Volunteer Administration as an Occupational Practice
Report of a National Survey

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Part I
Introduction

Since the early 1970s several persons in professional associations, national clearinghouses, government agencies, and universities, practicing volunteer administrators, and enterperneurs have studied the educational needs of volunteer administrators. This interest emerged from the recognition of the importance of the voluntary sector to American life, the occupational aspirations of volunteer administrators themselves, and the interests of universities in new student markets and knowledge needs. One university that entered the field early was Virginia Polytechnic Institute and State University (VPI&SU). The creation of its Center for Volunteer Development marked both the culumination of the efforts of several extension and teaching faculty and the beginning of an organized effort with substantial support. One of the early projects undertaken was work with practicing volunteer administrators to provide professional development opportunities through graduate credit courses and non-credit conferences (Stubblefield & Shaw, 1977).

In the professional development of an emerging occupational group, knowledge is derived from practical experience and borrowed from basic disciplines and related professional practices. It became clear early in VI&SU's work that additional information was needed about the role functions of volunteer administrators, their view of volunteer administration as a career, and the characteristics of persons who pursue volunteer administration as a career. Organizing professional preparation and development programs required knowledge about many aspects

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of volunteer administration as an occupational practice that was unknown.

A grant from the Center for Volunteer Development to the graduate Adult/Continuing Education faculty in the College of Education made possible two exploratory projects. One project consisted of two case studies of the role functions and organizational environment of administrators of volunteer programs (AVP) in a public school system and a state mental hospital for geriatric patients (Stubblefield & Miles, 1985). Using a structural analysis approach, the study examined the role functions of the administrators of volunteer programs from the perspective of the various participants in the volunteer program.

Focus of the Study

The project reported here addressed broader issues of volunteer administration as an occupational practice. First, the study sought to identify the characteristics of the persons who make their living in this emerging occupation: age, gender, experience, education, and salary levels. Second, the study examined how AVPs viewed volunteer administration as a career, the status of the volunteer program in their agency, roles universities should perform in volunteer administration, and the educational and experience background needed by persons entering volunteer administration as an occupation. Third, the study examined specific strategies AVPs used in carrying out common tasks such as identifying the need for volunteers to supervising volunteers to evaluating volunteer programs. Fourth, the study

identified the nature and extent of professional activities in which AVPs engaged to promote volunteerism beyond their own agency.

Literature on Volunteer Administrators

The field of volunteer administration has accummulated a considerable body of prescriptive literature that treats issues of practice. A smaller amount of literature has treated the issues of professionalization: the development and advancement of volunteer administration as an occupational practice. Little research literature describing the practitoners of volunteer administration exists. Gowdy (1976) conducted what appears to be the first national "census of the profession of volunteer leadership." More recently, state studies have been conducted by Skillingstad (1981) in Minnesota, Patterson (1984) in Virginia, and Heisey and Heitmueller (1984) in Pennsylvania. The Skillingstad and Patterson studies asked participants at national and state conferences to complete a survey instrument. Heisey and Heitmueller used the mailing list of Penn State University to promote its 1983 Symposium on Volunteerism and Education. Only Gowdy attempted to identify the population of volunteer administators nationally and to draw a random sample.

Population and Sample

A critial problem that emerged early in the study was how to identify the population of volunteer administrators. The field of volunteer administration has just begun to map its boundaries and inhabitants. Because the focus of the study was volunteer

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administration as an occupational practice, only those persons who considered volunteer administration as their occupation (a work for which they were financially compensated) and not a volunteer activity were considered to be within the scope of the study. There were no assumptions made that persons who worked as volunteer administrators without a salary required less rigorous competencies than persons who did similar work for a salary nor were less worthy of study.

Because of the limited budget for the project and the difficulty of securing membership lists from state and local associations of directors of volunteer programs, the membership lists of three groups were used: (a) the directors of Voluntary Action Centers, (b) the Association for Volunteer Administration, and (c) the National School Volunteer Program.

Because the membership of the National School Volunteer Program and the Association for Volunteer Administration is open to all interested persons and not just full-time salaried volunteer administrators, a letter describing the study and card requesting informatiion about their employment status and agency were mailed to each member of these two assocations. They were asked to indicate on the card whether they were full-time and salaried volunteer administrators and to return the card. A total of 1136 persons responded; of this total 675 indicated that they were full-time and salaried volunteer administrators and 461 indicated that they did not administrator volunteer programs or if they did, they were not full-time or salaried. These 675 persons combined with the 367 VAC directors comprised a

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population of 1042. Several persons, however, who completed and returned the survey instrument noted that they carried other responsibilites in their agency other than administrating the volunteer program. Some VAC directors indicated that they were part-time.

Instrumentation

A questionnaire consisting of three parts was prepared. Part I consisted of 55 items regarding the tasks that volunteer administrators performed. The intent was to identify the specific strategies that volunteer administrators used to carry out specific job functions. These tasks included (a) determining the need for volunteers, (b) recruitment, (c) selection, (d) assigning volunteers to specific jobs, (e) orientation and training of volunteers, (f) supervision of volunteers, (g) orientation and training of staff, (h) supervision of staff, (i) recognition of volunteers, (j) evaluation of volunteer job performance and the volunteer program, and (k) the extent to which they were expected to solicit material and monetary resources.

The respondents were also asked to indicate the extent to which they provided services outside their agencies: newspaper articles, speeches, articles in professional journals, papers presented at professional meetings, consultations and training programs conducted outside the agency. Thus, volunteer administrators were asked how they carried out routine job functions and the extent of their professional activities to advance the field of volunteer administration.

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Part II of the instrument solicited opinions about volunteer administration as a career. Specifically, volunteer administrators were asked to indicate (a) the extent to which they had a professional commitment to the field versus a commitment to an institution, (b) the status of the volunteer program in their agency, (c) the role of universities in volunteer administration, and (d) the preparation needed for persons who wish to pursue careers in volunteer administration.

Part III solicited information about (a) the AVP's educational and work background and the nature of the volunteer program, (b) the years worked in their present position and in the field of volunteer administration, (c) the number of other full-time volunteer administrators in their agency, (d) their position in the organization, (e) demographic data on sex, age, race, and education level, and (f) the amount of their annual salaray and how the salary compared to other administrators of similiar positions in the agency.

Data Collection

A copy of the 16 page survey , arranged in a booklet form, was mailed to the 1042 persons comprising the population. A cover letter explaining the purpose of the study and directions for completing the instrument and a stamped, self-addressed envelope were included. Of the 1042 surveys mailed, 523 were returned for a total response rate of approximately 50%. Of those instruments returned, 60 contained too many omitted items to be included in the analysis, leaving a total of 463 usable survey instruments for analysis. No follow-up mailing was attempted.

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Data Analysis

The responses to the completed instruments were keypunched. Frequency distributions of responses to all questions were compiled, and percentages and means were tabulated for all items. The frequency distributions were checked for out-of-range responses.

Part II
Volunteer Administration as a Career

One purpose of this study was to map several career dimensions of volunteer administration, namely, the characteristics of persons who pursue volunteer administration as a career, the extent to which these persons are committed to volunteer administration as a career, the status of the volunteer program in the agency, the preparation these persons believe is need by persons who pursue careers in volunteer administration, and the role of universities (a knowledge producing-disseminating and credentialling institution) in professional preparation and knowledge generating and disseminating.

Characteristics of Volunteer Administrators

The volunteer administrators surveyed in this study were overwhelmingly female, middle age, and white. Table 1 shows that 89% were female and 10.4% were male; their ages ranged from 25 to 68, with a mean age of 44; 95.9% were white, 1.9% black, .6% oriental, and .4% hispanic.

Table 2 shows the number of years in volunteer administration and present position. Of the resondents, 21.2% had been in volunteer administration between 1-4 years, 39.5% between 5-10 years, 25.9% between 11-20 years, and 10.4% 21 years or more. Years in present position ranged from 1 to 11 and more: 36.1% had been in their present position between 1-3 years, 44.9% between 4-10, and 17.9% 11 years or more.

Table 3 shows that 23.1% were employed in Voluntary Action Centers, 22.5% in community service agencies, 21.4% in hospital

facilities, and 16.2% in public schools. The remaining respondents worked in a variety of other agency settings. The majority of the respondents who were members of the AVA worked in hospitals and community service agencies. Because the population for this study was drawn from two professional associations and a specific agency, these findings should not be interpreted to mean that volunteer administrators are distributed in these percentages in the total population of volunteer administrators.

With regard to educational level, Table 4 shows that 32.6% of the resondents in this survey had less than a bachelors degree, 38.8% held a bachelors as their highest degree, 27.8% a masters as their highest degree, and .6% held a doctorate. With regard to AVA certification, 15.6% had completed AVA certification and 15.1% were working toward completion. Only a small percentage of the volunteer administrators surveyed indicated that they were working on a higher degree: 8.9% on a bachelors, 8.2% on a master's, and 4.1% on a doctorate.

Table 5 shows that the AVPs had taken degrees in or were working toward degrees in a variety of subject areas. Of those holding or working toward bachelors degrees, 20.7% were in the social sciences, 16.6% in education and counseling, 8% in Letters, 6.9% in psychology, and 4.8% each in business/management and public affairs/protective services. The others were in agriculture, citizenship/civic activities, home economics, liberal arts/general studies, life and physical sciences, philosophy/religion/theology, and volunteer administration. Those with a masters or working toward a masters were concentrated in

education/counseling (15.3%) and public affairs/protective services (9.7%). The highest percentage of those who had or were working on doctorates were in education/counseling (2.8%).

The compensation level for the volunteer administrators surveyed, as Table 6 indicates, ranged from less than $10,000 annual salary to over $25,000. Of the respondents, 4.8% reported an annaul gross salary of less than $10,000, 11.2% between $10,000 and $14,999, 27.6% betweeen $15,000 and 19,999, 28.9% between $20,000 and $24,999, and 26.6% over $25,000.

Professional Commitment to Volunteer Administration

One of the concerns of the study was to determine the extent to which AVPs had a professional commitment to the field of volunteerism. The several indicators used to assess professional commitment are shown in Table 7.

A majority of the respondents indicated that their primary professional orientation was to the field of volunteer administration: 34.6% agreed and 22.5% tended to agree. Nevertheless, a sizeable percentage did not concur: 25.9% disagreed and 15.8% tended to disagree. For almost 6 out of 10 volunteer administration was their primary professional orientation, but it was not for 4 out of 10.

When asked if they would prefer to find employment in some other field if they were beginning their career again, 68.2% (43.4$ disagreed/24.8% tended to disagree) said that they would

not, compared to 29.5% (12.3% agreed/17.1% tended to agree) who would.

When asked if they felt more loyalty to their institution than to the field of volunteer administration, 56.3% disagreed (33% disagreed/23.3% tended to disagree); 40.3% agreed (16.8% agreed/23.5% tended to agree).

A majority (46/9% disagreed/17.9% tended to disagree) of the respondents disagreed with the statement that they viewed their current positionas an intermediate point in an administrative career at their institution.

The comments of three respondents illustrate the ambiguity that some AVPs have about their choice of volunteer administration as a career. One noted that she viewed her primary professional orientation as social work; she serves as the volunteer administrator in her primary job responsibility as a program coordinator in a social service agency. Another described volunteer administration as a "tremendous" field but pointed out the problems of working for so many bosses [volunteers] and the frustrations of trying to get persons to work without compensation. As she put it: "I would definitely suggest that the person entering the volunteer administration field have an alternative career field. I thoroughly enjoy my job, but I have an excellent group of volunteers and supportive staff, good pay which I did not have previously at another hospital. Even so, I cannot imagine myself in this career field for 40 years (average career span)." A third noted that employment opportunities were so few and the pay so low that she could not imagine anyone wanting to make a career in volunteer administration.

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These comments were balanced by others who noted that volunteer administration had proven to an exciting and challenging career.

The AVPs were asked how they came to their current position as a salaried volunteer administrator. Approximately one out of four (25.9%) actively pursued this type of position, but most did not: 18.4% came to the position by happenstance , for 19.9% the position evolved from volunteer work at the agency, and for 34.1% the position evolved naturally from previous employment with the agency.

Specific illustrations of how persons came to their AVP position were given in the comment section. A coordinator of a school volunteer program worked in the position as a volunteer until the School Board made the position a salaried one; she was employed in the paid position even though she did not have a bachelors degree. Since her employment she has taken professional training courses in volunteer administration and continued to work toward the bachelors degree. A salaried Red Cross volunteer administrator began the career as a Red Cross volunteer and then moved to a salaried position. A U.S. Army Installation Volunteer Coordinator actively sought the position; she brought to the position a career background in personnel management and adult management skills acquired in Girl Scouts.

Status of the Volunteer Program

A another concern of the study was to characterize the status of the volunteer programs in the agencies in which the

AVPs worked. Table 8 depicts the findings on several indicators of volunteer program status.

On the whole, the AVPs believed that the volunteer program did have high status in their agency. Ninety-two percent indicated that the agency had a written policy statement on the mission of volunteers. Almost 7 out of 10 disagreed with the statement that volunteer administration professional staff members at their agency tended to have less opportunity for job security compared to those involved in other administrative activities. They overwhelmingly disagreed (61.1% disagreed/24.6% tended to disagree) with the statement that agency staff at their institution were indifferent to the volunteer program. Approximately 9 out of 10 believed that the governing board of their agency had shown considerable interest in the volunteer program. Almost 6 out of 10 believed that the volunteer administrator had a considerable influence on staff-related policies at their agency. Almost 7 out of 10 believed that most staff members at their agency regarded volunteer administration as a professional occupation.

Another indicator of the status of the volunteer program is the salary of the AVP compared to administrators in a comparable position in the agency (See Table 9). Slightly over one out of every four AVPs (27.9%) believed that their salary was lower compared to other administrators; 31.7% believed the salary about the same, only 5.2% believed the salary to be higher, 12.1% did not know the salary of others, and 13.1% had no others for comparison.

In most agencies, the volunteer program tended to be operated by one or two persons; 41.5% reported that they were the only full-time staff member, 34.1% reported one other full-time staff member who performed similiar job tasks, and 23.5% reported two other full-time staff members. In four out of ten agencies, the volunteer administrator has no other colleagues doing similiar work (See Table 10). While AVPs tended to work as the sole staff managing the volunteer program, they also tended to report directly to the chief administrative officer of the agency. When asked how many officials were between them and the chief administrative officer in the chain of command, 45.4% reported none, 36.5% reported only one, 11.4% two, and 2.6% three (See Table 11).

In the comment section, several respondents described the low status of the volunteer program. One reported that on the very day she was completing the survey her position had been cut to 20 hours per week; her agency viewed volunteer administration as non-essential. Another commented: "Our agency views the Volunteer Center as a necessary but low priority department." She reported that she was the only professional head of a department employed less than full-time and that the Center was always under the threat of elimination. Another respondent noted that she worked in a agency with 1,000 employees and the position of volunteer administrator was the only position that did not have a career ladder. Two others noted that in their agencies only women had ever held the position of volunteer administrator; they

believed that the absence of men in this position kept the salary level lower than it would be if men held the position.

Preparation Needed for Volunteer Administration

Because volunteer administration as an occupational practice has not evolved specific educational or experience requirements, the AVPs were asked what they believed the minimum general education requirements and preservice experiences should be for volunteer administrators. As Table 12 indicates, 21% believed that a high school diploma was the minimum educational requirement, 70.4% a bachelor's degree, and 5.8% a master's degree. With regard to preservice experiences, 78.8% checked previous administrative experience as necessary, 68.3% checked previous experience as a volunteer, and 29.6% checked previous volunteer experience with an agency or client that one works with as a volunteer administrator.

Role of Universities in Volunteer Administration

In its professionalizing activities, the field of volunteer administration has had an ambiguous relationship with universities. One purpose of this study was to identify how volunteer administrators viewed the role of universities. Table 13 shows that the respondents believed that the universities should play a role in several areas: 90.3% agreed/tended to agree that universities should conduct research in volunteer administration, 90.3% agreed/tended to agree that universities should translate theory and research findings into practical application for volunteer administrators, 91.4%

agreed/tended to agree that universities should provide formal training in volunteer administration as part of degree programs, 80.8% agreed/tended to agree that universities should provide non-credit workshops, and 79.5% agreed/tended to agree that universities should provide consultation services.

In the comment section, 25 respondents made several points that universities considering a more active role in volunteer administration should heed. First, some AVPs believed that the universities should be much more involved in providing degree programs or options within degrees for persons anticipating careers in volunteer administratioin or for persons presently employed. A few who sought help from universities were repulsed by faculty who had little knowledge of volunteer administration or they had to create their own program from existing courses related to competency areas. Some respondents believed that a degree in volunteer administration was needed, but one noted that such a degree offered little career mobility. A degree in Human Resource Management offered more mobility. Another called for credit for experience and another wanted correspondence study and opportunities for study in short-term courses.

Others cautioned about training persons in degree programs for jobs that would not be there after graduation. One suggested a survey of employers of AVPs to identify their beliefs about whether a degree was important. Another person called for including training in volunteer and community resource management in other curricula such as the social sciences, humanities, and health sciences.

Second, the role of the university in training seemed less important to some because of the training offered through the local VACs, the state office on volunteerism, and the DOVIA network. One person commented that these opportunities made the need for college courses less crucial. Others warned that the universities should not duplicate the offerings available through these agencies.

Third, some questioned the expertise of university faculty in volunteer administration. One person commented that she took a course but the professor did not know the field of volunteerism well enough to adapt course material. Several others noted that if universities offered courses or degrees in volunteer administration, they should involve local VAC directors and other experienced volunteer administrators in planning the offerings and as teachers in the courses.

Fourth, for others, the major problem was not lack of degree opportunities but the failure of administrators and professional staff in agencies that employed AVPs to understand the complexity of the tasks that AVPs performed. One AVP expressed the problem this way:

> The role of unversities in teaching and enhancing volunteer administration needs to expand. Generally speaking, volunteer-oriented organizations are stereotyped by the public in negative terms--not professional stuff, 'little old ladies,' charities. This is contrasted with the 'professional' executives of the business world, this image is reinforced by the paucity of university degree bearing programs in volunteer administration and non-profit administration. (How many business departments or Ed schools offer a core of courses in this field? Few!!)

> If America truly values its history of volunteerism and recognizes that it is of value and need today (and that the nature of volunteerism is different now than it was 30, 50, or 100 years ago) then it must demonstrate this fact in

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meaningful ways: (1) realize that a wide range of skills--
marketing, budgeting, fundraising, personnel, etc.--are
needed to be effective in volunteer recruitment. This
requires trained, professional administrators, and salaries
that are equal to the tasks required.

While finances may be the concern of Boards of Directors and
not the university community, the latter can meet the first
part of the equation--trained administrators by developing
volunteer-oriented programs for those entering this area of
work.

The interaction between society, agencies, universities, and

careerists in an emerging occupational practice is aptly

demonstrated in this comment:

My experience has been that volunteer administration is much
misunderstood; volunteerism is misunderstood...and that
neither is much appreciated being viewed from a 19th century
perspective where altruism and simplicity reign. It seems to
me that truly valuing individuals is mouthed, (smaking of
tokenism.) and not implemented... a point of view maintained
at all levels of society/government. The thrust for change
does not dwell in the narrow field of volunteer
administration.

Volunteer administration requires the same broad skills that
any administrator must have or acquire. Personnel
management, interviewing, verbal and writing skills,
marketing, public relations, job placement, knowledge of the
history of the labor movement, unionization, labor laws,
problem solving, development and implementation of goals and
objectives, counseling--just a few of the issues/skills that
a good admiinistrator should know or have. Additional
knowledge and skill are necessary for a volunteer
administrator, once the 'basics' are in place.

Particularization of administration is best implemented in
the last 2 years of an undergraduate degree or as a masters
level foucs.

AVB accreditation, seems, to me a professional measure of
accomplishment as well as indicating areas for growth once
within the profession for a period of time.I see it as
different and apart from career preparation

A major concern of the study was to identify how volunteer administrators conduct their work. Several possible strategies for carrying out the various tasks involved in administering a volunteer program were identified. The respondents were asked to indicate on a scale of 1-5, with 1 indicating "not at all" and 5 as "very often," the extent to which they performed these tasks. Table 14 reports the extent to which AVPs performed certain tasks. In addition to these tasks, the respondents were asked to dsescribe their professional activities by listing the number of times during the previous 12 months they had written newspaper articles, made speeches, written articles, presented papers, attended professional conferences, conducted consultations and training programs outside their agency, and lobbied for volunteerism. Table 15 depicts the out-of-agency professional activities of AVPs.

Determining Need, Recruitment,
and Placement

In determining the need for volunteers in their agency, 74.9% reported that they often/very often met with current staff, 56.8% often/very often reviewed current job requirements, 50.1 often/very often used volunteers based on habit or custom established in the agency, and 43.6% often/very often assesed the need for volunteers through review of records, reports or past histories of volunteer use in the agency.

In recruiting volunteers, 81% reported that they often/very often identified specific job requirements as the

bases for recruitment. More often than any other strategy, the AVPs used personal contact in recruitment: 76.8% often/very often used present volunteers to recruit and 75.2% often/very often used personal contact with potential volunteers. Next in frequency, the AVPs consulted with community agencies or civic organinzations that were in a position to provide volunteers (61.7% often/very often) and surveyed the community for possible sources of volunteers (60.1% often/very ofen). AVPs less frequently relied on mass media appeals: 56% often/very often recruited through newspaper advertisements, 40.4% often/very often recruited through TV or radio, and 18.4% often/very often recruited through mass mailings. Only 37.8% often/very often used some other agency or auxiliary such as the Red Cross or Voluntary Action Center to do recruitment.

In determining the suitability of the volunteers who had been recruited to perform tasks within the agency, the AVPs relied principally on an interview with the potential volunteer: 87.7% reported that they often/very often conducted an interview. Review of the written application was reported by 80.3%. Only 38.2% often/very often used personal references from past volunteer work experience.

In assigning volunteers to specific responsibilities within the agency, 78.4% often/very often assigned volunteers where their skills were most needed, 61.6% often/very ofen assigned volunteers only to areas where the volunteers felt would be rewarding, and 58.5% often/very often assigned volunteers only in response to staff requests.

Orientation, Training, and Supervision of Volunteers

In orienting and training volunteers, 73.5% often/very often provided a structured orientation program, 68.4% often/very often provided a structured training program to prepare volunteers for specific jobs, and 54.2% often/very often provided training programs to upgrade volunteer skills.

With regard to supervising volunteers, the AVPs were asked to indicate how they montiored volunteer effectiveness, keep volunteers informed, and the extent to which they resolved volunteer/staff conflicts and encouraged volunteers. In monitoring volunteer effectiveness, 75.8% reported that they often/very often solicited feedback from staff supervisors, 66.7% discussed effectiveness with the volunteer, and 54.9% often/very often observed volunteers at work. Another aspect of supervision is resolving staff/volunteer conflicts, and 59.4% reported that they often/very often resolved volunteer/staff conflicts. Another aspect is keeping volunteers informed and encouraged about their work: 64.4% often/very often kept volunteers informed of the agency and volunteer program news through newsletters and 71.1% often/very often encouraged volunteers who had concerns about continuing their volunteer work.

Orientation, Training, and Supervision of Staff

In orienting and training staff who supervised volunteers in their agency, only 42.8% of the AVPs reported that they often/very often conducted orientation programs for staff on the use of volunteers in the agency, and 28.1% often/very often

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conducted structured training programs for staff on the supervision of volunteers.

The AVPs were asked to respond to several aspects of their supervisory practices with staff. With regard to monitoring staff effectiveness with volunteers, 55.5% reported that they often/very often solicited feedback from the volunteers, 55/3% often/very often had discussions with staff, and 38.7% often/very often observed the performance of staff as they work with volunteers. The AVPs also supervised staff by assisting staff in handling problems in supervising volunteers: 70.4% reported that they did this often/very often. However, only 41.1% often/very often assessed staff performance with volunteers. A majority of the AVPs (68.9%) often/very often recognized staff contributions to the volunteer program.

Recognition and Awards

The AVPs provided recognition and awards to volunteers through several activities: 94.3% often/very often recognized volunteer contributions through informal praise, 86.1% often/very often held annual recognition day ceremonies, 73.2% often/very often publicized volunteer activities in the local media, and 56.8% often/very often offered professional development opportunities such as attendance at conferences or workshops.

Evaluation

The AVPs were asked to indicate the frequency with which they used five different strategies in assessing the

effectiveness of the volunteer program: 84.2% often/very often prepared periodic reports on the volunteer program, 74.5% often/very often used evaluation data to improve the volunteer program, 72.1% often/very often maintained records on volunteer perfromance, 70% often/very often conducted an annual evaluation of the volunteer program, and 44.2% often/very often conducted periodic performance appraisals of the volunteers.

Funding Raising and Solicitation of Donated Materials

The work of AVPs is normally associated with the recruitment and use of human resources who are monetarily uncompensated. But some AVPs have responsibility for soliciting material and monetary resources. Approximately one out of four AVPs in this survey indicated that they were expected to solicit material and monetary resources: 27.8% indicated that they often/very often conducted fund raising campaigns and 25/9% often/very often solicited donations of clothing, materials, and other goods for clients or programs.

Out-of-Agency Professional Activities

The extent to which the AVPs engaged in selected professional activities during the previous twelve months was also explored. Table 15   shows the professional activities of the AVPs. With regard to newspapers articles written about volunteerism, 26.3% had written no articles, 26.3% had written between 1-3, 16.8% between 4-6, 14.9% between 7-12, and 13.2% 13 or more.   AVPs tended to be more active in giving speeches to community groups and agencies about volunteerism: 8.9% made no

speeches, 32.2% made between 1-5, 21.4% between 6-10, 18.6% between 11-20, and 17.1% 20 or more.

The AVPs were asked to indicated the extent to which they contributed to the professional literature in their field. Only a small percentage published articles in professional journals or presented papers at professional meetings. With regard to articles, 5.8% had 2 or more articles published, 7.6% 1 article, and 82.1% had not published during the past year. The AVPs tended to be more active in presenting papers: 10.2% had presented 3 or more papers, 17.5% 1-2 papers, and 71.5% none.

Another professional activity was attendance at professional meetings. A wide range of frequency existed among the AVPs: 10.6% had attended none, 22% attended 1, 26.3% had attended 2, 18.1% had attended 3, and 22.7% had attended 4 or more.

Another professional activity was consultations and training programs conducted outside their agency. To the question of how many consultations they conducted with individuals, groups, or community agencies about problems associated with their volunteer programs, 15.8% reporeted none, 16.6% reported between 1-2, 27.9% reported between 3-6, 23.3% reported between 7-20, and 15.3% reported 21 or more. To the question of how many training programs they conducted for volunteers outside their agency, other volunteer administrators, or volunteer groups, 31.3% reported none, 26.3% between 1-2, 19.7% between 3-5, and 22.2% 6 or more.

Another professional activity was the extent to which AVPs lobbied with governmental bodies for increased support of volunteerism. In response to the question of how often they lobbied with governmental bodies for increased support of volunteerism, 56.6% reported no lobbying efforts, 23.1% reported between 1-2, and 19.2 reported 3 or more.

Part IV
Conclusions

Volunteer administration is a relatively "young" occupational practice that is just now beginning to map its boundaries, establish the competencies needed by its practitioners, and to identify the knowledge base that supports its practice. This survey attempted to describe some dimensions of volunteer administration as a career and how volunteer administrators conduct their work.

1. The volunteer administrators surveyed in this study were predominately female, middle age, and white. They most frequently held a bachelor's degree. but almost one-third held less than a bachelor's degree. Their degrees had been taken in a variety of subject areas, but the most frequently reported areas were the social sciences, education and counseling, and psychology. Only 25.9% had actively pursued a position in volunteer administration. Hence the AVPs were in a career which they did not actively seek and for which they had not been specifically prepared through professional education programs. Although only a quarter of the AVPs had actively sought a career in volunteer administration, a majority once in the position, had developed a professional commitment to the field.

2. In the agencies where the AVPs worked, the volunteer program had high status. They held a middle management position, tended to be the sole staff or to work with one other person in managing the volunteer program. They usually reported directly to the chief administrative officier of the agency or to another administrator who reported to the chief officier. But less than a

third believed their salary to be about the same as other administrators who performed comparable work.

3. Professionalizing occupations usuallly seek to achieve recognition by setting minimum educational entrance requirements for its practitioners. While the respondents acknowledged overwhelmingly the role of universities in conducting research, translating theory and research into practical applications, offering formal training, providing non-credit workshops, and offering consultation, nevertheless, their comments indicated their ambiguity about the role of universities. Universities who believe that volunteer administrators may be a new student market should proceed cautiously. Of the 32.6% who held less than a bachelor's degree, only 8.9% indicated they were working on such a degree, and of the 38.8% who held a bachelor's degree, only 8.2% were working on a master's degree. The limited use of educational degrees in support of career mobility is consistent with the minimum educational preparation AVPs believe is needed to be a volunteer administrator. For 70.4%, the minimum level is the bachelor's degree, and for 21% the minimum level is the high school diploma.

4. In an occupational practice, all practitioners perform specific functions that are common to all, regardless of the agency in which the practitioner works. These common functions or generic tasks were identified in Part I of the instrument. The intent of this section was not to create a competency model but to identify the extent to which the AVPs carried out the tasks that are generic to volunteer administration and to identify some

of the strategies involved in task performance. The findings indicated that AVPs perform certain tasks more frequently than others and that they use some strategies more frequently than others.

The differences in frequency may be due to many factors. AVPs may define parts of their job as more important than others, may hold assumptions about the need for performing certain functions, or may be constrained by agency policy and support. For example, 53.8% very often provided a structured program to orient volunteers to the agency, but only 21.8% conducted orientation programs for staff on the use of volunteers in the agency. In addition, 43.8% very often provided a structured training program to prepare volunteers for specific jobs, but only 15.1% very often conducted structured training programs for staff on the supervision of volunteers.

To what can this low incidence of orientation and training for staff be attributed? One reason might be that the AVPs believe that orientation and training of staff are not important. Another might be that AVPs and/or the agency assume that staff already understand the volunteer program and possess skills in volunteer supervision. Still another might be that the agency provides too little support for staff orientation and training and will not release staff for such activities. Another might be that the AVPs do not possess knowledge of a well-defined set of competencies that staff should be taught about supervising volunteers.

5. Approximately one out of four AVPs indicated that they also conducted fund raising campaigns and solicited donations of clothing, materials, and other goods for clients or programs. Many AVPs have responsibility for securing donated material resources as well as uncompensated human resources.

6. AVPs, like other occupational groups, have several channels through which to promote volunteerism as a social good and professional practice. The respondents in this study reported a wide variation in the extent to which they engaged in out-of-agency professional activities. This variation ranged from no activity to considerable in all the categories. Many of the AVPs did not engage in out-of-agency professional activities. But the findings revealed a group of volunteer administrators who are actively engaged in presenting papers, publishing articles, attending professional conferences, conducting training and consulting functions, and lobbying for volunteerism.

These findings provide a description of volunteer administration as a career as seen through the perceptions of members of two national organizations and Voluntary Action Center directors. Depicted here is a status report of the first or early second generation of practitioners in an emerging occupational practice that has adopted the professional model to guide its development.

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Table 1

Gender, Age and Race

Gender

	No.	%
Male	48	10.4
Female	412	89.0

Age

Youngest	-	25	years
Oldest	-	68	years
Mean	-	43.9	years

Race

	No.	%
White	444	95.9
Black	9	1.9
Oriental	3	.6
Hispanic	2	.4

Table 2

Years in Volunteer Administration and Present Position

Years in Volunteer Administration

Years	No.	%
1-4	98	21.2
5-10	183	39.5
11-20	120	25.9
21+	48	10.4

Years in Present Position

Years	No.	%
1-3	167	36.1
4-10	208	44.9
11+	83	17.9

Table 3

Agencies

	Number	%
Volunteer Action Centers	107	23.1
Community Service Agencies	104	22.5
Hospital Facilities	99	21.4
Public Schools	75	16.2
Miscellaneous	38	8.2
Geriatric Services	17	3.7
University Related	11	2.4
Museums	6	1.3
Human Services	5	1.1
Residential Facilities	1	0.2
	463	100.0

Table 4

Educational Level and Certification

Highest Degree Attained   Working on Degree

                          No.   %   No.   %

Less Than Bachelors   151   32.6

Bachelors   180   38.8   41   8.9

Masters   129   27.8   38   8.2

Doctorate   3   .6   19   4.1

AVA Certification

Completed   72   15.6

Working Toward   70   15.1

Table 5

Degree Subject Areas: Completed and Working Toward

	Bachelors		Masters		Doctorate	
	No.	%	No.	%	No.	%
Agriculture	2	.4				
Business & Management	22	4.8	12	2.6		
Citizenship/Civic Activities	8	1.7	5	1.1		
Communication	13	2.8	2	.4	1	0.2
Education & Counseling	77	16.6	71	15.3	13	2.8
Home Economics	9	1.9				
Letters	37	8.0	5	1.1	1	0.2
Liberal Arts/General Studies	11	2.4	1	.2		
Life Sciences	12	2.6	1	.2		
Philosophy, Religion and Theology	4	.9	2	.4		
Physical Sciences	2	.4				
Public Affairs and Protective Services	22	4.8	45	9.7	1	.2
Psychology	32	6.9	6	1.3	1	.2
Social Sciences	96	20.7	16	3.5	4	.9
Volunteer Administration	3	.6	1	.2	1	.2

Table 6

Annual Gross Salary

	No.	%
Less than $10,000	22	4.8
$10,000 to $14,999	52	11.2
$15,000 to $19,999	128	27.6
$20,000 to $24,999	134	28.9
Over $25,000	123	26.6

Table 7

Professional Commitment to Volunteer Administration

		Disagree			Agree
		1	2	3	4
Primary Professional Orientation	No.	120	73	104	110
	%	25.9	15.8	22.5	34.6
Prefer Employment in Other Fields	No.	201	115	79	57
	%	43.4	24.8	17.1	12.3
More Loyalty to Institution Than Volunteer Administration	No.	153	108	109	78
	%	33	23.3	23.5	16.8
Current Position As Intermediate Point in Administrative Career at Institution	No.	217	83	80	73
	%	46.9	17.9	17.3	15.8

		Happen-stance	Evolved from Volunteer Work	Evolved from Previous Employ-ment	Pursued Position Actively
How Came to Current Position	No.	65	92	158	120
	%	18.4	19.9	34.1	25.9

Table 8

Status of Volunteer Program

		Yes	No	
Written Policy Statement on Mission of Volunteers	No. %	426 92	33 7.1	

		Disagree			Agree
		1	2	3	4
Volunteer Administrators Have Less Job Security	No. %	265 57.2	54 11.7	66 14.3	59 12.7
Agency Staff Indifferent to Volunteer Program	No. %	283 61.1	114 24.6	44 9.5	12 2.6
Governing Board Shown Considerable Interest in Volunteer Program	No. %	7 1.5	38 8.2	92 19.9	318 68.7
Volunteer Administrator Influence on Staff- Related Policies	No. %	65 14	111 24	99 21.4	178 38.4
Staff Members Regard Volunteer Administration as Professional Occupation	No. %	35 7.6	96 20.7	124 26.8	195 42.1

Table 9

Salary Compared to Other Administrators

Level	No.	%
Lower	129	27.9
About the same	147	31.7
Higher	24	5.2
Don't know salary of others	56	12.1
No others for comparison	60	13.1

Table 10

Number of Staff in Volunteer Programs

Number Staff	No.	%
1	192	41.5
2	158	34.1
3	109	23.5

Table 11

Number of Officials Between Volunteer Administrators
and the Chief Administrative Officer

	No.	%
0	210	45.4
1	169	36.5
2	53	11.4
3	12	2.6

Table 12

Preparation for Volunteer Administrators

	Minimum General Education Requirements	
	No.	%
High School	97	21.0
Bachelor	326	70.4
Master	27	5.8
Doctorate	0	0

	Previous Experience	
	No.	%
Previous Volunteer Experience	316	68.3
Previous Volunteer Experience with Similar Agency or Client	137	29.6
Previous Administrative Experience	365	78.8

Table 13

Role of Universities in Volunteer Administration

		Disagree			Agree
		1	2	3	4
Conduct Research	No.	7	34	127	291
	%	1.5	7.3	27.4	62.9
Translate theory and research into practice application	No.	8	35	85	333
	%	1.7	7.6	18.4	71.9
Offer formal training and degree programs	No.	9	26	92	331
	%	1.1	5.6	19.9	71.5
Offer non-credit workshops	No.	48	34	92	282
	%	10.4	7.3	19.9	60.9
Provide consultative services	No.	32	51	119	249
	%	6.9	11	25.7	53.8

Table 14

Extent to Which Volunteer Administrators

Perform Certain Tasks

		Not at all			Very Often	
		1	2	3	4	5
Need for volunteers						
Assess the need for volunteers through review of records, reports or past histories of volunteer use in the agency.	No. %	40 8.6	83 17.9	121 26.1	103 22.2	99 21.4
Meet with current staff, e.g., supervisors and/ or co-workers, to determine need for volunteers.	No. %	5 1.1	16 3.5	80 17.3	158 34.1	189 40.8
Review current job requirements to determine if volunteers can be used.	No. %	21 4.5	50 10.8	111 24.0	135 29.2	128 27.6
Use volunteers based on habit or custom established in the agency.	No. %	36 7.8	61 13.2	113 24.4	112 24.2	120 25.9

		Not at all			Very Often	
		1	2	3	4	5

Recruitment

		1	2	3	4	5
Identify specific job requirements as the basis for recruitment.	No.	8	12	58	120	255
	%	1.7	2.6	12.5	25.9	55.1
Survey the community for possible sources of volunteers.	No.	22	58	96	117	161
	%	4.8	12.5	20.7	25.3	34.8
Consult with community agencies or civic organizations that are in a position to provide volunteers.	No.	19	51	98	139	147
	%	4.1	11	21.2	30	31.7
Recruit through news-paper advertisement.	No.	52	62	83	86	173
	%	11.2	13.4	17.9	18.6	37.4
Recruit through TV or radio.	No.	98	80	92	75	112
	%	21.2	17.3	19.9	16.2	24.2
Use present volunteers to recruit.	No.	1	18	81	134	222
	%	0.2	3.9	17.5	28.9	47.9
Recruit through mass mailings.	No.	188	107	79	41	44
	%	40.6	23.1	17.1	8.9	9.5
Use personal contact with potential volunteers.	No.	4	23	79	142	206
	%	0.9	5.0	17.1	30.7	44.5
Use some other agency or auxiliary, e.g., Red Cross or Voluntary Action Center to do recruitment.	No.	90	77	81	68	107
	%	19.4	16.6	17.5	14.7	23.1

		Not at all			Very Often	
		1	2	3	4	5

Selection

Interview potential volunteers to determine their suitability for the agency.	No.	6	8	35	57	349
	%	1.3	1.7	7.6	12.3	75.4

Use personal references from past volunteer work experiences.	No.	40	91	115	69	108
	%	8.6	19.7	24.8	14.9	23.3

Use the written application.	No.	16	19	44	59	313
	%	3.5	4.1	9.5	12.7	67.6

Job Assignment

Assign volunteers only in response to staff requests.	No.	21	47	102	108	163
	%	4.5	10.2	22.0	23.3	35.2

Assign only to areas where volunteers feel would be most rewarding.	No.	13	36	111	148	137
	%	2.8	7.8	24.0	32.0	29.6

Assign where skills are most needed in the agency.	No.	3	11	67	168	195
	%	0.6	2.4	14.5	36.3	42.1

		Not at all			Very Often	
		1	2	3	4	5

Orientation and Training of Volunteers

		1	2	3	4	5
Provide a structured program to orient volunteers to agency.	No. %	21 4.5	29 6.3	52 11.2	91 19.7	249 53.8
Provide a structured training program to prepare volunteers for specific jobs.	No. %	17 3.4	32 6.9	75 16.2	114 24.6	203 43.8
Provide training programs to upgrade volunteer skills.	No. %	28 6.0	50 10.8	105 22.7	105 22.7	146 31.5

Supervision of Volunteers

		1	2	3	4	5
Monitor volunteer effectiveness by observing their performance.	No. %	24 5.2	48 10.4	118 25.5	105 22.7	149 32.2
Monitor volunteer effectiveness through discussions with volunteer.	No. %	9 1.9	26 5.6	101 21.8	146 31.5	163 35.2
Monitor volunteer effectiveness by soliciting feedback from staff supervisors.	No. %	8 1.7	24 5.2	51 11.0	150 32.4	201 43.4

		Not at all			Very Often	
		1	2	3	4	5
Keep volunteers informed of agency and volunteer program news through newsletter.	No. %	58 12.5	29 6.3	55 11.9	86 18.6	212 45.8
Resolve volunteer/staff conflicts.	No. %	12 2.6	41 8.9	103 22.2	116 25.1	159 34.3
Encourage volunteers who have concerns about continuing their volunteer work.	No. %	4 0.9	18 3.9	92 19.9	141 30.5	188 40.6

Orientation and Training of Staff

		1	2	3	4	5
Conduct orientation programs for staff on the use of volunteers in the agency.	No. %	53 11.4	66 14.3	114 24.6	97 21.0	101 21.8
Conduct structured training programs for staff on the supervision of volunteers.	No. %	99 21.4	89 19.2	110 23.8	60 13.0	70 15.1

Supervision of Staff

		1	2	3	4	5
Monitor staff effectiveness by observing the performance of staff as they work with volunteers.	No. %	49 10.6	83 17.9	114 24.6	98 21.2	81 17.5
Monitor staff effectiveness through discussions with staff.	No. %	20 4.3	37 8.0	113 24.4	138 29.8	118 25.5

		Not at all			Very Often	
		1	2	3	4	5
Monitor staff effective- ness by soliciting feedback from volunteers.	No. %	16 3.5	50 10.8	105 22.7	132 28.5	125 27.0
Assist staff in handling problems in supervising volunteers.	No. %	14 2.0	17 3.7	70 15.1	152 32.8	174 37.6
Recognize staff con- tributions to the volunteer program.	No. %	18 3.9	21 4.5	68 14.7	131 28.3	188 40.6
Assess staff perfor- mance with volunteers.	No. %	58 12.5	71 15.3	101 21.8	104 22.5	86 18.6

Awards and Recognition

		1	2	3	4	5
Hold annual recognition day ceremonies.	No. %	12 2.6	13 2.8	20 4.3	34 7.3	365 78.8
Publicize volunteer activities in local media.	No. %	12 2.6	29 6.3	66 14.3	82 17.7	257 55.5
Recognize volunteer contributions through informal praise.	No. %	1 0.2	1 0.2	13 2.8	53 11.4	384 82.9
Offer professional dev- elopment opportunities such as attendance at conference, workshops, etc.	No. %	25 5.4	41 8.9	116 25.1	92 19.9	171 36.9

49

		Not at all			Very Often	
		1	2	3	4	5

Evaluation and Follow-up

Maintain records on volunteer performance.	No.	22	20	68	81	253
	%	4.8	4.3	14.7	17.5	54.6
Prepare periodic reports on the volunteer program.	No.	12	10	36	82	308
	%	2.6	2.2	7.8	17.7	66.5
Conduct periodic performance appraisals of the volunteers.	No.	60	71	108	78	127
	%	13.0	15.3	23.3	16.8	27.4
Conduct an annual evaluation of the volunteer program.	No.	24	38	62	85	239
	%	5.2	8.2	13.4	18.4	51.6
Use evaluation data to improve the volunteer program.	No.	16	25	58	108	237
	%	3.5	5.4	12.5	23.3	51.2

Solicitation of Material and Monetary Resources

Solicit donations of clothing, materials, etc. for clients or programs.	No.	225	55	37	40	80
	%	48.6	11.9	8.0	8.6	17.3
Conduct fund raising campaigns.	No.	215	44	55	40	89
	%	46.4	9.5	11.9	8.6	19.2

Table 15

Professional Activities

	No.	%
Newspaper Articles Written		
0	122	26.3
1-3	122	26.3
4-6	78	16.8
7-12	69	14.9
13	61	13.2
Speeches Made		
0	41	8.9
1-5	149	32.2
6-10	99	21.4
11-20	86	18.6
20+	79	17.1
Articles Published		
0	380	82.1
1	35	7.6
2+	27	5.8
Papers Presented		
0	331	71.5
1-2	81	17.5
3+	47	10.2

	No.	%
Professional Conferenced Attended		
0	49	10.6
1	102	22
2	122	26.3
3	84	18.1
4+	105	22.7
Consultations Outside Own Agency		
0	73	15.8
1-2	77	16.6
3-6	129	27.9
7-20	108	23.3
21+	71	15.3
Training Programs Conducted		
0	145	31.3
1-2	122	26.3
3-5	91	19.7
6	103	22.2
Lobbying for Support of Volunteerism		
0	262	56.6
1-2	107	23.1
3+	89	19.2