteers and examination of the time allocated to different aspects of the job. They have made assessments of the demands placed on volunteer programs and managers by pivotal constituencies, such as their superiors in the organization, boards of directors, and clients of the agency. Some research, too, has used a survey approach to ascertain directly the opinions of these officials regarding the types of training that they would find most beneficial.

Although surveys are not uncommon, rarely have they queried a national sample of directors of volunteer programs about their preferences for training. In most surveys as well, the information gathered has been intended primarily for internal uses of an agency or official and

has not been systematically coded and examined with the goal of uncovering broader trends and implications for the field. This article, in contrast, presents and analyzes the results of a recent survey of managers of volunteers, administered throughout the United States and Canada in the later part of 1989 and early 1990. The article begins with a brief description of the background for the survey and then discusses the sampling frame and response rate. Major sections then elaborate the views of the managers concerning the availability and quality of training in volunteer administration and the subjects they feel ought to be communicated through training.

## BACKGROUND OF THE EDUCATIONAL NEEDS SURVEY

In 1989, a small group of trainers, practitioners, and representatives of major associations in volunteer administration gradually discovered a common interest in the availability of training to directors of volunteer programs. Concerned that existing training opportunities might not be sufficient to meet the

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needs of volunteer administrators, they decided on a survey to assess the state of training in the field. In October 1989, the Board of Directors and membership of the Association for Volunteer Administration (AVA) called for the distribution of a survey to elicit comments and opinions on the status of continuing education programs in volunteer administration and to provide direction to new initiatives. Developed with input from its members, the survey on "Educational Needs in Volunteer Administration" received sanction not only from AVA but also VOLUNTEER: The National Center.

The authors of the present article were not involved in the design of the educational needs questionnaire nor in attendant procedures of sampling and dissemination. Instead, after the survey had been prepared and distributed, the authors were invited to process the data and discern major findings because of their interest in continuing education programs in volunteer administration and the independence and analytical capability that they can bring to this inquiry. The authors turn first to the sample of volunteer administrators canvassed by the Educational Needs Survey.

#### DESCRIPTION OF THE SAMPLE

In order to capture the diversity of opinion on training issues among administrators of volunteers, the Educational Needs Survey was mailed to the AVA membership, which numbers approximately 1,750. Directors of Voluntary Action Centers, about 320 in all, were also polled. Based on mailing lists provided by educators and directors in volunteer administration, the questionnaire was sent to another pool of approximately 1,200 managers. Because of AVA leadership's desire to obtain certain information, the questionnaire sent to AVA members contained more items but was otherwise identical to the instrument distributed to the rest of the sample; some of these items are analyzed below.

Although the probability of overlap across the various mailing lists precludes a firm estimate of total sample size, the survey likely reached some 3,000 professionals and leaders in volunteer manage-

ment. Of this group, 765 completed and returned the questionnaire. Thus, about one in four participated in the survey for a response rate of 25%. This figure is not especially high, but it is still quite acceptable for a mailed questionnaire that did not include a pre-addressed envelope for the finished survey or the necessary postage for return mail. Regardless of the exact parameters of the sampling frame, the Educational Needs Survey qualifies as one of the largest such undertakings ever in the field of volunteer administration.

The sample of volunteer administrators available for analysis is not only substantial, but also several indicators suggest that it is broadly representative. First, the questionnaires received come from every state and from most of the Canadian provinces. Second, of the volunteer administrators who responded to the survey, 73% are involved in nonprofit organizations, and 7% in "other" institutions; the remaining 20% work for government volunteer programs. This distribution is consistent with findings from major national surveys which show that the great bulk of volunteering occurs in nonprofit organizations (for example, Hodgkinson and Weitzman, 1988). Brudney's (1990) extensive study of volunteer programs in government substantiates that about one in five volunteers assists public agencies.

Finally, in response to an item on the questionnaire that asked for "the focus or general subject area of your program," directors of volunteer programs listed 34 different activities, bridging the spectrum from corporate-sponsored projects to religious institutions. As might have been anticipated, the largest group of respondents (28.5%) reported the focus of their program as volunteer support and placement; health care was second (16.5%), followed by social services (6.2%), senior services (6.0%), and youth services (5.5%). A series of biennial surveys on volunteerism conducted by the Gallup Organization since 1981 show that these substantive areas continually attract a great portion of voluntary activity (Hodgkinson and Weitzman, 1988; Gallup, 1986, 1981).

Two caveats to the sample deserve mention. First, a majority of the volunteer administrators are AVA members (60.7%), but their numbers are not so great as to predominate in the analysis. The response rate for this group (26.5%) is virtually equivalent to the response rate for non-AVA participants (24.1%). Second, very few of the respondents are new to the field: Just 6.5% have less than one year of experience in volunteer administration, although 36.8% have one to five years. One-quarter of the sample (25.4%) has six to ten years involvement, and 31.3% boast over ten years. While the sample may over-represent experienced administrators, it should yield reliable information concerning the educational needs of directors of volunteer programs.

#### CONTINUING EDUCATION: PREFERENCES AND AVAILABILITY

Responses to the Educational Needs Survey leave no doubt that the sample of volunteer administrators possess a very healthy interest in continuing education. Over 80% (83%) of those surveyed indicated that they would appreciate the chance to attend an in-depth, advanced course in volunteer management. An almost identical percentage (82.1%) stated that they would be interested in attending an in-depth seminar that dealt with specific topics or areas in volunteer administration, such as volunteer involvement in local government, innovative program design, and so forth.

The survey also inquired whether respondents would have appreciated the chance to attend in-depth training before or soon after they had begun work in volunteer management. On this issue, findings are more anomalous: While fully 91% of the managers said that they would have valued this opportunity, just one-quarter of them (24.5%) had attended training before starting work in the field.

This result is open to a variety of interpretations. According to one view, it may point to a lack of training opportunities in the field, which would limit the access of entering cohorts to appropriate professional skills and background. According

to another perspective often encountered in the literature, many organizations tend to hold their volunteer programs in rather low standing and, thus, do not always see to the needs of program leaders for continuing education. Marlene Wilson (1976) noted—and lamented—this possibility in her classic treatment of *The Effective Management of Volunteer Programs*, a catalyst to development of the field. A more generous interpretation of the same result is that organizations may not be commonly aware of the existence of volunteer administration as a profession offering a variety of support resources, such as membership associations, technical assistance, training, and credentialing. They may simply overlook sources for continuing education of volunteer managers.

While an assessment of these rival explanations lies beyond the scope of the Educational Needs Survey, a short battery of items appended to the otherwise identical questionnaire mailed to the AVA membership elucidates the availability of training to volunteer administrators. Nearly four out of five of the AVA members who responded to the survey (78.3%) said that, in general, volunteer management training exists in their area. Availability differs markedly, however, by the type of training opportunity. For example, virtually all of this group (99%) reported that beginning-level training is available. By contrast, fewer than two-thirds could find advanced-level training (63.9%), and only one-fifth training for trainers in volunteer management (20.4%). Perhaps most arresting, only 41.6% of the AVA members surveyed felt that the training available to them meets their needs.

In sum, the results of the Educational Needs Survey show that administrators of volunteer programs maintain a strong interest in continuing education. Over 80% of those who completed the questionnaire stated that they would appreciate the chance to attend an in-depth, advanced course on volunteer management or a seminar devoted to special topics in the field. The findings also suggest that the availability of training may not meet the professed demands for it, especially

for advanced skills. Based on a set of items presented only to AVA respondents, training appears to be generally available at the beginning level, but much less accessible at the advanced level, or for those who wish to become trainers in volunteer administration. More than half the AVA members, who tend to have considerable experience, were not satisfied that existing training meets their needs. What subject areas would these and the other respondents like to see addressed in training sessions?

#### SKILLS DESIRED IN VOLUNTEER MANAGEMENT: BASIC AND ADVANCED

The Educational Needs Survey asked administrators of volunteers to indicate the types of subjects they thought should be covered in a seminar on basic volunteer management skills and in a seminar on advanced skills. Both questions were presented in an open-ended format, so that respondents could elaborate their views without constraint. In order to capture the wealth of information generated by this procedure, for each administrator the authors coded up to four possible answers on both questions. In all, the respondents offered a total of 2,180 comments concerning the basic seminar and 1,826 comments about the advanced seminar. Based on these responses, the authors developed a coding scheme that consisted of nearly 100 distinct subject areas endorsed for training.

In Tables I and II following, the authors have grouped these categories according to general topics to facilitate analysis and interpretation of results. For the same reason, the tables and discussion focus on the top twenty training needs identified by the volunteer administrators, as assessed by the frequency of their comments recommending coverage of the various subjects. Since the top twenty needs account for 97.6% of all comments received concerning a basic course in volunteer management (see Table I), and 94.7% of those pertaining to an advanced course (Table II), little information is sacrificed in this process, but considerable interpretability gained. In a study of volunteer managers in AVA Re-

gion X (Pacific Northwest), Appel, Jimmerson, Macduff, and Long (1988) also elected to examine the top twenty perceived needs for training.

Table I shows the preferences of the volunteer administrators for subjects to be covered in a basic seminar in volunteer management; the preferences are enumerated for the entire sample, as well as for subgroups of managers with five or fewer years of experience in volunteer administration, and those with more than five years. The subject area most in demand for training is recruitment of volunteers, mentioned in 17.2% of the comments of the sample. Based on a closed-ended response format, recruitment also ranked first in the study by Appel, Jimmerson, Macduff, and Long (1988). The next three priorities for training, according to the Educational Needs Survey—motivation, recognition, and retention of volunteers (13.7% of comments); interviewing, screening, and placing volunteers in position in the organization (10.1%); and supervision and management of volunteers (8.2%)—constitute enduring tasks of the volunteer administrator. Professional skills (7.7%), embracing time management, leadership, ethics, communication, conflict resolution, counseling and coaching, team building, networking, and more, round out the top five subject areas for coverage in a basic seminar in volunteer administration. Together, these topics account for more than half (56.9%) of all the comments offered by the volunteer managers concerning the basic course.

The second group of five subject areas recognized by the sample as training needs are also staples of the managerial role. These topics consist of: planning and evaluation of the volunteer program (7.1% of comments), training employees for collaboration with volunteers and volunteers for the responsibilities assigned to them (5.7%), designing jobs for volunteers (5.0%), maintaining records for the volunteer program (4.5%), and publicizing the program through marketing, advertising, and the media (3.2%). These topics account for just over one-quarter (25.5%) of the comments of the administrators.

**Table I**  
**Preferences of Volunteer Administrators for Subjects to be Covered in**  
**Basic Seminar in Volunteer Management**

<u>Subject</u>	<u>Entire Sample</u>		<u>Years of Experience</u>	
	<u>Percent</u>	<u>Rank</u>	<u>&lt;5 Years Rank</u>	<u>&gt;5 Years Rank</u>
Recruitment of Volunteers	17.2	1	1	1
Motivation, Recog., Retention	13.7	2	2	2
Interview, Screen, Place Vols	10.1	3	3	3
Supervision and Mgmt of Vols	8.2	4	4	4
Professional Skills	7.7	5	5	5
Planning and Evaluation of Pgm	7.1	6	7	6
Training for Employees and Vols	5.7	7	6	8
Job Design for Volunteers	5.0	8	8	7
Record-keeping	4.5	9	9	9
Marketing and Publicity	3.2	10	10	10
Organization Change and Devt.	2.6	11	13	11
Volunteer-Staff Relations	2.6	11	12	12
Structure of Volunteer Program	1.6	13	11	20
Political Factors/Empowerment	1.4	14	16	13
Budgeting and Accounting	1.4	14	14	15
Fund/Resource Raising	1.4	14	14	15
Orientation for Volunteers	1.3	17	19	13
Director of Volunteer Services	1.3	17	16	15
Liability Insurance	1.1	19	18	18
Career Development	0.7	20	*	18
Other	2.4			
(Total Comments)		(2180)	(932)	(1248)

\*Indicates subject not one of top 20 preferences for this group. Volunteer administrators with five or fewer years of experience ranked "Information/Literature Sources on Volunteerism" as their twentieth preference.

The first ten subject areas listed in Table I encompass 82.4% of the recommendations of the volunteer managers. By the frequency of their comments, both the newer and the more senior managers agreed on the priorities that should be assigned to coverage of the different areas. As the final two columns of the Table illustrate, managers with less than five years of experience in volunteer administration, and those with more than five years, ranked these topics in virtually identical order. Thus, these subject areas might well constitute the core of a basic seminar in volunteer management.

Several of the remaining subjects enumerated in Table I, while not endorsed as frequently by the administrators, represent emerging issues that training must begin to address—if not at the basic level, then in an advanced seminar in volunteer management (see below). With the exception of orientation for volunteers (1.3% of comments), volunteer-staff relations (2.6%), and, perhaps, fund/resource raising (1.4%) and budgeting and accounting for the program (1.4%), these topics are relatively new to the field.

Organizational change and development (2.6%) is a good example: This topic

**Table II**  
**Preferences of Volunteer Administrators for Subjects to be Covered in**  
**Advanced Seminar in Volunteer Management**

<b>Subject</b>	<b>Entire Sample</b>		<b>Years of Experience</b>	
	<b>Percent</b>	<b>Rank</b>	<b>&lt;5 Years Rank</b>	<b>&gt;5 Years Rank</b>
Professional Skills	15.1	1	1	1
Supervision and Mgmt of Vols	10.2	2	2	2
Planning and Evaluation of Pgm	8.8	3	3	3
Organization Change and Devt.	6.6	4	7	4
Motivation, Recog., Retention	6.2	5	4	7
Fund/Resource Raising	5.5	6	5	5
Marketing and Publicity	5.0	7	9	6
Director of Volunteer Services	4.4	8	8	11
Budgeting and Accounting	4.2	9	11	8
Recruitment of Volunteers	4.2	9	5	13
Political Factors/Empowerment	4.2	9	10	10
Training for Employees and Vols	3.9	12	12	9
Volunteer-Staff Relations	3.0	13	13	12
Burnout of Vols, DVS, Employees	2.6	14	14	14
Liability Insurance	2.4	15	14	15
Career Development	2.0	16	19	15
Interview, Screen, Place Vols	1.8	17	14	20
Structure of Volunteer Program	1.7	18	17	17
Computer Applications	1.5	19	20	17
Community Relations	1.3	20	*	17
Other	5.3			
(Total Comments)		(1826)	(734)	(1092)

\*Indicates subject not one of top 20 preferences for this group. Volunteer administrators with five or fewer years of experience ranked "Substantive Issues" (*i.e.*, volunteering in mental health services, or in education, or in recreation, etc.) as their seventeenth preference (tied with "Structure of Volunteer Program" in Table above).

includes organizational needs assessment and development, new programs and innovation, and future trends. Political factors and empowerment (1.4%) entails involving volunteers in program management, building organizational support for the program, and fashioning the political skills and savvy of the volunteer administrator. Interest in the director of volunteer services (1.3%) as the focal point for the volunteer program, and associated issues of Directors of Volunteer Services (DVS) training, organizational status, compensation, and board of director relations, is

also comparatively recent. Other recent interests are attention to career development in volunteerism (certification/credentialing, volunteer experience as a path to paid employment) and to liability insurance for the volunteer program and participants (1.1%).

These topics are less well-established in the literature and training of volunteer administration than are the first ten areas enumerated in Table I but tend to be contemporary concerns. As a result, it should not be surprising that according to the frequency of their recommenda-

tions, the subgroups of more and less experienced administrators diverged to a much greater extent in the rankings they assigned to the final ten subjects for coverage in a basic volunteer management seminar. For example, those with five or more years of experience in the field accorded higher priority to political factors and empowerment and to orientation for volunteers than did those with less than five years and evaluated the structure of the volunteer program as a far less important topic for training.

Table II reveals the preferences of volunteer administrators for subjects to be covered in an advanced seminar in volunteer management. While the topics identified most often by the sample for the basic seminar focus on building the volunteer program (Table I), the preferred areas for the advanced course place greater emphasis on developing the skills and position of the manager of volunteers. In fact, the administrators accord professional skills top priority, endorsed in 15.1% of their comments. Treatment of the position of director of volunteer services (4.4%), political skills (4.2%), and career development (2.0%) also receive higher priority for coverage in an advanced seminar than they do in the basic seminar. According to these responses, a substantial portion of advanced training should be devoted to enhancing the personal competencies of the volunteer administrator.

Comparison of the training preferences revealed in Table I and Table II also suggests that certain of the topics nominated by the managers for inclusion in the basic course would be more appropriate for treatment in the advanced course. For example, by frequency of comments, organization change and development (6.6% of comments), fund/resource raising (5.5%), marketing and publicity (5.0%), budgeting and accounting (4.2%), and liability insurance (2.4%) rank much closer to the top of the list of recommended subjects for an advanced course than for a basic one. The same conclusion applies to three areas not among the top twenty preferences of the administrators for the basic course but drawing some attention for the advanced

seminar: problems of burnout of volunteers, employees, and the DVS (2.6% of comments); computer applications to the volunteer program (1.5%); and relations with the community (1.3%).

The reverse holds true for some subject areas: recruitment of volunteers is the first priority for coverage in a basic course (Table I) but only the ninth for the advanced course (Table II). The topics of interviewing, screening, and placing volunteers, the structure of the volunteer program, and training for employees and volunteers also earn much higher rankings for coverage in a basic, rather than an advanced, seminar. To the subjects for the basic course should be added job design for volunteers, record-keeping, and orientation for volunteers—which are not among the top twenty preferences of the administrators for an advanced course. This listing reinforces the emphasis of the basic course on the fundamentals of building a viable volunteer program.

A small group of topics received high rankings for inclusion in both a basic and an advanced seminar in volunteer administration. Coverage of supervision and management of volunteers (10.2% of comments in Table II), planning and evaluation of the volunteer program (8.8%), and motivation, recognition, and retention of volunteers (6.2%) are popular subjects for either course. Relationships between volunteers and paid staff, an enduring issue in volunteer administration, also attracts very similar notice from the managers in Tables I and II albeit at a lower level of overall attention. Perhaps an indication of greater uncertainty concerning the advanced course, the rankings accorded the different subject areas by the more senior administrators and their junior counterparts are not as consistent in Table II as they are in Table I for the basic course.

## IMPLICATIONS

Based on the results of a major national survey of Educational Needs in Volunteer Administration, managers of volunteer programs profess a healthy interest in augmenting their background and expertise. Yet only one-fourth of the respondents to the survey had attended



training in volunteer management prior to working in the field. Thus, an important implication of the findings of this study is that researchers and practitioners should work to raise the profile of volunteer administration as a profession. Organizations and agencies with an interest in involving volunteers—but perhaps uninformed or apprehensive about the process—must have better access to existing resources in the field that can assist them. Voluntary action centers, professional associations, academic programs, trainers, and managers all possess a vital stake in expanding awareness of volunteer administration.

The findings of this study also suggest that a large number of volunteer managers do not feel that the training available to them meets their needs. The present inquiry has sought to aid training efforts by identifying subject areas that administrators recommend for inclusion in basic and advanced seminars in volunteer management. According to this analysis, the basic course should focus most strongly on the requisites of the volunteer program: recruitment, motivation and retention, interviewing and placement, supervision and management, planning and evaluation, training, job design, record-keeping, orientation, volunteer-staff relations, and the like. Treatment of professional skills should not be overlooked. The advanced course should place greater emphasis on enhancing the competencies of the volunteer manager, but it should also touch on supervision and management, planning and evaluation, motivation and retention, organization change and development, fund/resource raising, marketing and publicity, budgeting and accounting, volunteer-staff relations, personnel burnout, and liability insurance.

Of course, a multitude of factors weigh into the calculus of whether a particular training opportunity will satisfy the needs of those who take advantage of it, but the content of the training must surely be one of the most crucial.

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# Do We Volunteer? An Exploratory University Community Service Survey

Carol Ryan, Ph.D.

There has been renewed interest on many college and university campuses across the country in encouraging students to incorporate community service or volunteer activities into their total learning experience. Sometimes this takes the form of university-sponsored internship programs or community service requirements for graduation; often students are urged to participate as volunteers through specific extracurricular activities or organizations sponsored by the school. In part, this renewed concern for student involvement seems to be a response to the belief that young Americans are not particularly interested in contributing to the welfare of others or to the community and that universities have not, in the last decade, sufficiently emphasized the importance of knowledgeable and active citizenship as one of the roles an educated person must undertake in a vital democratic society.

As new student community or public service requirements have developed and organizations like the National Society for Internships and Experiential Education (NSIEE) and Campus Compact have emerged as leaders in promoting experiential education and community service in the university, it has been suggested that faculty and administrators should become more involved as volunteers and that they should serve as role models through their own community activities. In an effort to determine the extent of that involvement, in March 1988, Presidents Donald Kennedy of Stanford and David Warren of Ohio Wesleyan called for a survey of the faculty role at Campus Compact institutions in public service initiatives.

Responding to this request, a study was undertaken at Metropolitan State University, St. Paul–Minneapolis, Minnesota, to determine the extent of volunteer involvement, not only of faculty but of students, staff and administrators. The university, an upper division two-year institution with a full-time enrollment of 2,030 in 1988, primarily serves adults who are working during the day and completing the Bachelor of Arts or Bachelor of Arts in Nursing degrees at night. The average age of Metro State students is 35. Sixty-one percent of the students are women.

Since its inception, this community-based, nontraditional education university has included, as one of the five areas to be completed for graduation, a civic or community category. Students may elect to register for community service internships, take courses or independent studies in community-related topics, or gain credit for previous public leadership or significant volunteer experience. Furthermore, resident faculty are expected to engage in some form of community service. Each resident faculty member also oversees an average of thirteen community, or adjunct faculty. These faculty members, practitioners in their own fields during the day, teach the bulk of Metro State's evening classes.

Because of the university's emphasis on community or civic competence and involvement, and because the average age of the students is older than the traditional student population, one premise of the study was that all of the groups would already be actively engaged in a variety of community endeavors. A 1987

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Gallup Survey, commissioned by Independent Sector ("Giving and Volunteering in the United States"), found that almost half of all Americans (45%) volunteered an average of 4.7 hours per week. The idea behind the university study was that each Metro State group, because of the institution's emphasis on civic involvement and the older age of the student population, would report a similar number of hours spent weekly on volunteer activities. This hypothesis, and the belief that older students, already living in communities, might be more actively involved as volunteers, was not borne out in the study.

### THE STUDY—METHODS AND LIMITATIONS

A community service survey was designed by the author and Ed Mack, Director of Institutional Research, to be distributed in November, 1988, to all university administrators (10), resident faculty (41), community faculty (594) and university staff (90). In addition, the same survey went to a random sample of students (492 or one out of every seven) enrolled during fall quarter, 1988, in the Bachelor of Arts or Bachelor of Arts in Nursing programs. Ten days before the surveys were mailed, all participants received a letter from the university president telling them that the survey was coming and asking for their participation. The color-coded survey was accompanied by a cover letter from the writer describing the purpose and importance of the survey. Postcard reminders to send in the survey were sent one week later.

Participants were asked to identify their gender and primary affiliation to the university (student, community faculty member, resident faculty, staff or administrator). Then, each was asked to check the volunteer activities in which he/she had been an active participant in the last two years. Under each of the 14 volunteer categories, respondents were asked to list the names of the organizations in which they had actively participated. The categories were: arts organizations or events; business or professional organizations; political organizations and campaigns (answer, optional); civic associations (ex-

ample: neighborhood organizations, Jaycees); education organizations (example: PTA, adult education committees); environmental organizations; health care/hospitals; libraries; minority organizations; religious organizations; women's organizations; and youth service organizations.

Participants were also allowed to list other activities that did not fall into any of the previous categories and then asked to check the average number of hours per week that they had spent volunteering during the last two years. Finally, in an open-ended question, they were asked about the outcomes of their volunteer experience. They were to describe what they had learned or gained as a result of their participation. In addition, they were asked if they would or would not like to work on a group community service project sponsored by the university and were able to check or write down a specific group activity they would choose.

The major limitation of the study was that none of the five groups surveyed reported back in large enough numbers to cite this as a significant account. Only 60% of the administrators, 31% of the resident faculty, 23% of the community faculty, 29% of the staff and 26% of the student sample was turned in. Nevertheless, the responses from all groups yielded new and useful information, particularly in light of the school's adult population and emphasis on civic competence.

In the next sections, the findings for each of the groups are summarized.

### ADMINISTRATORS

Of the ten university administrators, six (60%), returned their surveys. Three men and three women responded. They reported that they averaged three hours a week on volunteer activities and that they were engaged in an average of 3.5 activities. Thirty-seven different organizations or activities were listed among them with business and professional organizations, political organizations and campaigns, and civic groups receiving the highest tally. Men's and women's responses were evenly divided between these three categories. They were actively involved as volunteers in professional

organizations that complemented their work roles such as the Minnesota Association of Nurses, and civic organizations such as the United Way, neighborhood associations, and a citizen cable television group. All indicated an interest in a university-wide volunteer project. Each gave different answers when asked about the outcomes of their volunteer experience. They reported that they gained a better understanding of the world and the needs of society, felt they could make a difference in the world, valued the networks that were formed as a result of their involvement, felt better about themselves because of their activity, made new friends and gained more information and skills.

#### RESIDENT FACULTY

Thirteen out of forty-one faculty in residence during fall quarter (31%) reported on their civic involvement. Seven females and six males answered the questionnaire. They were engaged in an average of 4.5 activities and spent an average of 2.8 hours a week as volunteers. The majority of their activities were clustered in business or professional organizations (8), education organizations (8), and religious organizations (6). Men and women were evenly divided in the three categories. Types of business or professional organizations included: The Minnesota Association for Continuing Adult Education, the National Academic Advising Association, Minnesota Women in Higher Education, U.S. Olympic Committee, International Forum, Industrial Relations Alumni Society and the Minnesota Oral History Association.

In education, faculty were active volunteers in the Minnesota Education Association, PTAs, school volunteers, Minnesota Council for Gifted and Talented Students, a school district's long-range planning committee and the American Society of Composers, Artists and Publishers. Religious organizations profited from their involvement as Sunday School teachers or leaders (3), church board members (2), and as choir director and an adult education chair. One faculty member served on a church's shelter board.

Resident faculty reported that they gained an increased awareness of, and sensitivity to others and a greater appreciation of differences as a result of their volunteer experiences. In addition, they cited increased knowledge and skills as another benefit of their participation. A student-staff-faculty volunteer project sponsored by the university interested 11 of the 13 respondents.

#### COMMUNITY FACULTY

Community faculty at Metropolitan State are employed as counselors, art historians or artists, accountants, professional managers and a variety of other work roles during the day. By night, in the classroom, they share their expertise with the university's adult students. Of the 594 community faculty at Metro in 1988, 138 (23%) reported on their volunteer experience. There were 79 female respondents, 44 were male and five did not report gender. They averaged 3.3 hours a week on volunteer activities and were engaged in an average of 6.7 endeavors.

Community faculty listed activities in all of the 14 categories but the greatest number were involved in business or professional organizations (80), education organizations (68), and religious organizations (65). Again, given the percentage of female/male representation, they were about equally divided in each category. Following these areas were: political organizations (49), arts organizations (44), national and international organizations (23), youth service (21), minority organizations (18), museums (18), and libraries (7). However, this group reported more volunteer work that fell outside the categories in the questionnaire than any other group responding. Community faculty members provided *pro bono* legal assistance, worked with the homeless or economically displaced, and worked with special populations such as the elderly, refugees and prisoners.

Perhaps because of their involvement in so many volunteer activities, 73 community faculty members said that they would not be interested in working on a university public service project. How-

ever, they understood clearly what they had gained from their volunteer participation. In the open-ended question, eight reported that they had gained a better understanding of and respect for others. Six said that they had learned more about their community and six also reported great personal satisfaction because of their efforts. Finally, three each reported that they gained leadership skills, a better understanding of specific issues or problems, and new friends as a result of their experience.

#### STAFF

For purposes of this study, staff at the university included all admissions and financial aid personnel, staff advisors to students, business office personnel and support staff. Of the 90 possible respondents, 26 (29%) answered the surveys, 21 females and five males. Of this group, seven reported no voluntary activity at all and the remainder were engaged in an average of 3.5 activities at which they spend 2.5 hours weekly. In this group, the greatest number of participants (9) were involved with religious organizations. Members were active in church women's groups, committee work and lay ministry. In the next largest category, seven staff were involved in business or professional organizations such as the American Society for Training and Development and the Minnesota College Personnel Association. Finally, six staff were volunteers in women's organizations ranging from the Minnesota Women's Consortium to a women's community housing project. This was the second highest category in the women's group.

Of the staff, 11 said they were not interested in seeking an all-university volunteer opportunity; even so, there were 25 positive responses to the question on specific university community service projects they would choose for action.

#### STUDENTS

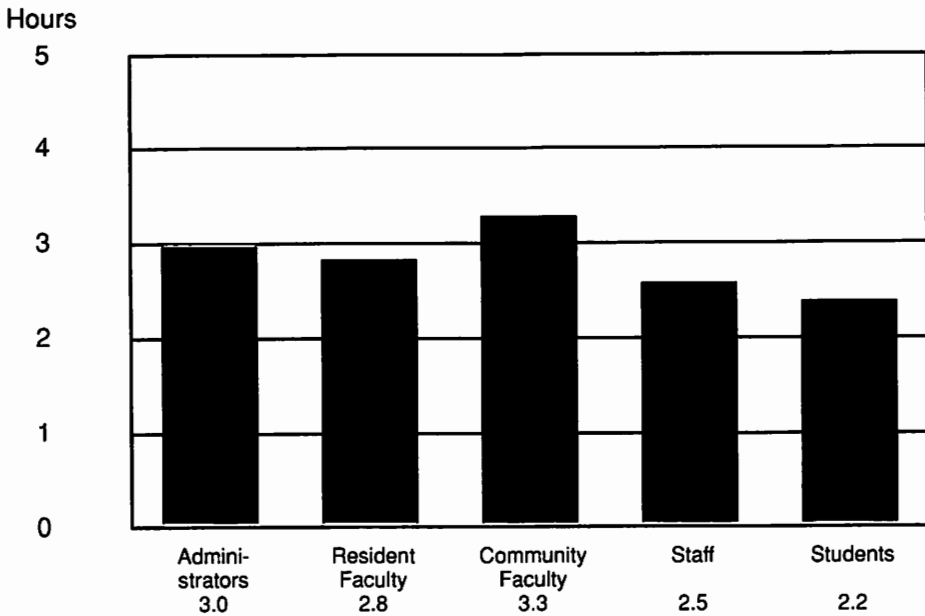
Surveys were mailed to a random sample of 492 students or one out of every seven students enrolled for at least one course in the undergraduate program during fall quarter 1988. There

were 130 responses (26%) to the questionnaire. Seventy-seven females and 50 males answered the questions; three did not respond to the question on gender.

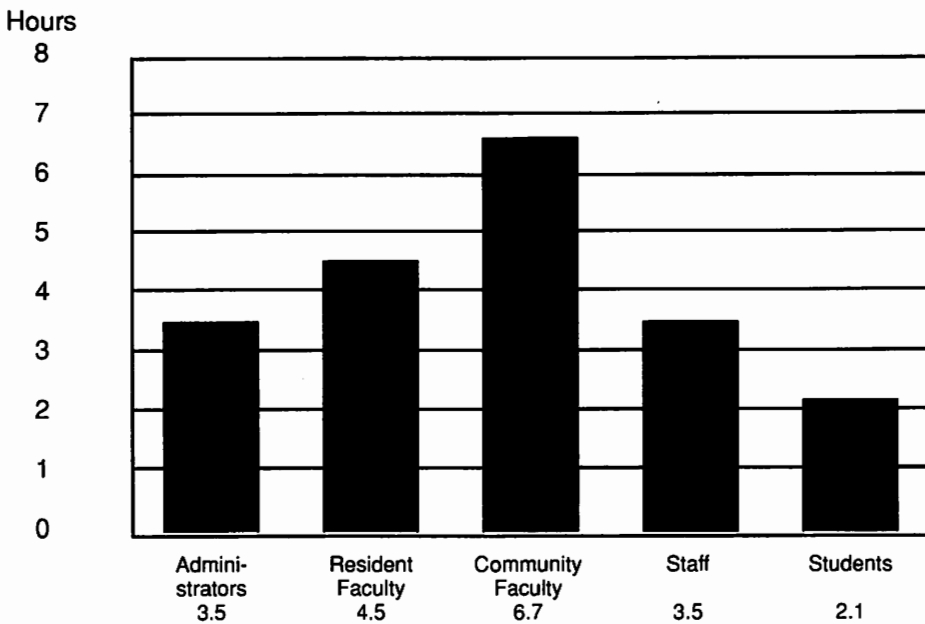
Perhaps because of crowded schedules (work, school, family responsibilities), this group recorded the lowest average number of volunteer hours per week (2.2) and the lowest average number of activities—2.1 per student. The greatest number of students were involved in religious organizations (56) and the majority of these participants (29) were women. Respondents took on many of the volunteer roles faculty and staff assumed in the same organizations, serving as elders or church board members, Sunday School and youth leaders and in lay ministry responsibilities. The second highest category was business or professional organizations. Fifteen women and 11 men reported a total of 43 different activities in this area. These included groups such as Chambers of Commerce, the Society of Manufacturing Engineers, Professional Secretaries International, Toastmasters and various company organizations.

The third area of interest was education. Here women were more predominant than men; 11 females and five males reported 35 activities. Most were active in PTAs or as school volunteers. Nine tutored or served as volunteer teachers or on community education or advisory committees for their schools or districts. Slightly over 50% (61) of the students said that they were not interested in participating in a university community service project. Several added unsolicited and apologetic notes to their surveys saying that they simply didn't have time to volunteer while in school but would get back to it after graduation.

Nevertheless, there was a strong response to the open-ended question on outcomes of their volunteer experience. Twenty-two students reported greater feelings of personal or self-worth as a result of their activity. Sixteen wrote that they had gained new skills and knowledge. Thirteen felt respected for their volunteer time and effort and 10 said that their communications skills improved as a result of volunteering.



**Figure 1**  
**Volunteer Hours per Week over Last Two Years**



**Figure 2**  
**Average Number of Activities over Last Two Years**

**CONCLUSIONS**

While the results of this exploratory study cannot be counted as statistically significant, some interesting information has been obtained which will be useful to the institution and to other colleges and universities wishing to determine and

encourage the extent and type of active and experiential volunteer or community involvement of their students and staff. Of the respondents in this study, no group volunteered as many as the 4.7 hours averaged by those who responded to the 1987 Gallup Survey. Administra-

tors and the two groups of faculty at Metropolitan State averaged about three hours weekly and students and staff averaged about 2.4 hours. The greatest number of volunteer activities for all groups were clustered in three categories: business and professional, educational, and religious organizations. Because a significant number of those surveyed in every category did not respond, one could surmise that a large number of administrators, faculty, staff and students are not particularly involved in community activity and simply did not wish to acknowledge this on the questionnaire. The length of the survey may also have been a deterrent. Nevertheless, large numbers of respondents in every category—even those who reported little or no volunteer community activity—were interested in undertaking an all-university project. In all groups, the greatest numbers said that they would like to participate in service activities with the state literacy council or would volunteer if the university adopted a local public school or schools. Food shelf and holiday help was also high on individuals' lists. The university has also responded by re-emphasizing the community service aspect of the Bachelor of Arts program. With the aid of two year Fund for the Improvement of Post-Secondary Education (FIPSE) grants, a community service internship program has been revitalized and the number of students registered for internships has risen from approximately 100 to 300 yearly.

Colleges and universities can and indeed have an obligation to do more to

encourage students and staff to become actively involved in community endeavors. By sponsoring projects such as tutoring, work in the schools, or help at a local food shelf or co-op, individuals learn first-hand about some of the major issues confronting citizens. Students leaving institutions must continue to work on the problems society faces. In this study, adult students, perhaps because of the multiple roles they juggle while attending the university, were not as actively involved as the adults responding to the Gallup Survey. One way to encourage them (and other younger students as well) to participate as part of the college experience is to give credit for their involvement. A community service requirement for graduation, for example, gives some indication of the university's commitment to educating for citizenship. Civic learning for credit may take the form of internships or may involve taking coursework that allows the student to move between the classroom and the community. Both types of opportunities are excellent ways to better integrate older students (now numbering about 40% on most campuses) into the life and purpose of the college or university in ways that have direct meaning for them.

As a follow-up to this survey, it would be interesting if other institutions would undertake similar studies to learn more about the extent of student and staff involvement at other types of schools. Furthermore, the studies might serve as catalysts in encouraging experiential education and volunteer involvement in the university community.



# Volunteers in Service to Their Community: Congregational Commitment to Helping the Needy

Robert J. Wineburg, Ph.D.

## INTRODUCTION

*Congregations In Human Services: Literature Review.*

The human service system changed markedly during the 1980s. Federal cuts in social spending in the early part of the decade shifted much of the responsibility for resolving social problems to states and localities. Available research indicates that volunteers from religious congregations stepped forward in the early and mid-eighties and became involved in different dimensions of service provision.

Doll (1984) and McDonald (1984) have examined the roles churches played in local human service development in Cleveland and Denver. They found that they were more active in crisis intervention and welfare advocacy services. Negstead and Arnholt (1986) noted because of the cooperation between local church-based day care centers for the elderly and the members of the local community services system, more effective services will emerge from this affiliation. Religious congregations will probably continue to expand their efforts in this service area given the increasing growth in the elderly population.

Salamon and Tietelebaum's (1984) work outlined the broad concerns pertaining to congregational involvement in human services provision. They found, for example, that religious congregations increased their activities in direct services, like feeding the hungry. They also established that religious congregations expanded their efforts at helping community-based service providers—such as delivering meals to the homebound.

And, their research showed that congregations increased their financial support to religiously affiliated funding federations—like Catholic Charities, Lutheran Family Services, or Urban Ministries.

These studies confirm the relationship between the reduction in federal domestic spending and the stepped-up involvement of volunteers and other congregational resources to manage community problems. They also pointed to the need for large scale research on this essential topic. *From Belief to Commitment*, a 1988 study done by the Gallup organization for Independent Sector, took up where Salamon and others left off. That work detailed the philanthropic efforts of the nation's religious congregations. It was a bench mark. And, it has become the starting point for future studies. The results pointed to far greater than expected (by this author) philanthropic efforts by our nation's religious congregations.

This heightened activity automatically raises the question of what increased congregational involvement means for the field of volunteer administration. While large scale studies are important in showing the broad picture, often times, they do not connect their findings to the local picture (Hershberg, 1989). This leaves practitioners with a great deal of new information and nowhere to go with it. For example, the Independent Sector study estimated that the value of volunteer time donated to religious and other congregational activities in 1986 was 13.1 billion dollars. About 756 million dollars, or 12% of volunteer time, was donated to human service and other welfare pro-

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grams. However, the study did not reveal exactly how or why members of congregations increased their involvement; whether they were involved in direct services or prevention programs; started new services; or have funneled their activities through existing agencies. It is essential to know whether this participation will be ongoing, and the degree to which congregations may have developed innovative and cost-efficient approaches to human service delivery (Wineburg & Wineburg, 1987). Other questions arise as well, including: what kinds of programs were congregational volunteers working; how were the volunteers recruited; were they trained; to whom were they accountable—their congregations or the agencies where they volunteered?

#### PURPOSE

This article is based on the empirical findings of an exploratory study which examines the religious congregations in Greensboro, North Carolina, in terms of their involvement with the programs of Greensboro Urban Ministry. While it will not be able to answer all of the above questions, it will illustrate how the congregations in one community have pitched in to fill some of the holes caused by federal spending cutbacks.

The author shows the kinds of programs to which volunteers from congregations have committed their time and other resources by presenting some of the findings from a survey of 128 religious congregations in Greensboro conducted during late 1988 and early 1989.

The central purpose of this article is to add to a concept presented in a previous article in this journal (Wineburg & Wineburg, 1987). In that article, the authors discussed the institutional involvement of volunteers to solve community problems. The article suggested that, as human service systems become more locally focused and forced to rely more and more on community resources, local agencies will recruit volunteers by obtaining institutional commitments of service from churches, civic organizations, and businesses. The changes in federal domestic policy have, in other words,

gradually shifted the focus of volunteering from individual commitments to commitments from individuals as representatives of community institutions. This idea has widespread implications for volunteer recruitment training and retention, some of which are addressed in the discussion of this article. The author also plans to point out what the findings mean with regard to the involvement and potential involvement of volunteers drawn from religious congregations.

#### METHOD

The survey instrument measured past, present, and future congregational pledges of volunteers, money, goods, use of facilities, and formal collaboration with other congregations. The author describes six programs administered through Greensboro Urban Ministry. The programs began following the federal budget cuts in 1981. It should be emphasized that the survey was sent to the religious leader of each congregation. Panels A and B of Table I (p. 39) measure activities in which congregations actually participated prior to the survey (Panel A), and at the time of the survey (Panel B). Panel C on the table measures the religious leaders' assessment of the likelihood that members of their congregations would partake in the listed activity at some future point, and thus is speculative.

#### PROGRAMS

Greensboro Urban Ministry is an interfaith agency supported mainly by congregational donations. The Urban Ministry began in 1968, and for a number of years provided only counseling, emergency financial assistance and clothing. When the impact of the recession and budget cuts became evident in the community in 1982 and 1983, the agency expanded its programs greatly.

The six post-budget-cut programs include: a night shelter, food bank, soup kitchen, support program for welfare mothers (Wineburg & Wineburg, 1986), shelter for families, and a housing rehabilitation program that refurbishes homes (condemned residences occupied primarily by the elderly). Each of these

programs started during or after 1983 as a local response to reduced federal service efforts.

### SAMPLE

The study includes 128 of Greensboro's larger congregations, including five Roman Catholic, one Jewish, one Bah'a'i denomination, and 23 different Protestant denominations. Most responses came from Baptists, Presbyterians, and Methodists respectively, as may be expected in southern communities of this size. A slight majority of the responding congregations were suburban parishes. Most congregations began operating in this century and have over 100 families. Thirty-four percent said that their members were mostly professional and business people. Thirteen percent were blue collar, and 53% were an even mix of true professional and blue collar workers. Forty-eight percent of the congregations viewed themselves as political moderates while 45% classified themselves as conservative, and seven percent were liberal. A majority said that they were financially sound.

### FINDINGS

#### *Past Activities 1983-1988*

Panel A, on Table I, lists the past outreach activities of the reporting congregations for six programs of Greensboro Urban Ministry, the community's safety net agency, or the agency to which people turn when no other services are available. The time frame for past activities is roughly five years.

**Food and Shelter.** Panel A shows that the soup kitchen was the most popular outreach volunteer activity of the reporting congregations with 57 congregations reporting volunteer participation. In the ordering of human needs, sustenance and shelter are the most important. Congregations pitched in where it counted. Participation in the night shelter program was ranked second among volunteer activities with 38 congregations reporting involvement. One can argue that feeding the hungry and sheltering the homeless are moral imperatives which spurred congregations into action. In this case, the community need matched both

the congregational will and capacity to act. This principle should underscore recruiting strategies for convincing religious organizations to commit volunteers on behalf of their groups. A substantial portion of future success in recruiting and maintaining institutional volunteers will hinge on the strength of the match between the community need and the moral forces driving the organization to volunteer in the first place.

Other volunteer activities ranked lower than the soup kitchen and night shelter. While not as strong in garnering volunteer support, the food bank was, as might be expected, the largest recipient of goods. The night shelter and soup kitchen ranked highest in cooperative service efforts, meaning that two or more congregations agreed to work together on a project. The night shelter and the food bank received the most reported financial help.

Closer inspection of Panel A allows one to see a community's congregations pulling together—giving time, money and goods to help those in need. Other programs ranked considerably lower in volunteer commitment. The program that helps out welfare mothers, the housing rehabilitation program which refurbishes houses for the elderly and disabled, and the family shelter, all ranked lower than the soup kitchen and night shelter in volunteer support. While one might expect to find that one motivating factor for involvement in volunteer activities at the soup kitchen and night shelter is the moral imperative noted above, other factors do come into play. The shelter operates nightly. The soup kitchen operates daily. The soup kitchen offers volunteers a variety of short-term helping opportunities including cooking, serving meals, and cleaning up. Helping at the shelter usually takes the form of serving an evening snack and conversing informally with the residents. Each program offers either abundant daytime or nighttime volunteer opportunities, and both offer weekend volunteer opportunities. The soup kitchen serves a noon meal daily, allowing volunteer opportunities for retirees and those who have free time in the day. Consequently, there is ample

time for all who want to get involved to do so.

Thus, success in maintaining institutional volunteers seems to require, in addition to moral commitment, a variety of activities to which members of an institution can give their resources. The more available times and the more available activities, underscored by a strong commitment to the issue giving rise for community concern, constitute an equation for garnering strong institutional commitments. There are other ways to gain commitments as well. The two programs just cited, the night shelter and soup kitchen, call for one kind of volunteering, basically unskilled with little training needed to be successful. Two programs that had fewer volunteer commitments from congregations call for different kinds of volunteers.

**Housing Rehabilitation.** The housing rehabilitation program is a weekend program that requires at least a basic understanding of household repairs. The same level of moral concern for the housing repair issue as the food and shelter issue may have been prevalent. The skills needed to accomplish the tasks and the weekend limit for the volunteering may have constrained efforts to broaden the program. In other words, people may care deeply about an issue but they won't get involved if they feel they cannot make a difference. Good organizing, thorough training, and well-planned publicity can change that.

**Support for Welfare Mothers.** The welfare support program (Wineburg & Wineburg 1986, 1987) calls for a long-term commitment by congregations to get involved in the many aspects of helping poor women and their families. They are recruited in a much more aggressive fashion than a mere summons for help at the shelter or soup kitchen appearing in Urban Ministry's news letter. Staff go to congregations to promote the virtues of the program, usually after several preliminary rounds of discussions with a lead clergy person. Once a congregation has signed on, members participate in extensive training about poverty and about the sensitivity people need in order to work effectively with the group of

women this program serves. This training focus differs from the very limited training the volunteers receive before working at the soup kitchen or night shelter. In essence, the welfare support program is a prevention program requiring more effort to recruit, educate, and consequently retain volunteers.

#### *Cooperative Service Efforts*

Another finding in this study is that congregations work formally with other congregations in virtually all the outreach programs. In the feeding and shelter programs, volunteers from different congregations may team up and split a week of service. For Project Independence, the welfare support program, congregations are often matched to sponsor a family together. Other congregations work independently. The key point for those interested in recruiting volunteers is that there is some indication that congregations would be willing to formally work with others in the future, underpinning a recruiting strategy.

#### *Current Activities*

Panel B displays current congregational outreach activities. It can be seen that all the programs currently receive less volunteer assistance than in the past, with the exception of the welfare support program just noted above. It should be pointed out that Panel A charts a five-year period, while Panel B captures activities at the time of the survey. It would be expected that over time there would be more congregational activity in most categories than at this particular moment in time. Both the welfare support program and the housing rehabilitation program show an increased number of congregations giving money than in the past.

This increase in money and the clear pattern of volunteer stability for the welfare assistance program may be due to the education and training efforts by program staff. The publicity that housing problems among the poor and elderly have received during the recent past has also stimulated interest in helping this group. While there are fewer congregational commitments of money and goods

**TABLE I**

**Panel A.** Past Congregational Outreach Activities For Greensboro Urban Ministry (1983-1988). Congregations gave volunteers, money, goods, use of facilities, and cooperative efforts. N = 128 (in number of congregations)\*

	<b>Volunteers</b>	<b>Money</b>	<b>Goods</b>	<b>Facilities</b>	<b>Cooperation</b>
<b>SERVICE</b>					
Night shelter	38	41	39	01	15
Food bank	28	43	56	02	10
Soup kitchen	57	36	39	02	13
Welfare assistance	17	17	10	05	09
House rehabilitation	16	16	11	02	11
Family shelter	17	21	17	01	03

**Panel B.** Current Congregational Outreach Activities For Greensboro Urban Ministry—(Time of Survey 1988-1989). N = 128\*

	<b>Volunteers</b>	<b>Money</b>	<b>Goods</b>	<b>Facilities</b>	<b>Cooperation</b>
<b>SERVICE</b>					
Night shelter	22	37	28	00	08
Food bank	24	37	51	01	08
Soup kitchen	43	36	33	01	06
Welfare assistance	17	20	08	01	04
House rehabilitation	15	17	08	01	08
Family shelter	14	20	15	00	02

**Panel C.** Future Intentions For Congregational Outreach Activities For Greensboro Urban Ministry. N = 128\*

	<b>Volunteers</b>	<b>Money</b>	<b>Goods</b>	<b>Facilities</b>	<b>Cooperation</b>
<b>SERVICE</b>					
Night shelter	31	35	31	00	16
Food bank	26	37	50	00	14
Soup kitchen	47	35	33	00	14
Welfare assistance	19	23	16	01	10
House rehabilitation	19	18	11	02	11
Family shelter	01	21	18	00	08

\*128 congregations responded, but each could give multiple responses, so the categories may add up to more than 128.

in most other categories, they do not seem to be extraordinary. This may suggest that, over time, congregations will filter in and out of various volunteer activities. Program administrators make adjustments according to their program need, and congregations respond within their capacity to do so. The important point that surfaces in Panel B is that congregations continue to support programs with money and goods, even though their volunteer efforts wane. Panel C shows that congregations are willing to step up their volunteering if needs arise. And in the cases of housing assistance, welfare support, and family shelter, there are strong intentions for future support.

A point of interest is the reduction in the use of congregational facilities by Urban Ministry. This is probably due to the fact that in the early days of the development of the post-budget-cut programs, congregations offered space until permanent space for various programs could be found. Once space was found, congregational facilities were no longer needed.

Panel C lists future commitments of the responding congregations to Greensboro Urban Ministry's programs. In just about every category there is increased commitment over current activities. This increase in some categories is still below the level of past involvement shown in Panel A. However, the increase over current involvement expressed in Panel B is an indication that a solid number of responding congregations will continue their support in all program areas. Most of the programs started during difficult economic times. It is safe to assume that congregations, given current and future commitments, would more than likely respond to needs at the same or greater levels illustrated in Panel A.

## DISCUSSION AND RECOMMENDATIONS

This study shows that religious congregations in Greensboro reached out and used their collective energy to help the homeless, the hungry, welfare mothers, and other less fortunate people when the recession and budget cuts of the early 1980s put pressure on Greensboro and other communities to manage many so-

cial welfare concerns independently. The survey responses suggest, moreover, that a substantial number of congregations plan to continue supporting most of Greensboro Urban Ministry's programs with volunteers, money and goods, such as food and clothing. It must be emphasized that the data presented in the table referred to the number of congregations responding to various activities. Literally hundreds of people, as representatives of their religious congregation, have volunteered thousands of hours to help the less fortunate members of their community. These findings offer challenges to volunteer administrators to make sure that these invaluable community resources continue helping in the most effective ways possible.

When the budget cuts and recession of the early eighties created a need for new services, the religious community already had a structure through which it could channel its efforts because Greensboro Urban Ministry had been operating since 1988. This is an important point regarding the institutional involvement of volunteers. It seems that many congregations in Greensboro were able to work together to make Urban Ministry grow and flourish. Congregational volunteers moved into an existing structure, Urban Ministry, allowing congregations to contribute what they could with guidance from an experienced agency staff and in a community effort. This happened without the struggles that often accompany the creation of new organizations. At the start of the service changes in the early eighties, the energy and spirit of cooperation were focused on meeting the service needs, instead of community energies going to building a new institution.

Considerable energy is usually involved in creating a new organization or new services. People often jockey for leadership or get bogged down in other entanglements to the point where no momentum is left to design and deliver the services themselves. Because this did not happen in Greensboro, the community was able to move directly into service provision. Planners would be wise to steer institutional volunteers to existing organizations or risk losing them be-

cause of the potential for chaos associated with starting new voluntary organizations.

The findings indicate that religious congregations often volunteer and contribute to projects jointly. It seems in this era of community-oriented services, volunteer administrators would be very successful building on this finding and recruiting congregations in pairs or groups to work on community concerns collectively. One possible strategy for successful recruitment and retention would be to target congregations which would work well together on certain projects. A way to promote such efforts would be for the agency to convince the local newspaper to write a human interest feature on dual congregational volunteer ventures. Such efforts ground community institutions in helping the less fortunate. There is tremendous potential for institutional volunteering to become contagious if strategists plan appropriately. The findings also indicate that successful recruitment and retention rest on insuring that there are a variety of both times and opportunities for which volunteers can make commitments.

The findings also demonstrate that congregational volunteers will make long-term commitments if recruited and trained properly, as was the case in the welfare support program. Volunteers were recruited person-to-person—a method that works! That program also demonstrates that volunteers from congregations will work long term in advocacy and other support roles when they have constant monitoring and back-up from the recruiting agency. Before approaching congregations for volunteer support, volunteer administrators would be on strong ground if their training and support plans were drawn up and ready for implementation so that volunteers would not fear being left dangling in a service area where they have little familiarity.

The study revealed another factor that might be considered in planning for the institutional involvement of volunteers from religious congregations. In programs that require skilled volunteers like the housing rehabilitation program, planning publicity in the form of public

interest stories will help raise the community consciousness about a specific need or concern and spur skilled volunteers to donate their efforts when direct appeals to congregations are made. While Greensboro Urban Ministry may not have used that strategy directly, there has been enough widespread media attention focused on housing concerns facing the less fortunate members of the community to keep the issue visible. Planners desiring institutional commitments of volunteers must make sure that the concern for which they are recruiting volunteers is a visible community issue. Administrators can and should shape the community's views of various social concerns.

The findings also show that moral concerns compel volunteers from congregations into service. Recruiters can insure success by doing their research to determine the moral concerns motivating a particular congregation and matching the congregation to a particular community or agency need. One congregation may be driven into service by health concerns, others by environmental concerns, and still others by the problems of the elderly. Surveying a particular organization may help a volunteer recruiter properly frame a concern in just the right moral language to attract a congregation or a group of congregations into service.

## CONCLUSION

In Greensboro the responding study congregations indicated a willingness to volunteer for, give money to, and work with others on various projects in the future. The potential is there for volunteer administrators to guide their voluntary efforts and make the best use of these powerful community resources in Greensboro as well as other communities.

Much more research needs to be done on both the role of religious congregations in local human services and the implications of the increased institutional involvement on the role of volunteers. One thing is certain: religious congregations are vital resources to communities nationwide. Appropriate planning for the involvement of their volunteers will help make communities stronger. Hope-



fully, the information from this study will help in that planning.

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APPENDIX  
SURVEY

**CONGREGATIONAL BACKGROUND**

1. Denomination:  
Protestant \_\_\_ Catholic \_\_\_ Jewish \_\_\_ Other \_\_\_\_\_
2. Affiliation: Baptist, Methodist, etc. \_\_\_\_\_
3. What year did your congregation begin? \_\_\_\_\_
4. How many families do you have? \_\_\_\_\_
5. Is your congregation:  
All White \_\_\_ Mostly White \_\_\_ Oriental \_\_\_  
All Black \_\_\_ Mostly Black \_\_\_ Bi-Racial \_\_\_  
Native American \_\_\_\_\_
6. Is congregation urban \_\_\_ or suburban \_\_\_\_\_
7. Are most of the adult members of your congregation:  
over 60 \_\_\_ 50-60 \_\_\_ 40-49 \_\_\_  
30-39 \_\_\_ 20-29 \_\_\_ even mix \_\_\_\_\_
8. Would you say your members are mostly:  
professionals, in business, (teachers) \_\_\_  
service & blue collar \_\_\_  
an even mix \_\_\_\_\_
9. We are financially:  
Sound \_\_\_ O.K. \_\_\_ Struggling \_\_\_\_\_
10. Would you classify your congregation as:  
Liberal \_\_\_ Moderate \_\_\_ Conservative \_\_\_\_\_
11. How long have you been at this present location \_\_\_\_\_
12. How many associate clergy in your congregation? \_\_\_\_\_

**DIRECTIONS:** Please mark with an "X" for "YES", Leave BLANK for "NO", and mark "NS" if you are "NOT SURE". Remember that you are filling out this survey as a representative of your congregation and not as an individual.

**URBAN MINISTRY**

**IN THE PAST**

	Have Members Volunteered For	Have You Contributed Money To	Have You Contributed Goods To	Have You Contributed Facilities To	Have You Worked With Others On (formally)
19a) NIGHT SHELTER	_____	_____	_____	_____	_____
20a) FOOD BANK	_____	_____	_____	_____	_____
21a) SOUP KITCHEN	_____	_____	_____	_____	_____
22a) CLOTHING ROOM	_____	_____	_____	_____	_____
23a) EMERGENCY ASSISTANCE	_____	_____	_____	_____	_____
24a) PROJECT INDEPENDENCE	_____	_____	_____	_____	_____
25a) HOUSING REHAB (HAVE)	_____	_____	_____	_____	_____
26a) PATHWAYS	_____	_____	_____	_____	_____
27a) CHEESE DISTRIBUTION	_____	_____	_____	_____	_____
28a) OTHER	_____	_____	_____	_____	_____

**RESPONDENTS BACKGROUND**

13. Sex:  
Male \_\_\_ Female \_\_\_\_\_
14. Number of years in clergy: \_\_\_\_\_
15. Number of years in present position: \_\_\_\_\_
16. Number of years in school: \_\_\_\_\_
17. Please specify type training: \_\_\_\_\_
18. Current Title: \_\_\_\_\_

## IN THE NEXT SECTION

Please indicate whether your congregation has **officially** contributed, is currently contributing, or has plans to contribute in the future volunteers, money, or goods to various community programs. Please indicate whether volunteers work once a month or more, and whether your congregation formally works with another congregation on any project.

<b>CURRENTLY</b>					
	Do Members Volunteer For	Do You Contribute Money To	Do You Contribute Goods To	Do You Contribute Facilities To	Do You Work With Others On (formally)
19b) NIGHT SHELTER	_____	_____	_____	_____	_____
20b) FOOD BANK	_____	_____	_____	_____	_____
21b) SOUP KITCHEN	_____	_____	_____	_____	_____
22b) CLOTHING ROOM	_____	_____	_____	_____	_____
23b) EMERGENCY ASSISTANCE	_____	_____	_____	_____	_____
24b) PROJECT INDEPENDENCE	_____	_____	_____	_____	_____
25b) HOUSING REHAB (HAVE)	_____	_____	_____	_____	_____
26b) PATHWAYS	_____	_____	_____	_____	_____
27b) CHEESE DISTRIBUTION	_____	_____	_____	_____	_____
28b) OTHER	_____	_____	_____	_____	_____

<b>IN THE FUTURE</b>					
	Will Members Volunteer For	Will You Contribute Money To	Will You Contribute Goods To	Will You Contribute Facilities To	Will You Work With Others On (formally)
19c) NIGHT SHELTER	_____	_____	_____	_____	_____
20c) FOOD BANK	_____	_____	_____	_____	_____
21c) SOUP KITCHEN	_____	_____	_____	_____	_____
22c) CLOTHING ROOM	_____	_____	_____	_____	_____
23c) EMERGENCY ASSISTANCE	_____	_____	_____	_____	_____
24c) PROJECT INDEPENDENCE	_____	_____	_____	_____	_____
25c) HOUSING REHAB (HAVE)	_____	_____	_____	_____	_____
26c) PATHWAYS	_____	_____	_____	_____	_____
27c) CHEESE DISTRIBUTION	_____	_____	_____	_____	_____
28c) OTHER	_____	_____	_____	_____	_____

### SALVATION ARMY

X = YES  
BLANK = NO  
NS = NOT SURE

<b>IN THE PAST</b>					
	Have Members Volunteered For	Have You Contributed Money To	Have You Contributed Goods To	Have You Contributed Facilities To	Have You Worked With Others On (formally)
29a) LODGE	_____	_____	_____	_____	_____
30a) SOUP KITCHEN	_____	_____	_____	_____	_____
31a) THRIFT STORE	_____	_____	_____	_____	_____
32a) YOUTH PROGRAMS	_____	_____	_____	_____	_____
33a) OTHER _____	_____	_____	_____	_____	_____
34a) OTHER _____	_____	_____	_____	_____	_____
35a) OTHER _____	_____	_____	_____	_____	_____

**CURRENTLY**

	Do Members Volunteer For	Do You Contribute Money To	Do You Contribute Goods To	Do You Contribute Facilities To	Do You Work With Others On (formally)
29b) LODGE	_____	_____	_____	_____	_____
30b) SOUP KITCHEN	_____	_____	_____	_____	_____
31b) THRIFT STORE	_____	_____	_____	_____	_____
32b) YOUTH PROGRAMS	_____	_____	_____	_____	_____
33b) OTHER _____	_____	_____	_____	_____	_____
34b) OTHER _____	_____	_____	_____	_____	_____
35b) OTHER _____	_____	_____	_____	_____	_____

**IN THE FUTURE**

	Will Members Volunteer For	Will You Contribute Money To	Will You Contribute Goods To	Will You Contribute Facilities To	Will You Work With Others On (formally)
29c) LODGE	_____	_____	_____	_____	_____
30c) SOUP KITCHEN	_____	_____	_____	_____	_____
31c) THRIFT STORE	_____	_____	_____	_____	_____
32c) YOUTH PROGRAMS	_____	_____	_____	_____	_____
33c) OTHER _____	_____	_____	_____	_____	_____
34c) OTHER _____	_____	_____	_____	_____	_____
35c) OTHER _____	_____	_____	_____	_____	_____

**LUTHERAN FAMILY SERVICES**

X = YES  
BLANK = NO  
NS = NOT SURE

**IN THE PAST**

	Have Members Volunteered For	Have You Contributed Money To	Have You Contributed Goods To	Have You Contributed Facilities To	Have You Worked With Others On (formally)
36a) REFUGEE PROGRAM	_____	_____	_____	_____	_____
37a) YOUTH PROGRAMS	_____	_____	_____	_____	_____
38a) OTHER _____	_____	_____	_____	_____	_____
39a) OTHER _____	_____	_____	_____	_____	_____
40a) OTHER _____	_____	_____	_____	_____	_____

**CURRENTLY**

	DO Members Volunteer For	DO You Contribute Money To	DO You Contribute Goods To	DO You Contribute Facilities To	Do You Work With Others On (formally)
36b) REFUGEE PROGRAM	_____	_____	_____	_____	_____
37b) YOUTH PROGRAMS	_____	_____	_____	_____	_____
38b) OTHER _____	_____	_____	_____	_____	_____
39b) OTHER _____	_____	_____	_____	_____	_____
40b) OTHER _____	_____	_____	_____	_____	_____

**IN THE FUTURE**

	Will Members Volunteer For	Will You Contribute Money To	Will You Contribute Goods To	Will You Contribute Facilities To	Will You Work With Others On (formally)
36c) REFUGEE PROGRAM	_____	_____	_____	_____	_____
37c) YOUTH PROGRAMS	_____	_____	_____	_____	_____
38c) OTHER _____	_____	_____	_____	_____	_____
39c) OTHER _____	_____	_____	_____	_____	_____
40c) OTHER _____	_____	_____	_____	_____	_____

**OTHER COMMUNITY PROGRAMS**

X = YES  
BLANK = NO  
NS = NOT SURE

**IN THE PAST**

	Have Members Volunteered For	Have You Contributed Money To	Have You Contributed Goods To	Have You Contributed Facilities To	Have You Worked With Others On (formally)
41a) HABITAT FOR HUMANITY	_____	_____	_____	_____	_____
42a) PROJECT UPLIFT	_____	_____	_____	_____	_____
43a) HOSPICE	_____	_____	_____	_____	_____
44a) YOUTH FOR CHRIST	_____	_____	_____	_____	_____
45a) TEEN CHALLENGE	_____	_____	_____	_____	_____
46a) BIRTH RIGHT	_____	_____	_____	_____	_____
47a) GUILFORD NATIVE	_____	_____	_____	_____	_____
48a) S.E. COUNCIL ON CRIME	_____	_____	_____	_____	_____
49a) UNITED SERVICES FOR OLDER ADULTS	_____	_____	_____	_____	_____
50a) OTHER _____	_____	_____	_____	_____	_____
51a) OTHER _____	_____	_____	_____	_____	_____
52a) OTHER _____	_____	_____	_____	_____	_____
53a) OTHER _____	_____	_____	_____	_____	_____
54a) OTHER _____	_____	_____	_____	_____	_____
55a) OTHER _____	_____	_____	_____	_____	_____

**CURRENTLY**

	Do Members Volunteer For	Do You Contribute Money To	Do You Contribute Goods To	Do You Contribute Facilities To	Do You Work With Others On (formally)
41b) HABITAT FOR HUMANITY	_____	_____	_____	_____	_____
42b) PROJECT UPLIFT	_____	_____	_____	_____	_____
43b) HOSPICE	_____	_____	_____	_____	_____
44b) YOUTH FOR CHRIST	_____	_____	_____	_____	_____
45b) TEEN CHALLENGE	_____	_____	_____	_____	_____
46b) BIRTH RIGHT	_____	_____	_____	_____	_____
47b) GUILFORD NATIVE	_____	_____	_____	_____	_____
48b) S.E. COUNCIL ON CRIME	_____	_____	_____	_____	_____
49b) UNITED SERVICES FOR OLDER ADULTS	_____	_____	_____	_____	_____
50b) OTHER _____	_____	_____	_____	_____	_____
51b) OTHER _____	_____	_____	_____	_____	_____
52b) OTHER _____	_____	_____	_____	_____	_____
53b) OTHER _____	_____	_____	_____	_____	_____
54b) OTHER _____	_____	_____	_____	_____	_____
55b) OTHER _____	_____	_____	_____	_____	_____

**IN THE FUTURE**

	Will Members Volunteer For	Will You Contribute Money To	Will You Contribute Goods To	Will You Contribute Facilities To	Will You Work With Others On (formally)
41c) HABITAT FOR HUMANITY	_____	_____	_____	_____	_____
42c) PROJECT UPLIFT	_____	_____	_____	_____	_____
43c) HOSPICE	_____	_____	_____	_____	_____
44c) YOUTH FOR CHRIST	_____	_____	_____	_____	_____
45c) TEEN CHALLENGE	_____	_____	_____	_____	_____
46c) BIRTH RIGHT	_____	_____	_____	_____	_____
47c) GUILFORD NATIVE	_____	_____	_____	_____	_____
48c) S.E. COUNCIL ON CRIME	_____	_____	_____	_____	_____
49c) UNITED SERVICES FOR OLDER ADULTS	_____	_____	_____	_____	_____
50c) OTHER _____	_____	_____	_____	_____	_____
51c) OTHER _____	_____	_____	_____	_____	_____
52c) OTHER _____	_____	_____	_____	_____	_____
53c) OTHER _____	_____	_____	_____	_____	_____
54c) OTHER _____	_____	_____	_____	_____	_____
55c) OTHER _____	_____	_____	_____	_____	_____

**Please indicate with an X if your congregation offers any of the following services:**

- We are also trying to determine whether the service is an established or informal program. Established means formal hours, guidelines, etc. Informal means doing as need arises.
- Whether it is for members of your congregation only or offered to the larger community as well, and whether you charge a fee.
- We are also interested in knowing whether the program began after 1980.

ESTABLISHED  
 INFORMAL  
 CONGREGATION ONLY  
 CONGREGATION FEE?  
 FOR COMMUNITY  
 COMMUNITY FEE?  
 AFTER 1980

**PROGRAM**

56) EMERGENCY FOOD	_____	_____	_____	_____	_____	_____	_____
57) CLOTHING	_____	_____	_____	_____	_____	_____	_____
58) CONGREGATE MEALS	_____	_____	_____	_____	_____	_____	_____
59) SOUP KITCHEN	_____	_____	_____	_____	_____	_____	_____
60) EMERGENCY SHELTER	_____	_____	_____	_____	_____	_____	_____
61) CASH	_____	_____	_____	_____	_____	_____	_____
62) MOBILE MEALS	_____	_____	_____	_____	_____	_____	_____
63) INDIVIDUAL COUNSELING	_____	_____	_____	_____	_____	_____	_____
64) FAMILY COUNSELING	_____	_____	_____	_____	_____	_____	_____
65) TELEPHONE REASSURANCE	_____	_____	_____	_____	_____	_____	_____
66) APPOINTMENT TRANSPORT	_____	_____	_____	_____	_____	_____	_____
67) HOUSEWORK FOR DISABLED	_____	_____	_____	_____	_____	_____	_____
68) HOUSEWORK FOR ELDERLY	_____	_____	_____	_____	_____	_____	_____
69) HOME HEALTH CARE	_____	_____	_____	_____	_____	_____	_____
70) FOOD PREPARATION	_____	_____	_____	_____	_____	_____	_____
71) LEGAL ASSISTANCE	_____	_____	_____	_____	_____	_____	_____
72) ASSIST IN FINDING SERVICES	_____	_____	_____	_____	_____	_____	_____
73) CHILD CARE	_____	_____	_____	_____	_____	_____	_____
74) AFTER SCHOOL CARE	_____	_____	_____	_____	_____	_____	_____
75) ADULT DAY CARE	_____	_____	_____	_____	_____	_____	_____
76) TUTORING	_____	_____	_____	_____	_____	_____	_____
77) EMPLOYMENT ASSISTANCE	_____	_____	_____	_____	_____	_____	_____
78) PREGNANCY COUNSELING	_____	_____	_____	_____	_____	_____	_____
79) FOSTER CARE	_____	_____	_____	_____	_____	_____	_____
80) ALCOHOLICS ANONYMOUS	_____	_____	_____	_____	_____	_____	_____
81) ALA TEEN	_____	_____	_____	_____	_____	_____	_____
82) NARCOTICS ANONYMOUS	_____	_____	_____	_____	_____	_____	_____
83) OVER EATERS ANONYMOUS	_____	_____	_____	_____	_____	_____	_____
84) GAMBLERS ANONYMOUS	_____	_____	_____	_____	_____	_____	_____
85) PARENTS ANONYMOUS	_____	_____	_____	_____	_____	_____	_____
86) MENTAL HEALTH SERVICES	_____	_____	_____	_____	_____	_____	_____
87) OTHER _____	_____	_____	_____	_____	_____	_____	_____
88) OTHER _____	_____	_____	_____	_____	_____	_____	_____
89) OTHER _____	_____	_____	_____	_____	_____	_____	_____
90) OTHER _____	_____	_____	_____	_____	_____	_____	_____
91) OTHER _____	_____	_____	_____	_____	_____	_____	_____
92) OTHER _____	_____	_____	_____	_____	_____	_____	_____

DOES YOUR CONGREGATION WORK WITH THE NEIGHBORHOOD IN WHICH IT IS LOCATED?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ IF "YES" PLEASE EXPLAIN ON BACK.

DO YOU EVALUATE ANY PROGRAMS? YES \_\_\_\_\_ NO \_\_\_\_\_ IF "YES" PLEASE EXPLAIN ON BACK.

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# THE JOURNAL OF VOLUNTEER ADMINISTRATION

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## GUIDELINES FOR SUBMITTING MANUSCRIPTS

### I. CONTENT

A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge about volunteer administration. Articles may address practical concerns in the management of volunteer programs, philosophical issues in volunteerism, and significant applicable research.

B. Articles may focus on volunteering in *any* type of setting. In fact, THE JOURNAL encourages articles dealing with areas less-visible than the more traditional health, social services, and education settings. Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organization, etc.) Models of volunteer programming may come from the voluntary sector, government-related agencies, or the business world.

C. Please note that this JOURNAL deals with *volunteerism*, not *voluntarism*. This is an important distinction. For clarification, here are some working definitions:

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

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

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

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

- why was the program initiated in the first place? what obstacles had to be overcome?
- what advice would the author give to others attempting a similar program?
- what might the author do differently if given a second chance?
- what might need adaptation if the program were duplicated elsewhere?

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

### II. PROCEDURE

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

AVA  
P.O. Box 4584  
Boulder, CO 80306

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

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

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

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

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

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

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

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

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

D. Articles will be reviewed by a panel of Reviewing Editors. The author's name will be removed prior to this review to assure full impartiality. The review process takes six weeks to three months.

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

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

3. If a manuscript is returned with suggestions for revisions and the author subsequently rewrites the article, the second submission will be re-entered into the regular review process as a new article.

E. Authors of published articles will receive two complimentary copies of the issue of THE JOURNAL carrying their article.

F. Copyright for all published articles is retained by the Association for Volunteer Administration.

### III. STYLE

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

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

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

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

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

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

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

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

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

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

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