

The International Journal of Volunteer Administration
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“Leadership, Governance and Stewardship”

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Keywords: volunteer, management, transformation, transactional, learning, development

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Keywords: volunteers, master gardeners, Cooperative Extension, middle managers, competencies

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Key Words: Habit for Humanity, teams, volunteers, seniors, leadership

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Today's volunteer-based organizations and programs face numerous challenges to continuously develop and deliver myriad contemporary services based upon current and emerging individual and community needs in an increasingly larger and more diverse society. Numerous contemporary authors have commented upon the increasing need to not only mobilize and engage volunteers but to simultaneously develop leadership capacities within them. By focusing efforts upon effectively engaging volunteers in leadership roles through advisory councils, volunteer resource managers are building organizational capacity and creating succession systems to allow volunteers to develop needed skills and knowledge to become and remain more fully engaged. The challenge is shifting from simply managing advisory councils, to positioning council members as leaders within the organization.

Keywords: volunteers, leadership, advisory, councils

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Keywords: advocacy, volunteer resource management, volunteer resource managers, professionalism

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Key words: volunteers, board, directors, development, assessment, training

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Key Words: collaboration, non-profits, not-for-profits, resources

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Key Words: volunteers, advisory, board, committee, training, development

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Key Words: leadership, professional development, AmeriCorps, directors, coordinators

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Key words: ethics, values, professionalism, leadership

In This Issue:
Leader: A Dealer in Hope

There has not been a previous time in world history when the concepts of leadership, governance, and stewardship have been more prevalent and relevant to the collective human condition. From political arenas on the worldwide stage, to grassroots movements that shake long-established institutions, to public outcries and demands for greater transparency and accountability in societies around the globe, these three concepts have become uniquely and intricately interwoven into our contemporary social consciousness. A quick Google search of “leadership” alone yielded an amazing 186 million on-line references! Yet as a 20-year scholar, researcher, and teacher of these topics, I still return to a historic definition that I first encountered over a decade ago – Napoleon’s simple definition of a “leader” as “a dealer in hope.” What an appropriate a phrase to focus this second issue of Volume XXV of *The International Journal of Volunteer Administration* that seeks to highlight the increasingly synergistic roles of leadership, governance, and stewardship in today’s volunteer programs and organizations as professional volunteer resource managers and volunteers seek to bring hope to the world’s peoples.

Three *Feature Articles* are included. Nancy K. Franz, Ph.D., of Virginia Polytechnic Institute and State University emphasizes the rapidly emerging nature of transformational leadership in volunteer contexts. She concludes, “Transformative learning focuses more on the development of volunteers in addition to task accomplishment and often brings changes in work styles, world views, and/or personalities. Transformative learning can lead to better and more autonomous decision making and personal actions that better align with personal values.” Landry Lockett, Ed.D., and Chris Boleman, Ed.D., from Texas A&M University explore the use of volunteers as middle manager leaders in Cooperative Extension, and the requisite competencies needed by volunteer program administrators. Their study provides critical insights into effectively utilizing volunteers as mid-managers, along with advantages and limitations of doing so, and is applicable to any volunteer resource manager in helping effectively utilize their time, energy and resources for maximum impact and program success. Richard E. Trevisan, M.S., of Santa Clara University, focuses on the training, development, and retention of construction volunteer teams with Habitat for Humanity. His case study provides insights for ensuring a continuing volunteer workforce by practicing accepted leadership competencies that contribute to retaining volunteers.

In *Tools of the Trade*, Marshall Stewart, Ed.D. reviews the 2004 text, *Governance as Leadership: Reframing the Work of Nonprofit Boards* by authors **Richard P. Chait, William P. Ryan, and Barbara E. Taylor**. (New York: Wiley; 224 pp.; Hardcover, ISBN 0-471-68420-1).

In *Ideas That Work*, Harriett C. Edwards, Ed.D., from North Carolina State University suggests practical and realistic approaches for working with volunteers in leadership roles serving on volunteer advisory councils. According to Edwards, “By focusing efforts upon effectively engaging volunteers in leadership roles through advisory councils, volunteer resource managers are building organizational capacity and creating succession systems to allow volunteers to develop needed skills and knowledge to become and remain more fully engaged. The challenge is shifting from simply managing advisory councils, to positioning council members as leaders within the organization.”

Erin L. Barnhart, M.P.A., offers an excellent *Commentary* in which she makes the case for volunteer resource managers serving more effectively in professional advocacy roles. According to the author, “Often considered a task both easy and quick, the reality is that volunteer resource management is a highly skilled, time and resource intensive profession that is genuinely fundamental to the success of volunteer programs.” She outlines five key strategies for volunteer resource managers to engage in as routine methods of professional advocacy.

From The JOVA Annals features five articles published previously in *The Journal of Volunteer Administration*: “Evaluating Individual Board Members: A Training Summary” by Barry L. Boyd, Ph.D. (first published in 1999); “Powerful Synergies Exist Between Managers of Volunteer Resources and Fund Development Staff” by Valerie Cooper (published in 2000); “Building a Strong Advisory Group” by Nancy Macduff (published in 1989); “Leadership Practices of Ohio AmeriCorps Program Directors and Coordinators” by R. Dale Safrit, Ed.D., Chadwick J. Wykle, M.S. and Joseph A. Gliem, Ph.D. (first published in 2004); and, “Tough Choices: The Challenge of Leadership in the 90's” by Judith V. Waymire (published in 1991).

I join the entire Editorial Board and Reviewers of *The International Journal of Volunteer Administration* in challenging the reader to review, reflect, and experiment with both the practical and thought-provoking insights in this issue so that managers of volunteer resources may better mobilize and engage volunteers through leadership, governance, and stewardship.

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Second Generation Volunteer Administration: Moving from Transaction to Transformative Volunteer Learning Environments

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Abstract

Volunteer resource managers are primarily charged with oversight of transactions or tasks conducted by their volunteer force for the improvement of social, economic, or environmental conditions. However, a deeper goal focuses on the developmental aspects of working with individual volunteers. Transformative learning focuses more on the development of volunteers in addition to task accomplishment and often brings changes in work styles, world views, and/or personalities. Transformative learning can lead to better and more autonomous decision making and personal actions that better align with personal values. Transformed volunteers often provide deeper and more meaningful service than those simply accomplishing tasks. The life and work of the volunteer resource manager can also be impacted by the volunteer's growth process.

Keywords:

volunteer, management, transformation, transactional, learning, development

Introduction

For many years as a volunteer resource manager, I believed my job was to find, manage, and recognize volunteers to carry out tasks that extended and deepened the impact of the organization I worked for. My assumption was all I needed to do was match a volunteer's interests and skills with the work that needed to be done. It took me two decades to realize that volunteers are much more effective if their volunteer experience is open to higher levels of personal development and organizational responsibility (i.e., transformative learning) in addition to only task-based work (i.e., transactional activity). This required me to shift my perspectives from being just a manager of volunteer resources and tasks to also becoming an architect of a

transformative environment for individual volunteers' learning and personal development.

Most people volunteer to create meaning in their lives or the lives of others (Burns et al., 2005; Clary et al., 1998; Finkelstein, 2007). They share their skills, resources, time, and/or dedication to the organization and sometimes volunteer for personal gain or recognition. In the process of "doing," volunteers often experience profound personal changes that transform who they are or how they see the world. Since most managers of volunteer resources know that successful volunteerism is mainly about relationships, it would behoove managers of volunteer resources to better understand how to develop, nurture, and support such transformative learning for

individual volunteers in the larger organizational volunteer development environment.

Transactional Volunteer Resource Management

Many popular volunteer management or development models (Boyce, 1971; Boyd, 2004; Brudney, 1990; Culp, Deppe, Castillo & Wells, 1998; Safrit, Schmiesing, Gliem & Gliem, 2005; Wilson, 1976) focus primarily on key steps or concepts for a volunteer resource manager to follow to successfully integrate volunteers into the operations and programs of the organization. These models tend to be transactional in nature; the volunteer provides time, resources, and/or skills to the organization and in exchange the organization gives the volunteer an opportunity to help others and be recognized for their service.

The role of the volunteer resource manager in a transactional approach includes serving as a manager of people, things and activities, providing instrumental learning focusing on technical/content and skills-base learning (Kreber & Cranton, 2000; Merriam & Cafferella, 1999). This approach to volunteer resource management focuses mainly on tasks to be completed and programs to be delivered, and often includes specific job descriptions for volunteers. The volunteer administrator focuses on skill development for volunteers and serves as an expert on the organization and its work.

Transformational Volunteer Resource Management

In contrast to transactional volunteer resource management, transformational work with volunteers focuses on transformative learning. Transformative learning is defined as “the development of revised assumptions, premises, ways of

interpreting experience, or perspectives on the world by means of critical reflection” (Cranton, 1994, p. vii). In this approach, individual volunteer learning is not solely about tasks and program delivery, but also about nurturing individual volunteer development and holistic organizational change. Change is transformative when individuals, groups, and organizations arrive at new perspectives and actions that greatly differ from past views and behaviors. Mezirow (1991) suggests individuals transform by reconstructing their frames of reference. As individuals explore, question, affirm, and change their meaning schemes, they are transformed. Mezirow (1995) further suggested that individuals pass through 10 phases of personal transformation: (1) experiencing a disorienting dilemma, (2) undergoing self-examination, (3) conducting a critical assessment of internalized role assumptions and feeling a sense of alienation from traditional social expectation, (4) relating one’s discontent to similar experiences of others or to public issues – recognizing that one’s problem is shared and not exclusively a private matter, (5) exploring options for new ways of acting, (6) building competence and self-confidence in new roles, (7) planning a course of action, (8) acquiring knowledge and skills for implementing one’s plans, (9) making provisional efforts to try new roles and to assess feedback, and (10) reintegrating into society on the basis of conditions dictated by the new perspective. Critical reflection on assumptions and reflective discourse, the focal point of this process, encourages the development of transformative learning. Individuals experiencing transforming learning need support from others for the transformative learning to be sustained over time (Cranton, 1994). Volunteer resource managers often provide this type of support and facilitate this type of

learning process by creating conditions for individual, group and community-wide dialogue and learning that enhance transformation (Mezirow, 2005). In particular, Mezirow (2000) believed transformative learning requires open discussion with others to explore, question, reinforce, and/or justify personal assumptions. Volunteer resource managers may also model critical thinking through critical debate, and critical questioning that result in articulation and examination of assumptions (Brookfield, 1987; Cranton, 1998). Safrit and Jones (2003) described several specific methods that volunteer resource managers may use to nurture critical thinking in volunteers.

While many volunteer resource managers establish relationships with individual volunteers and groups of volunteers that facilitate transformative learning, they often lack formal training or conscious preparation in forming and maintaining these helping relationships to promote transformative learning (Robertson, 1996). Both my personal experiences and the research suggest that volunteer resource managers who excel as architects of transformative learning environments are most often also open to being transformed themselves through work with volunteers. They are volunteer-centered and process-oriented; serve as role models for, and mentors and supporters of, volunteers; focus on critical reflection with volunteers; and are not threatened by personal or organizational change (Franz, 2003).

Conditions Promoting Transformative Learning with Volunteers

If volunteer resource managers want to create environments that help transform volunteers, they need to understand what conditions promote this type of learning. Scholars have explored conditions of transformative learning in adult learning

environments for almost three decades. Mezirow (2000), the “father” of transformative learning theory, began his studies with women’s consciousness raising groups in the 1970’s. He suggested specific conditions that promote personal transformation including critical reflection on assumptions, reflective discourse, a trigger event or disorienting dilemma, and the learner’s emotional intelligence. Other scholars have added to Mezirow’s work by suggesting that transformative learning conditions include a mentoring learning community, examination of the origin of personal beliefs, support from others to support new ways of thinking and being, opportunities for committed action, a learning organization that supports change, freedom from personal constraints that work against change, and opportunities for action that commits to the new way of thinking and being (Cranton, 1996; Daloz, 2000; Yorks & Marsick, 2000). These transformative learning conditions are very similar to the major components of the Points of Light Foundation’s (Allen, 1992) benchmark *Changing the Paradigm* project: (1) Lay the foundation for volunteerism through mission and vision; (2) Combine inspiring leadership with effective management; (3) Build understanding and commitment; and (4) Learn, grow, and change.

My research and professional experience in supporting Cooperative Extension professionals working as volunteer resource managers (Franz, 2003) suggests the following conditions are needed for transformative learning in volunteer development contexts:

- A learning environment with a strong partner who facilitates change in the volunteer ;
- A learning environment that promotes critical reflection where transformed partners verbalize old assumptions,

revise assumptions, and reflect on the change;

- A learning environment that promotes critical events that change the way volunteers see themselves and/or their world that often solidifies the partnership between the volunteer and the organization (often through the volunteer resource manager);
- A fundamental difference in people working together including fundamental differences in personalities, work styles, and/or worldviews but a common and deep commitment to the group's purpose; and
- A relationship that allows independence with interdependence where joint work is strong but individual autonomy is also valued.

Volunteer resource managers should contemplate how these and similar conditions can be integrated into their respective volunteer organizations and management practices to better promote and support volunteer transformational learning to enhance and deepen volunteers' experiences and impacts.

Volunteerism Trends and Transformative Learning

Four current trends in volunteerism are linked to transformative learning (SeEVERS, Graham, & Conklin, 2007). The first is volunteer burnout. For most organizations, finding volunteers willing to give substantial time to their work is becoming more challenging. Creating transformative learning environments can help recruit and retain volunteers by deepening the volunteer experience. Many volunteers want to do more than help with organizational tasks. They want to have a meaningful volunteer experience. Many volunteers discover this meaning when their volunteer experience changes who they are. For example, I worked with a volunteer

Master Gardener who was asked to provide gardening lessons for female prisoners in her community. She was very apprehensive of this work because she didn't believe the women were worth her time. However, she was dedicated to the Cooperative Extension mission to bring education to underserved and at-risk populations so she agreed to give it a try. After just one gardening lesson at the prison, her perspective on the women prisoners had radically changed. She realized they had values similar to hers and they wanted to lead successful lives. This transformation in her perspective on the value of female prisoners not only deepened her dedication to her volunteer work at the prison, she also changed the views of other volunteers and paid staff as she told them about her change in perspective. This Master Gardener who had been close to burning out in her volunteer experience was renewed and also renewed others due to her new way of seeing her volunteer work.

A second trend in volunteerism that relates to transformative learning is competition for good volunteers. Every community seems to have a few people who are highly valued as volunteers. In fact, there aren't usually enough to go around for all the volunteer work that needs to be done. Volunteers who are transformed by the organizations they work with tend to be more dedicated to that organization than other groups where they simply carry out tasks as a worker bee. In recent research I conducted with 4-H camp counselors, they spoke over and over again about how they see their whole lives through a 4-H camp lens because their volunteer experience has deeply changed the way they see the world. This ranged from changing their occupational path, to developing and solidifying their true self (Franz et al., 2008).

A third trend in volunteerism that can be addressed by transformative learning

is the need for human touch. The increasing presence of technology in the lives of volunteers is leaving some of them hungry for face-to-face experiences with others. Transformative volunteerism experiences come from human-to-human interactions and most often happen when the people a volunteer works with are fundamentally different (Franz, 2003). Volunteer resource managers can set the stage for this type of transformation by getting to know each volunteer and matching them with others different from them.

This also directly relates to diversity, the final volunteerism trend that intersects with transformative learning. As our volunteer force and organizations become more and more diverse, transformation in perspective and actions are more likely to happen as we learn from each other through difference. However our strong grounding in a common goal channels that diversity to improving the world economically, environmentally, and/or socially.

Implications of Transformative Learning for Volunteer Resource Management

Transformative learning theory may sound like the latest and greatest way to improve volunteerism but what specifically does this theory mean for volunteer administration? From my experience and research I suggest volunteer resource managers wanting to promote transformative learning in volunteers need to:

- Focus not just on the tasks volunteers carry out but on the process of developing those volunteers while they are engaged in tasks;
- Become an architect of a learning environment that promotes transformation by setting up critical events to trigger change or create dissonance, promote critical thinking and critical questioning in volunteers as they carry out and evaluate their

volunteer efforts, and provide support and/or support systems to help volunteers try out new ways of seeing and being in a safe environment;

- Set up situations for volunteers and clients to transform each other by consciously matching people with different backgrounds, philosophies, and personalities;
- Believe in and carry out a holistic treatment of volunteers and their personal development – a wrap around of experiences and support that promotes and sustains change;
- Provide balance between four approaches to volunteer development – service, content transmission, facilitation, and transformative learning; and
- Be aware that the most common age for volunteers is 35 to 54 years of age which happens to coincide with midlife change for many individuals. This provides a great opportunity for volunteer administrators to help those going through midlife change to do so in safe and positive ways.

Good transformative environments are about the intersection of human relationships and diversity of personalities, work styles, and/or worldviews grounded in common purpose. This diversity requires volunteer administrators to be well versed in managing dissonance and also providing safe cognitive environments during the change process and to being open to change themselves.

Conclusions

Volunteer resource managers are primarily charged with the oversight of transactions or tasks conducted by their volunteer force for the improvement of social, economic, or environmental conditions. However, a deeper goal focuses on the developmental aspects of working

with volunteers. Transformative learning focuses more on the development of volunteers in addition to task accomplishment and often brings changes in personal work styles, worldviews, and/or personalities. Transformative learning can lead to better and more autonomous decision making and personal actions that better align with personal values. For volunteer resource managers, transformed volunteers often provide deeper and more meaningful service than those simply accomplishing tasks. The life and work of the volunteer resource manager can also be impacted by the volunteer's growth process.

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About the Author

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Competencies, Benefits and Limitations for Volunteer Resource Managers Utilizing Volunteers as Middle-managers within a Volunteer Organization

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Abstract

The impact of a volunteer resource manager is greatly increased when volunteers are utilized in mid-management positions to significantly expand organizational and programmatic outreach. Determining the competencies necessary to successfully develop and utilize mid-managers within a volunteer group is a key component of volunteer administration. This study utilized a Delphi technique to determine competencies needed to be a successful Master Gardener Administrator, as well as the benefits and limitations associated with these volunteer programs. The results of this study provide insight into effectively utilizing volunteers as mid-managers, along with advantages and limitations of doing so. This list is applicable to volunteer resource administrators of all types in helping effectively utilize their time, energy and resources for maximum impact and program success.

Key Words:

volunteers, master gardeners, Cooperative Extension, middle-managers, competencies

Introduction

Volunteer groups and associations support the mission of Texas Extension through their education and service. They are facilitated through Texas AgriLife Extension and partner with Extension to achieve organizational goals. Boleman and

Burkham noted that volunteers are one of Texas AgriLife Extension Service's most valuable assets, and that they help Extension reach more clientele, ensure the relevancy of programs, deliver Extension education and interpret the value of Extension to stakeholders. Much of the needed help that

volunteers give Texas Extension stems from their own interests and experiences. Volunteer talents are enhanced as they receive training from experts in various disciplines. This develops a system where volunteers are improving their own skills while helping others. Master volunteer programs were first utilized in United States Extension education efforts in the 1960's. These volunteers are local people with an interest in a particular subject. After participating in educational classes to increase their knowledge, they use that knowledge to work as volunteers within their community. Today, the Cooperative Extension program in the United States utilizes volunteers as an essential part of the delivery of its educational programs.

Master volunteer associations comprise an important segment of Texas Extension volunteer programming. Extension master volunteers are unique volunteers that receive a specified number of training hours with a commitment to return a designated number of hours in volunteer service. The minimum standards for Texas Extension master volunteers are 20 hours of training and 50 hours of service. Master volunteer programs provide Extension with several advantages by multiplying expertise in a subject area, building a support base, allowing agents to have time for advanced programming, enabling Extension professionals to focus on issue based programming, increasing self-esteem of volunteers, and providing for volunteer support to Extension programming.

"Master Gardener" is one type of Extension master volunteer association. Master Gardeners are local community members with an enthusiasm about gardening. These volunteers support Extension programming efforts by participating in different projects throughout the year. Projects include, but are not limited to, answering gardening phone calls

at the county Extension office, working with 4-H youth, planting community gardens and conducting workshops. Master Gardeners augment the County Extension Agents' efforts to help fulfill the mission of Extension of providing quality, relevant outreach and continuing education programs and services to local citizens.

Review of Related Literature/Conceptual Basis

Previous studies have researched various aspects of volunteerism, such as motives, benefits, reasons for remaining a volunteer and competencies needed by volunteer administrators. Much time and research efforts have gone into developing volunteer management models such as ISOTURE, L-O-O-P, GEMS, and PEP (Safrit & Schmiesing, 2005). However, related to volunteer management models or lists of professional competencies needed by volunteer resource managers, there is no written list of competencies needed for volunteer resource managers desiring to utilize volunteers in middle-management positions within a volunteer organization.

The authors have defined middle-management positions within a volunteer organization as leadership positions where volunteers are accountable to a volunteer resource manager while being utilized to fulfill roles in the areas of coordinating, leading and/or supervising in the context of organizational projects or committees. Middle-management positions within a volunteer organization refer to leadership positions within an organization where volunteers are accountable to a volunteer resource manager while being utilized to fulfill roles in the areas of coordinating, leading and/or supervising in the context of organizational projects or committees.

Safrit, Schmiesing, Gliem, and Gliem (2005) outlined competencies for contemporary volunteer administration. In

this study, data were solicited from members of the International Association of Volunteer Administration regarding their perceptions of the importance of components of contemporary volunteer administration. A result of this research was the listing of 62 specific competencies needed for effective volunteer management and administration.

In 2004, Boyd examined volunteer management functions by conducting a study to determine specific “competencies that would be required by administrators of volunteers in the coming decade” (p. 54). Boyd’s study utilized a Delphi technique with experts consisting of administrators of volunteers, directors of regional volunteer centers, Extension volunteer development specialists, and university faculty members from across the nation to develop group consensus. Ultimately, 33 competency statements divided into five constructs were retained by the expert panel. The five constructs included organizational leadership, systems leadership, organizational culture, personal skills and management skills.

A study was conducted by Cooper and Graham utilizing Arkansas Extension personnel to identify and describe competencies needed to be successful county Extension agents and successful Extension administrators. The participants of this study labeled thirty-nine competencies as highly important for success. These competencies were divided into seven categories as follows: 1. program planning, implementation, and evaluation, 2. public relations, 3. personal and professional development, 4. faculty/staff relations, 5. personal skills, 6. management responsibility, and 7. work habits. Specific competencies cited that related directly to the use of volunteers as mid-managers were: develop volunteer leaders, ability to delegate, and give others freedom to perform the job.

Volunteers provide a greater diversity of Extension contacts to targeted groups that may not be reached by other methods. County Extension agents enjoy greater program visibility and positive image-building activities through volunteers. Volunteers often have resources and traits such as time, talents, diverse ethnic backgrounds and previous experiences that allow them more access to and identification with audiences than a single county Extension agent would have. Laughlin noted that volunteers can often provide a “special quality of contact no Extension professional has time for.” She proceeded to state that for Extension clientele, volunteers can be “credible, comfortable, and unintimidating mentors” (p. 57).

Snider (1985) pointed out that there are opportunities for volunteer coordinators to give volunteers more program ownership when the agent allows volunteers to perform specifically identified program management tasks. Master Gardener administrators who capitalize on the skills and talents of veteran Master Gardeners enhance the overall quality of the Master Gardener program while offering Master Gardeners more ownership in the program and providing options for continued involvement.

Purpose and Methods

The purpose of this study was to identify best management competencies, benefits and limitations for county Extension agents who are Master Gardener administrators. The results of this study will provide volunteer resource managers a list of competencies and successful practices needed for utilizing volunteers within their organization as mid-managers of other volunteers. This list will help volunteer resource managers to most effectively utilize their time, energy and resources for maximum impact and program success. This was accomplished using input from

veteran Master Gardener administrators throughout the Texas. Study participants were identified as expert Master Gardener administrators by the State Master Gardener Coordinator of Texas and confirmed by District Extension Administrators.

The Delphi Procedure

The Delphi technique is the research strategy that was utilized to develop group consensus in this descriptive research design. The Delphi's purpose is to solicit reliable responses from a panel of experts regarding a specific problem or dilemma. Guidelines for conducting this Delphi study followed those proposed by Linstone and Turoff and Turoff and Hiltz.

A Delphi study is typically conducted in a number of rounds. In the first round, a questionnaire is sent to panel members to complete and return, and their responses are analyzed. A new questionnaire is then created based upon the previous responses, and then sent to panel members. The goal of the series of questionnaires is to achieve consensus of opinion by allowing members to contemplate and re-rate their opinions regarding items in the questionnaire. The Delphi method is reliable when an expert panel has at least 15 members and is a true representation of the expert community.

Instrumentation

A sequential series of questionnaires was completed by a panel of Texas AgriLife Extension county Extension agents involved in managing Master Gardeners. Responses from each round of questionnaires were collected and analyzed. Common and conflicting viewpoints were then identified. Responses from Round I were used to create Round II, and responses from Round II were used to create Round III.

Data Collection

The initial round asked the panel of experts to respond to three open-ended questions. The panel was asked to respond with as many statements as they desired to the following questions: 1. What competencies do you need to be an efficient and effective Master Gardener Coordinator? 2. What are the perceived advantages of being a Master Gardener Coordinator? and 3. What are the limiting factors (problems) of being a Master Gardener Coordinator?

Round I.

The Round I questionnaire was sent electronically twice following Dillman's (2000) technique. The responses made by participants to the three questions in Round I were analyzed and coded using qualitative research methodology outlined by Dooley and Murphy. Fifteen of the original 20 members of the expert panel responded to the first round (response rate = 75%).

Round II.

The researchers examined the statements identified in Round I to find commonalities among them and to combine similar statements. Combining similar statements resulted in 67 competency statements, 31 statements of benefits, and 22 statements regarding limitations. These statements were used to create the questionnaire for Round II. In Round II, the expert panel was asked to rate their strength of agreement with each statement on a six-point Likert-type scale, where 6 was assigned to "Strongly Agree," 5 was assigned to "Agree," 4 was assigned to "Somewhat Agree," 3 was assigned to "Somewhat Disagree," 2 was assigned to "Disagree," and 1 was assigned to "Strongly Disagree." Round II data were analyzed using SPSS 12.0 for Windows software. Descriptive statistics were used to

summarize data. All 15 panel members who responded in Round I also responded in Round II.

Round III.

The purpose of Round III was to develop consensus among the panel members. The panel members were sent a third revised instrument and asked to re-evaluate each statement using the same six-point Likert-type scale, where 6 was assigned to “*Strongly Agree*,” 5 was assigned to “*Agree*,” 4 was assigned to “*Somewhat Agree*,” 3 was assigned to “*Somewhat Disagree*,” 2 was assigned to “*Disagree*,” and 1 was assigned to “*Strongly Disagree*.” This allowed participants to either retain or revise their initial score. Participant’s scores were not revealed to the entire group, only to the participant who owned the score. The 120 statements that were sent in Round II and rated by the panel were once again sent to the panel along with additional information for a final rating. The additional information was the mean score that each statement received from the panel in Round II, the percentage of the panel that gave that particular statement a “5” (*agree*) or “6” (*strongly agree*) rating, and the rating that they as a panel member gave each specific statement in Round II. Consensus was derived with 15 of the 20 experts questioned responding to all three rounds of questionnaires.

Findings and Conclusions

The expert panel found consensus on 64 of the 67 statements in Round III related to question one, “What Competencies Do

You Need to be an Efficient and Effective Master Gardener Coordinator?” All of these competencies have an effect on the overall program and the success of its volunteers; however, 16 of these competencies relate directly to the successful use of volunteers as mid-managers within the organization (Table 1).

Volunteers utilized as mid-managers have the potential to be a powerful tool in an organization if volunteer resource managers devote the time and energy needed to develop and support these leaders. Volunteers need the guidance of volunteer resource managers who can focus their efforts toward productive outcomes. Participants in this study concurred with these thoughts, as 100% (n=15) of them gave a rating of “*agree*” (5) or “*strongly agree*” (6) to the following competency statements: “leading with a shared vision and shared purpose” ($M=5.73, SD=.46$); “leadership skills” ($M=5.73, SD=.46$); “people skills” ($M=5.73, SD=.46$); and “management skills” ($M=5.73, SD=.46$); (Table 1). Other competency statements in this study that support this theme and reached consensus with 86.67% (n=13) of the panel members giving each statement a rating of “*agree*” (5) or “*strongly agree*” (6) include: “expecting volunteers to follow through with what they say they will do” ($M=5.33, SD=.72$) and “ability to identify volunteer’s strengths and weaknesses and see where they would best function within the organization” ($M=5.20, SD=.86$) (Table 1).

Table 1
Statements Reaching Consensus related to Competencies Needed for Successful Utilization of Volunteers as Mid-Managers

Statement	Panel Mean Rating*	SD	No. Rating 5 or 6	% Rating 5 or 6
Ability to inspire your volunteers to rise to the challenge	5.73	.46	15	100
Leading with a shared vision and shared purpose	5.73	.46	15	100
Willingness to let volunteers plan and implement programs, yet be involved enough to provide guidance, assure accuracy of information, and compliance with Texas AgriLife Extension requirements	5.73	.46	15	100
Leadership skills	5.73	.46	15	100
“People” skills	5.73	.46	15	100
Management skills	5.73	.46	15	100
Ability to effectively enlist the assistance of your Master Gardeners	5.67	.49	15	100
Allowing tasks to be completed in ways that you would not have personally done them	5.60	.51	15	100
Trusting volunteers to complete tasks given to them	5.60	.51	15	100
Avoiding micro-managing the volunteers	5.60	.51	15	100
Ability to give the volunteers the proper amount of responsibility within the organization	5.53	.52	15	100
Expecting volunteers to follow through with what they say they will do	5.33	.72	13	86.67
Knowing your volunteers and their life experiences and respecting them as professionals	5.33	.72	13	86.67
Ability to identify volunteer’s strengths and weaknesses and see where they would best function within the organization	5.20	.86	13	86.67
Ability to develop the proper balance of ownership of the Master Gardener program between the volunteers and the Extension Agent	5.40	.99	12	80
Ability to delegate work	5.27	.96	12	80

* Scale ratings are as follows: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, 6 = *Strongly Agree*

These data support the statements of Snider and King and Safrit that Extension programs are most impactful when Extension professionals and volunteers have a partnership and a balance of program ownership. Consensus within the panel was found when 100% (n=15) of the panel gave a rating of “agree” (5) or “strongly agree” (6) to the following competencies needed to be an effective and efficient Master Gardener Coordinator: “Willingness to let volunteers plan and implement programs, yet be involved enough to provide guidance, assure accuracy of information, and compliance with Texas AgriLife Extension requirements” ($M=5.73$, $SD=.46$); “Ability to effectively enlist the assistance of your Master Gardeners” ($M=5.67$, $SD=.$

49); “Allowing tasks to be completed in ways that you would not have personally done them” ($M=5.60$, $SD=.51$); and “Ability to give the volunteers the proper amount of responsibility within the organization” ($M=5.53$, $SD=.52$). Another statement reaching consensus among the panel with a rating of “agree” (5) or “strongly agree” (6) by 12 (80%) of the participants was the “Ability to develop the proper balance of ownership of the Master Gardener program between the volunteers and the Extension agent” ($M=5.40$, $SD=.99$). Each of the 64 competencies that the expert Master Gardener coordinators agreed are essential for effectively coordinating a group of Master Gardener volunteers are all competencies that coincide with the standard

volunteer management models such as ISOTURE , L-O-O-P , or GEMS . Furthermore, many of the 64 competencies reaching consensus of agreement within this study have also been identified as essential competencies for managing volunteers in previous research studies. The prior studies of Cooper and Graham (2001), Boyd (2004) and Safrit *et al.* (2005) mentioned previously in this manuscript as having studied competencies for volunteer

administration and competencies needed to be successful county Extension agents and administrators, contained needed competencies that related to the empowerment and use of volunteers in middle management positions within volunteer organizations. A comparison of the findings of these competencies is outlined in Table 2.

Table 2
Statements related to Competencies Needed for Successful Utilization of Volunteers as Mid-Managers Found in Four Articles

Statement	Lockett (2007)	Boyd (2004)	Cooper & Graham (2001)	Safrit et. al. (2005)
Ability to inspire your volunteers to rise to the challenge	*	*	*	*
Leading with a shared vision and shared purpose	*	*	*	*
Willingness to let volunteers plan and implement programs, yet be involved enough to provide guidance, assure accuracy of information, and compliance with Texas AgriLife Extension requirements	*			
Leadership skills	*	*	*	*
“People” skills	*	*	*	*
Management skills	*	*	*	*
Ability to effectively enlist the assistance of your Master Gardeners	*	*	*	*
Allowing tasks to be completed in ways that you would not have personally done them	*		*	
Trusting volunteers to complete tasks given to them	*	*		
Avoiding micro-managing the volunteers	*			
Ability to give the volunteers the proper amount of responsibility within the organization	*	*		
Expecting volunteers to follow through with what they say they will do	*			
Knowing your volunteers and their life experiences and respecting them as professionals	*			
Ability to identify volunteer’s strengths and weaknesses and see where they would best function within the organization	*	*		*
Ability to develop the proper balance of ownership of the Master Gardener program between the volunteers and the Extension Agent	*	*		
Ability to delegate work	*		*	*

* Indicates that the competency statement was directly stated or implied in that article.

Table 3
Statements Reaching Consensus Regarding Benefits of Being a Master Gardener Administrator Related to Utilizing Volunteers as Mid-Managers

Statement	Panel Mean Rating	SD	No. Rating 5 or 6	% Rating 5 or 6
Increase Extension's impact in community	5.80	.41	15	100
Expands the reach of the agent	5.67	.49	15	100
Satisfaction of helping people grow in their knowledge	5.53	.52	15	100
Ability to address more issues	5.40	.63	14	93.33
Develops leaders	5.47	.74	13	86.67
Positive advocates of extension willing to interpret benefits to decision makers	5.27	.70	13	86.67
Ability to conduct large educational endeavors	5.00	1.25	13	86.67
Additional help to address programming needs	5.27	.80	12	80
Having volunteers who can help with the program area requirements	4.80	1.32	12	80
Reaching audiences not typically addressed due to lack of time	4.93	.88	11	73.33
Increased contacts	4.80	1.01	10	66.67

* Scale ratings are as follows: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, 6 = *Strongly Agree*

The second question that the expert panel was asked to respond to was, "What are the perceived advantages of being a Master Gardener coordinator?" Data analysis revealed that consensus was reached on 19 of the original 31 statements regarding perceived benefits of being a Master Gardener coordinator, with 11 of these directly relating to benefits of utilizing volunteers as middle managers.

Some of these statements reaching consensus referred to the benefit of increased Extension programming. The two statements that received 100% (n=15) agreement from the panel pertaining to this topic are: (Master Gardeners) "Increase Extension's impact in community" ($M=5.80$, $SD=.41$), and (the Master Gardener Program) "Expands the reach of the Agent" ($M=5.67$, $SD=.49$) (Table 3). Other statements attaining consensus related to expanding Extension programming include: "Ability to address more issues" ($M=5.40$, $SD=.63$, $n=14$, 93.33%); "Ability to conduct large educational endeavors" ($M=5.00$,

$SD=1.25$, $n=13$, 86.67%); "Additional help to address programming needs" ($M=5.27$, $SD=.80$, $n=12$, 80%); "Having volunteers who can help with the program area requirements" ($M=4.80$, $SD=1.32$, $n=12$, 80%); and "Reaching audiences not typically addressed due to lack of time" ($M=4.93$, $SD=.88$, $n=11$, 73.33%) (Table 3).

Consensus of agreement was found within the participants in this study regarding the capacity for program area expansion and increased educational program delivery options.

The expert panel came to an agreement about two limiting factors related to coordinating Master Gardeners. One of these items was that coordinating a Master Gardener program takes a great deal of time ($M=5.27$, $SD=1.33$), and the other is that an increased workload for the county Extension agent comes along with coordinating a Master Gardener group ($M=5.13$, $SD=1.46$) (Table 4).

Table 4

Statements Reaching Consensus related to Limiting Factors (Problems) of being a Master Gardener Administrator with Volunteers as Mid-Managers

Statement	Panel Mean Rating	SD	No. Rating 5 or 6	% Rating 5 or 6
Takes a great deal of the agent's time	5.27	1.33	13	86.67
Increased workload	5.13	1.46	12	80

* Scale ratings are as follows: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, 6 = *Strongly Agree*

These data indicate that there are many benefits to having a Master Gardener program; however, these benefits come at a significant cost and time commitment and a perceived increased workload for the county Extension agent.

Implications for the Profession

Volunteerism is a growing trend in America and an important function within the Cooperative Extension system. The potential for Master Gardener volunteers to enhance and expand county Extension agent programming efforts is enormous; however, for this potential to become a reality, Extension personnel must be equipped with the competencies needed to successfully coordinate volunteers. Most notably, volunteer resource managers in Extension must be willing to have a shared vision and empower volunteers to implement programs.

A Master Gardener program's success or failure is often dependent on the Master Gardener administrator. If Master Gardener coordinators desire wisdom in the arena of Master Gardener management, it is imperative that they understand the competencies needed to work effectively and efficiently as a Master Gardener coordinator. This study utilized an expert panel of Master Gardener coordinators to develop a list of best management competencies and successful practices for county Extension agents who are Master Gardener administrators, and thus volunteer resource managers. Furthermore, this study revealed perceived benefits as well as limiting factors (problems) of being a Master Gardener administrator.

A definite conclusion drawn from these data is that the use of volunteers as

mid-managers is a worthwhile and profitable use of a volunteer resource manager's time and efforts. The benefits appear to outweigh the limitations. When these data are compared to other research studies, the similarities in findings indicate that the competencies, benefits and limitations of utilizing volunteer mid-managers cut across most all volunteer organization scenarios. The findings within this manuscript have positive implications for insight and education into a greater understanding of effective Master Gardener management.

Volunteer middle management and these study findings apply to and can benefit volunteer organizations other than Cooperative Extension. Most volunteer groups complete projects or annual events where volunteer middle managers fulfilling leadership roles can relieve volunteer resource managers from work that is very time consuming. This enables volunteer resource managers to focus their efforts on reinforcing other projects or beginning new projects. This is also the case when volunteer middle managers help with fundraising efforts and resource development. Furthermore, utilizing volunteers as middle managers is a way to keep volunteers engaged and excited about the organization of which they participate.

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Building Effective Teams that Support and Retain Volunteers: A Case Study from Habitat for Humanity

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Abstract

The construction of homes for Habitat for Humanity affiliates is accomplished primarily by volunteer teams working under the guidance of a paid professional construction manager. This article focuses upon the training, development, and retention of construction volunteers at a Habitat for Humanity affiliate, and the important part that the construction manager plays in their retention. A question that needed to be answered as part of a strategic planning event for a Habitat for Humanity affiliate was, "What motivates volunteers to return on a continuing basis to work at a Habitat for Humanity worksite?" This case study provides insights for ensuring a continuing workforce, e.g., practicing accepted leadership competencies that contribute to retaining volunteers.

Key Words:

Habit for Humanity, teams, volunteers, seniors, leadership

Introduction

When people hear about a Habitat for Humanity project, they often picture Jimmy and Roslyn Carter in construction clothes building a house. Most understand that the initial funds to purchase the materials utilized on a new project are provided by donors who see the value in building houses to help the less fortunate become home owners. In addition to donors, mortgage payments from existing Habitat for Humanity homeowners are used to pay for the materials needed on the new project. But where does the necessary volunteer labor come from, and how are these volunteers supported?

The most recent Jimmy Carter Work Project provides an illustration of how the planning, development, and building of a house occurs within Habitat for Humanity. The project took place October 28 through November 2, 2007 (Habitat for Humanity, 2008).

Assembling the labor and materials and organizing the project for the six day effort was done months in advance. "[It] brought together thousands of volunteers from all over the world to gather in South Central Los Angeles and San Pedro" (Habitat for Humanity, para.1). The project required a significant amount of organization, provided by team leaders who have perfected the skills to manage a building blitz. The Jimmy Carter Work project resulted in "30 new Habitat houses and the refurbishment [of] dozens of other houses" (Habitat for Humanity, para.1). These new houses now belong to limited-resource families.

While the Jimmy Carter Work Project provides a good illustration of Habitat for Humanity work, much of the building is typically done through the local community Habitat for Humanity organization, called an affiliate. These affiliates are separate from Habitat for

Humanity International, but receive indirect support from the international parent organization. The international organization provides current, vibrant, and successful operations to support affiliates in many ways, including volunteer labor organization, mobilization, and sustainability. This article describes a study of volunteer team building at The Silicon Valley affiliate and the part that the construction site supervisor plays in the motivation and retention of volunteers.

The Silicon Valley affiliate was in the midst of strategic planning in which the author, as a construction site volunteer, was asked to participate. Emerging from the strategic planning process was a desire by the author to understand how volunteer retention of construction workers might be improved. A strong assumption inherent in the strategic planning effort and work of Habitat for Humanity is that building effective volunteer construction teams requires effective leadership. Because of the ongoing success at volunteer retention by one of the construction site supervisors, it was decided to attempt to understand and replicate his leadership and team building skills.

Volunteers and Volunteering

For purposes of this paper, the term “regular volunteer” describes a volunteer who returns to work repeatedly on the Habitat for Humanity affiliate construction site. A study by Silverberg, Ellis and Whitworth (cited in Yoshioka, Brown & Ashcraft, 2007) suggested that approximately 50% of American adults volunteer their time in nonprofit organizations, with an estimated \$150 billion worth of services being provided annually. Habitat for

Humanity relies on such volunteer efforts for constructing houses.

Habitat for Humanity Affiliates

A Habitat for Humanity affiliate plays a similar role to a commercial developer in that it raises the funds to purchase the land and the materials with which to build the house. The affiliate searches for the land, just as a developer would, but for the affiliate, it often requires partnering with a city to secure the land. In addition, the volunteer labor resources that appear for work at the construction site are usually a result of the affiliate’s public relations efforts and word-of-mouth recruitment by other volunteers who have found enrichment in performing construction or other helpful labor. The affiliate needs to resource this labor in such a way that the work can be sustained over a much longer period, perhaps 8 to 12 months for a typical project of three or four houses. A key element for success is a partnership and teamwork between the affiliate’s volunteer members and the construction site supervisor.

The engagement of volunteers usually begins with the affiliate’s office staff members, who receive expressions of interest from individuals wishing to volunteer for a Habitat for Humanity project. This can be by phone calls from local citizens, churches, community groups, and schools. How these calls are received, scheduled and nurtured are all very important to the scheduling of work at the construction site.

Because any prospective homeowner is required to put in 500 hours of “sweat equity” to a Habitat project, volunteers have an opportunity to work directly alongside the new homeowner. This is one example of

unique experience that a Habitat volunteer may receive.

The most significant influence of continuity of construction volunteers falls on the shoulders of the construction site supervisor, a paid Habitat for Humanity affiliate contractor. S/he must show leadership, particularly in the way to form teams and train, motivate and reward the volunteers.

Similar to other organizations, Habitat for Humanity – Silicon Valley prepared a strategic plan using the tools that are commonly used by other organizations. These included a discussion and agreement on the organization's mission and vision, and an analysis of the strengths, weaknesses, opportunities and threats which needed to be identified and understood for strategic formation. As the strategic planning process for the affiliate unfolded, it became apparent that an increased understanding of how best to recruit and retain volunteers was necessary. Also required was a greater understanding of the role of the construction site supervisor, and the volunteers' perceptions of what they needed from the site supervisor in order to continue.

Purpose and Methods

This article addresses the following questions:

1. How are leadership attributes practiced by the construction site supervisor?
2. To what extent do construction site supervisors practice leadership as recommended in the literature?
3. How do the team building attributes influence volunteer retention?
4. What are the most important leadership factors that influence

volunteers to return on a continuing basis?

A mixed methodological approach was used (Creswell, 1994) and is recommended when a variety of data sources are available and contextually rich information possible. For this paper, the data sources included: (1) a comparison of leadership characteristics attributed to the Habitat for Humanity affiliates and recommendations found in the literature, (2) site visits to three Habitat for Humanity affiliate construction sites, and (3) a questionnaire administered to affiliate volunteers that asked a variety of questions related to their experience as a volunteer and reasons for maintaining volunteer commitment.

Participation in the strategic planning process inspired the author to research information on the training and retention of construction site volunteers, a critical labor resource. The first action taken was to determine what type of leadership attributes would motivate volunteers to continue their volunteer work on a long term basis. To identify this, an on-line literature search was conducted using university library databases and in the personal management library belonging to the author.

Secondly, part of strategic planning usually involves a method of reviewing the successful practices of similar organizations. Because the San Francisco Bay area is unique in demographics and housing construction, a visit was planned to two nearby affiliates to serve as case studies. The visits could add to the information about leadership practices that may result in greater volunteer motivation. These sites were selected because there was sufficient word-of-mouth information

about them to believe their construction site supervisors were successful in working with volunteers. Impressions were received of the affiliate supervisor and her/his relationship with the volunteers.

Lastly, it was determined that feedback from the volunteers themselves would be helpful in selecting new construction site supervisors and training them to work successfully with volunteers. A survey was conducted with questions based upon the literature review and conversations with the regular volunteers over a period of 10 years. The method for selecting a convenience sample of volunteers from which to solicit the surveys was determined by two basic criteria: (1) who was at the construction site during an active project, and (2) who has been a returning volunteer.

The Literature

To investigate this area of the strategic planning process, the author undertook a brief but focused literature review, with the objective of understanding relationships between leadership qualities and volunteer motivation. Writers on the role of effective leaders and their relationships to team building posit a variety of ideas about the description of an effective leader that could be applied to leadership in commercial as well as volunteer organizations. Attributes particularly germane to volunteer work include: Develops a vision for the future (Hammer & Champy, 2001); Develops strategies to create an environment that is conducive to change (Kouzes & Posner, 2002); Is supportive to the people, (O'Toole, 1999); Is an obstacle remover (O'Toole, 1999); Has or seeks out the authority to obtain the needed

resources (Hammer & Champy, 2001); Is intellectually curious (Hammer & Champy, 2001); Models and creates an environment of trust, (Kouzes & Posner, 2002); Is persuasive and seeks support for the vision, (Hammer & Champy, 2001); Delegates authority (Bateman & Snell, 2007); Is open to new idea (Bateman & Snell, 2007); Produces useful change that customers want (Hammer & Champy, 2001); and, Recognizes contributions by showing appreciation for individual excellence (Kouzes & Posner, 2002).

Likewise, many have written on the attributes of effective teambuilding. The following provide examples of this type of work. Attributes germane to effective teams in volunteer organizations include: Does not assume that a team will be built without continued practice (Osland, Kolb, Rudin & Turner, 2007); Creates clear team goals and priorities (Osland, Kolb, Rudin & Turner, 2007); Defines functions to be carried out (Osland, Kolb, Rudin & Turner, 2007); Establishes procedures for team functions (Osland, Kolb, Rudin & Turner, 2007); Understands the team's interpersonal relationships building on respect for one another (Osland, Kolb, Rudin & Turner, 2007); Creates a climate of trust, (Pierce & Newstrom, 2003); Facilitates possible interdependence, (Kouzes & Posner, 2002); and, Encourages face-to-face communications, (Kouzes & Posner, 2002).

Table 1

Successful Construction Site Supervisor's Practice of Attributes

Leadership Attributes and Practices

Attributes	References	Practices
1. Vision	(Hammer & Champy, 2001, p. 107)	Communicates a sense of vision to the volunteers
2. Change	(Kouzes & Posner 2002, pp. 186-187)	Open to change and suggestions of the volunteers
3. Supportive	(O'Toole, 1999, p. 205)	Mentors and supports the volunteer staff members
4. Removes obstacles	(p. 240)	Removes impediments to volunteer efforts
5. Obtains resources	(Hammer & Champy, 2001, pp. 108, 230)	Successfully negotiates a chain of supply
6. Intellectually curious	(pp. 109)	Seeks ways to make ongoing improvements
7. Trustworthy	(Kouzes & Posner 2002, pp. 244-247)	Models trustworthiness and dependability
8. Persuasive	(Hammer & Champy, 2001, pp. 107-108)	Convinces volunteers to buy into project goals
9. Delegates	(Bateman & Snell, 2007, pp. 267-269)	Trains regular volunteers to be team leaders
10. Open to new ideas	(p. 94)	Open to useful, new ideas from the volunteers
11. Produces useful change	(Hammer & Champy, 2001, p. 132)	Responsive to the needs of the homeowner
12. Shows appreciation	(Kouzes & Posner 2002, pp. 372-374)	Shows recognition in a number of ways

Team Building Attributes and Practices

Attributes	References	Practices
13. Practices teamwork	(Osland, Kolb, Rudin & Turner, 2007, p. 266)	Knows the importance of continued practice
14. Establishes team goals	(p. 266)	Team goals prioritized each day
15. Defines roles	(p. 266)	Team leaders roles clearly defined
16. Determines procedures	(p. 266)	Defines team procedures to be used
17. Respectful	(p. 266)	Models respect for one another
18. Team trust	(Pierce & Newstrom, 2003, p. 50)	Models trust for one another
19. Interdependence	(Kouzes & Posner 2002, pp. 244-247)	Facilitates interdependence team building
20. Supports face-to-face dealings	(pp. 244-247)	Helps volunteers work with each other to enhance team identity

Boyd (2004) identified leadership competencies for volunteer administrators similar to those shown in the above literature review, and used in the survey. He identified areas such as: vision, planning, collaborating, sharing leadership, evaluating, training, being open to change, trusting and recognizing volunteers. This similarity serves to validate some of the choices of the construction site supervisor's required attributes. Similarly, Safrit, Wykle, and Gliem (2004) explored leadership practices of Ohio AmeriCorps program directors and coordinators who managed volunteer-based programs. They discovered strong leadership practices in the areas of: challenging the process (i.e., status quo); inspiring a shared vision; enabling others to act; modeling the way; and, encouraging the heart.

Visits to Habitat for Humanity Affiliates

The author worked at two other local affiliates to experience the effects of some of the practices first-hand. Informed by the literature, the author's experience in management, and work as a Habitat for Humanity volunteer, a variety of leadership attributes were seen being put into practice by the construction site supervisors.

The practices outlined in Table 1 suggest ways that the construction site supervisor performs her/his leadership and team building duties in a construction site setting. These practices are unique to Habitat for Humanity organizations as compared to commercial or other volunteer organizations. While these visits did not provide a systematic process for objectively collecting the data, it did provide enough of an impression for some subjective comparison of practices.

The limits of these impressions are that they are not quantitatively verified; however, the impressions are formed on the work site by an experienced volunteer.

The Habitat for Humanity Home Affiliate

During the strategic planning, it became apparent that the Silicon Valley affiliate needed to understand the skills of a successful construction site supervisor. The construction site supervisor with the longest and best retention record at the Silicon Valley affiliate was identified.

Personal experience by the author over a 10-year period has shown the supervisor to initiate the following activities:

- Starts a day's work with a briefing to the volunteers.
- Divides the work so that there are clearly defined packages of work, and inexperienced workers are often put with an experienced volunteer.
- Mentors the new workers in a friendly manner. There is no such thing as a "stupid question".
- Makes a quality check as the day goes on. If a work process needs to be adjusted, it is done in a friendly manner.
- Seems to always be available for a question.
- Partners regular volunteers with a new volunteer to help the new person learn a construction skill.
- Uses the coffee breaks and lunch times to build community.
- At the end of the day, always says "Thanks" to the volunteers that have worked.

Table 2

Benchmarking - Construction Site Supervisor's Practices

Leadership

<u>Construction Site Supervisor Practices</u>	<u>Benchmark Site 1</u>	
<u>Benchmark Site 2</u> <u>Home Affiliate</u>		
1. Communicates a sense of vision to the volunteers Seen	Seen	Seen
2. Open to change and suggestions of the volunteers Seen	Seen	Seen
3. Mentors and supports the volunteer staff members Seen	Seen	Seen
4. Removes impediments to volunteer efforts Seen	Seen	Seen
5. Successfully negotiates a chain of supply Seen	Seen	Seen
6. Seeks ways to make ongoing improvements Seen	Not seen	Seen
7. Models trustworthiness and dependability Seen	Seen	Seen
8. Convinces volunteers to buy into project goals Seen	Seen	Seen
9. Trains regular volunteers to be team leaders Seen	Seen	Seen
10. Open to useful, new ideas from the volunteers Seen	Seen	Seen
11. Responsive to the needs of the homeowner seen Seen	Not available	Not
12. Shows recognition in a number of ways Seen	Seen	Seen

Team Building

<u>Construction Site Supervisor Practices</u>	<u>Benchmark Site 1</u>	
<u>Benchmark Site 2</u> <u>Home Affiliate</u>		
13. Knows the importance of continued team practice Seen	Seen	Seen
14. Team goals prioritized each day Seen	Seen	Seen
15. Team leader's roles clearly defined Seen	Seen	Seen
16. Clearly defines team procedures to be used Seen	Seen	Seen
17. Models respect for one another Seen	Seen	Seen
18. Helps the volunteers develop trust for one another Seen	Seen	Seen

19. Facilitates interdependent team building	Seen	Seen
Seen		
20. Helps volunteers work with each other to enhance team identity	Seen	Seen
Seen		

Note: The above column remarks indicates that the author saw, or did not see, these practices at the affiliate's construction site during a one day visit. In some cases, there was no opportunity to see the practice because of the limited time of the visit. Not having seen the attribute practiced, does not imply that the construction site supervisor did not practice the attribute. In one of the affiliates, one of

the options was not available.

The visits to all three affiliates provided an impression of a correspondence to the leadership and team building practices. The construction site supervisor's attributes were identified and experienced by the author at each site, and they correspond to what is addressed in the leadership literature (Table 2).

Survey of Construction Volunteers

To further understand what is important to volunteers, a survey was conducted with a non-probability, convenience sample of 47 volunteers from four different Habitat for Humanity sites. The survey was composed of Likert-type items that measured the importance of various construction volunteer issues. The survey asked if the respondent Strongly Agreed (5), Agreed (4), Neither Agreed nor Disagreed (3), Disagree (2) or Strongly Disagreed (1) with the statements. For purposes of understanding, the highest mean average score was 4.3 and the lowest was 3.0 (Figure 1). The statements that had a score of 3.8 or greater were the following:

- The Habitat for Humanity volunteer experience is greatly enhanced by the camaraderie of the construction team (4.3).

- It is important to me that the Construction Site Supervisor knows all aspects of the construction trade (4.2).
- I value learning new building skills from another team member (4.1). Habitat for Humanity's goal of "... eliminating... poverty housing..." greatly influences my participation as a volunteer (Habitat for Humanity, 2007) (3.9).
- Having the Construction Site Supervisor or team leader regularly check my work improves the quality of the project and helps me learn new skills (3.8).

These results serve to emphasize the need for the construction site supervisor to develop the volunteers' camaraderie and to inspire their focus on a common vision of helping that segment of society that may never own a home without a hand-up. At the same time, the volunteer is able to learn new skills in a hands-on trade. This combination of a sense of purpose, the camaraderie of a team, and obtaining new skills is a developmental triad which can also bring a feeling of self-worth to the individual volunteer.

The survey findings have limitations because of the sample frame and size; however, the author feels the volunteers surveyed were representative

Figure 1. Measured scores for Regular Volunteers (n = 47).

<u>Statement</u>	<u>Mean Score</u>
1. Habitat for Humanity's statement "...Habitat's goal of further eliminating inadequate and poverty housing..." (Statement of Purpose, December 2007, p.3) greatly influences my participation as a volunteer.	3.9
2. It is important to me that the Construction Site Supervisor knows all aspects of the construction trade.	4.3
3. The day's build objectives needs to be clearly stated to me before we begin work.	3.5
4. I value learning new building skills from another team member.	4.1
5. I would like to become a team leader (one who knows a skill well and can lead other volunteers to do the work).	3.0
6. I feel that it is important for the coffee and lunch breaks to be clearly announced by the Construction Site Supervisor.	3.3
7. I believe that it is important to have a regularly scheduled coffee break.	3.4
8. The Habitat for Humanity volunteer experience is greatly enhanced by the camaraderie of the construction team.	4.4
9. It is important to have the construction site supervisor train me.	3.3
10. Having the Construction Site Supervisor or team leader regularly check my work, improves the quality of the project and helps me to learn new skills.	3.8
11. Having the affiliate's Executive Director visit the construction site and speak to the volunteers emphasizes the importance of the volunteers' continued involvement.	3.1
12. Having the affiliate's Board of Directors occasionally visit the construction site, and speak to the volunteers, helps validate the volunteers' contribution.	3.0
13. Having periodic celebration/recognition breakfast or lunch for the regular volunteers, helps the volunteers know they are appreciated.	3.6
14. Having the Construction Site Supervisor say "Thank you" at the end of the day's work <u>is a must</u> .	3.1

of those volunteers who show up on a regular basis. The survey was given to those who do return time and again to work on the work site because their responses are considered the most valuable for this study. One result that was surprising was the low score of 3.0 for the regular volunteer's interest in becoming a team leader. This may be explained by the fact that many of the regulars are retired from industry with only an interest in working in a craft, instead of being a leader.

Leadership Comparison to the Survey Results

As a comparison to the regulars, another survey (Figure 2) was administered to 20 purposefully-selected non-regular volunteers. The area of surprise was the number of items appearing 3.8 or above was twice those in the regular volunteer survey results (eight vs. four). Perhaps this might be explained by the importance of some of the issues diminishing as a person spends more time on the construction site with a team, and gains construction skills.

Table 1 shows how the leadership and team building attributes

Figure 2. Measured Scores for Non-regular Volunteers (n = 20).

Statement	Mean Score
1. Habitat for Humanity's statement "...Habitat's goal of further eliminating inadequate and poverty housing..." (Statement of Purpose, December 2007, p.3) greatly influences my participation as a volunteer.	4.3
2. It is important to me that the Construction Site Supervisor knows all aspects of the construction trade.	4.4
3. The day's build objectives needs to be clearly stated to me before we begin work.	3.9
4. I value learning new building skills from another team member.	3.9
5. I would like to become a team leader (one who knows a skill well and can lead other volunteers to do the work).	2.8
6. I feel that it is important for the coffee and lunch breaks to be clearly announced by the Construction Site Supervisor.	3.2
7. I believe that it is important to have a regularly scheduled coffee break.	2.5
8. The Habitat for Humanity volunteer experience is greatly enhanced by the camaraderie of the construction team.	4.2
9. It is important to have the construction site supervisor train me.	3.5
10. Having the Construction Site Supervisor or team leader regularly check my work, improves the quality of the project and helps me to learn new skills.	4.0
11. Having the affiliate's Executive Director visit the construction site and speak to the volunteers emphasizes the importance of the volunteers' continued involvement.	3.6
12. Having the affiliate's Board of Directors occasionally visit the construction site, and speak to the volunteers, helps validate the volunteers' contribution.	3.9
13. Having periodic celebration/recognition breakfast or lunch for the regular volunteers, helps the volunteers know they are appreciated.	3.7
14. Having the Construction Site Supervisor say "Thank you" at the end of the day's work <u>is a must</u> .	4.0

Whereas in the commercial work place, the continuing paycheck is a significant incentive, continuation of the volunteer's work is a result of the construction site supervisor practicing leadership and team building attributes as supported in the literature review. Volunteers will lose interest if the construction site supervisor does not practice most attributes consistently

The training of the volunteers and the recognition of a job well done is critical;

if not handled well, the volunteers will not return.

Based on these findings, the author suggests that because construction site supervisors more commonly come from the commercial world, there must be a careful screening before hiring to determine the suitability of a candidate to lead volunteer teams, and the affiliate must provide a mode of

training which prepares the newly hired construction site supervisor to work successfully with volunteers. The critical

need for training managers of volunteers was emphasized by Seevers, Baca and Leeuwen (2005) who cited a “desire for more practical, hands-on approaches to training” (p.6).

Additionally, there could be a probationary period, wherein the affiliate’s director receives feedback from the construction site about how the new construction site supervisor is handling the volunteers. Proper selection and training of the construction site supervisor is even more critical as the affiliate grows and has a need to construct on multiple construction sites involving different construction site supervisors. Screening the candidates for the position might entail developing written job descriptions which become part of any advertisement, detailing the uniqueness of leading volunteers and noting the different demands placed upon the construction site supervisor. Carefully checking the backgrounds of the candidates to detect any possible volunteer experiences that might bridge to the realities of leading volunteers will help select the right person.

Conclusions

Using information from the literature review, the author has defined attributes that appeared to be germane to a successful affiliate project. What can be drawn from the literature review is that to form a good team with loyalty from team members, the leader (construction site supervisor) must first possess certain attributes and team building skills.

The impressions of the three affiliates’ construction site supervisors revealed similarities in terms of providing a vision, identifying objectives (strategic planning), having technical competence and providing training.

Although each had unique leadership strategies, the site supervisors at each of the affiliates visited practiced the leadership and team building skills that correspond to the necessary attributes for volunteer retention.

Finally, the survey of 47 regular construction site volunteers indicated the importance of the camaraderie of the team, and how significant it was to have a group of people that the volunteer relates to in a positive manner, relying on the construction site supervisor’s knowledge in the work and ability to train and monitor the volunteers’ work, in a friendly and helpful manner. The small survey of 20 non-regular volunteers served to support the most important responses for the regular volunteers.

These findings may be helpful to other volunteer organizations, especially in regards to the attributes which the team leader must possess, even if they have to be taught to the leader. It cannot be assumed that leaders in a volunteer organization possess this awareness naturally. As in the Habitat for Humanity setting, the area of rewards will undoubtedly be unique to other volunteer efforts, and also be in contrast to any commercial organization’s treatment of rewards.

The construction site supervisor must possess additional competencies to retain volunteers. This may be particularly pertinent for construction site supervisors who have only worked commercially. Managing volunteer workers is not the same as managing paid workers. Further study needs to be continued on ways to better motivate volunteers to continue their work on a returning basis.

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About the Author

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Governance as Leadership: Reframing the Work of Nonprofit Boards

Richard P. Chait, William P. Ryan, Barbara E. Taylor. (2005). Hoboken, NJ: John Wiley & Sons, Inc. (198 pp.; Hardcover, ISBN 0-471-68420-1)

Reviewed by Marshall Stewart

Governance as Leadership: Reframing the Work of Nonprofit Boards, should be required reading for anyone involved in a nonprofit organization as a board or staff member. While the terms “governance” and “leadership” have been a part of the nonprofit vocabulary for some time, never have they been so well connected as they are by authors Richard Chait, William Ryan, and Barbara Taylor.

It is interesting to note how little has been done prior to this publication to focus on the linkage between the concepts of governance and leadership. Leadership has received great attention in recent years as individuals have studied and developed different models and approaches for teaching and implementing it. Meanwhile the area of governance has received minimal attention, mainly with conversations revolving around lists of “dos” and “don’ts”. As these two areas relate to the nonprofit sector and volunteer organizations, governance discussions have focused fiduciary and governance boards primarily as instruments of accountability, rather than agents of change and innovation. The same could be said for nonprofit staff members as they have been encouraged to focus on managing processes rather than leading boards and organizations into new uncharted waters and opportunities.

Historically, nonprofits’ volunteer trustees and board members were charged with governing the organization. They were seen as

guardians of the organization’s ethos and values, approving the strategic plan and the agenda for the organization. Their primary focus was to provide oversight and management of the organization, while paid staff were to carry out the board’s decisions. They were the leaders of the organization while paid staff served as the managers of the organization.

However, this book provides a new model for consideration as board members and paid staff work together, in partnership, drawing from the strengths of both entities in new creative ways. This new synergistic partnership redirects the organization in directions that break through past barriers and engage new ideas that propel the organization toward the fulfillment of its mission.

Today, nonprofit administrators have transitioned into organizational leaders. It is not enough to have management skills to keep things going. Today’s nonprofit Chief Executive Officer (CEO), historically known as the Executive Director, must lead and manage as constituents expect her/him to be able articulate the organization’s mission and move it forward. As this transition from organizational administrator to visionary leader has occurred, in many cases board trustees have started acting more like managers. This has resulted in boards choosing micro-governance and micro-management with less focus on holistic organizational leadership issues. This

dangerous shift has been evident in both small and large nonprofit organizations and has resulted in power struggles and conflicts between boards and staff.

The key to avoiding this shift is to develop a partnership between the board and the CEO to work together based upon each other's strengths. The board must become more than a traditional governing body that oversees the organization's assets and a supporter of management. While these roles are vital, the board must be a source of leadership that challenges the status quo, looks for new opportunities, reframes the challenges that the organization faces, and looks beyond the obvious for deeper meaning and challenging questions that need to be answered. Meanwhile, the CEO must see this new emerging role of the board as critical to the organization and not try to control or restrain the uncertainties that the board may cause, but rather embrace the challenges that the board identifies and work with the board to challenge and grow the organization through a dynamic partnership.

In considering the relationship between governance and leadership, the authors propose three modes of governance that they frame as governance as leadership. The three governance modes are:

1. Type I - Fiduciary Mode: focusing on the stewardship of the organization's assets;
2. Type II - Strategic Mode: creating strategic partnerships with management regarding the future of the organization; and
3. Type III - Generative Mode: less recognized in the nonprofit world, but a critical source of leadership that focuses the board and staff on reflecting, reframing,

revising and sense-making for the future of the organization.

The key is for the board to work in all three modes in balance whereby governance as leadership is achieved. A close analysis of the governing modes reveal the importance of each mode to the organization and how essential it is that an organization not remain in one mode, but rather work across modes.

The Type I -Governing (Fiduciary) Mode focuses on taking care of organizational assets. This includes overseeing audits, budgets, fundraising, and executive performance. These functions often involved legal matters and must be addressed to ensure that the organization is protected and has limited risk. Traditionally, in this role, the Executive Director was an agent that the board hired to simply carry out the board's wishes. Boards that function only in the Type I Governance Mode hamper organizations from stretching and growing, thereby missing larger picture issues. While Type I Governance is essential, one does not want to have a Type I board that focuses only on this area since the board work becomes predictable and monotonous. In Type I Governance, the lines between the board and staff are clearly defined.

The Type II Governing (Strategic) Mode is necessary for nonprofits to serve a valuable mission, have a positive impact, and create a community of practice. For many board members, this is the attraction for them to serve on a nonprofit board and is, in essence, where the organization's mission and purpose are revealed. The key for success of the board in this venue is for them to *think* strategically, and not just *plan* strategically. Boards in this mode recognize that great ideas, not great plans, lead to break-through

developments. This does not mean that plans are not needed and are not vital to organizations; they bring legitimacy to the board, CEO, and overall organization. However, the role of the board should be focused on the ideas and not the details of the plan. This is a vital distinction since many strategic planning exercises begin with “what is” rather than “what can be”.

In Type II Governance, the lines between the board and staff begin to blur as board and staff members become partners. Effective boards are able to oversee the strategic planning process and work with paid staff to define what matters most to the long-term future of the organization. It is vital that strategic planning exercises focus upon core questions of organizational identity, outmoded assumptions, and breakthrough strategies. As the board and paid staff operate in this new mode of governance, three major practice changes will occur: (1) *board structure* will change as the board organizes its structure around strategic priorities (boards are likely to use task forces and ad hoc committees to study key issues of concern); (2) *board and committee meetings* will have fewer formal reports and presentations and increased opportunities for the board to consider and address big ideas; and (3) *communication and information* will involve greater external expert and stakeholder input to enrich the board’s knowledge and understanding of issues. The combination of Type I and Type II governance comprises today’s state-of-the-art in board trusteeship. However, the complicated and complex issues of the world require that boards and paid staff members both consider still another level of governance.

The third level of governance, Type III, is framed by the authors as the Generative (Thinking) Mode. Generative thinking provides both a sense of problems and opportunities. Through generative thinking, new insights are shared that are seen as wisdom or creativity. When these insights are accepted widely, it is known as a paradigm shift (after the shift, nothing looks the same). The key to Type III Governance is for the board and paid staff to make time for generative thinking, resulting in having a sense of what knowledge, information, and/or data truly mean. This deepening understanding is most often transformational for nonprofit organizations. For this process to become the norm, meetings must be structured for members to notice cues and clues, choose and use frames, and think retrospectively. Nonprofit boards are well positioned to do generative thinking for three reasons:

1. Power: the board is the center of authority and legitimacy for a nonprofit organization;
2. Plurality: the board members come from different perspectives and frames of reference, thereby giving them insights that can enrich the organization; and
3. Position: board members are on the edge or fringe of the organization, having a good understanding of the organization, but not too close to see the larger picture and opportunities.

Another great aspect highlighted in this book, is the analysis of “Problem Boards” or “Board Problems”, depending upon how the question is framed (i.e., is the board *the* problem or

does *the board have* problems?) Depending on the circumstances, arguments could be made for both questions, and the authors do an excellent job of categorizing problems encountered in nonprofit governance and leadership. The first problem addresses the issues of disagreement, rivalries, and dysfunctions; historically, these problems have been controlled by parliamentary procedure as found in Robert's Rules of Order. Secondly, the reader is introduced to the problem of boards being disengaged; board members who do not show up or choose not get involved in the board and the organization after accepting the opportunity to serve on the board. A third problem that is addressed focuses on board expectations and how the challenge has traditionally been addressed by the development of board job descriptions. The authors contend that these problems often arise because the overall board may be operating in one governance mode while (due to inexperience or lack of expertise) an individual board member may be operating in a completely different mode. If the holistic board and all board members are not functioning in similar modes, a disconnect will occur that reveals itself through disagreements, disengagement, or unrealized expectations. Effective boards spend some time in all three modes, thereby fulfilling the needs of the organization and addressing the interests and expertise levels of each different board member. It is important to remember that each board member comes to the board with different strengths and interests that should be recognized and capitalized upon by creating a board environment that takes advantage of individual members' strengths.

A final area in this book, that anyone involved in nonprofit sector work should appreciate, addresses the issues of board recruitment and development. The board is critical to the nonprofit organization since it provides legitimacy. Traditionally, nonprofit board members have been selected based on social stature, moral integrity, and/or refined lineage. Interestingly enough, the authors suggest that these characteristics have been a powerful predictor of another important attribute - wealth. This is an important attribute for a nonprofit organization since they are continuously looking for donors or people who can reach potential donors.

As the nonprofit sector has evolved, the authors have identified four areas of capital (other than financial resources) that board members provide through their service: intellectual, reputational, political, and social capital. Each type strengthens the board in its work across the three modes of governance. This is especially true as boards move into the Generative Mode. By increasing intellectual capital, the board is trying to build the collective brainpower of the organization from diverse backgrounds and experiences of individuals. The power of reputational capital is found within the recognition that the individual brings to the organization because of how they are viewed by peers and/or competitors in their area of expertise. Political capital is invaluable as conflicts arise internally and consensus is needed on difficult issues. Understanding how to use political processes within the organization and leveraging external political relationships can be critical to organizational success. Finally, social capital is needed to build strong internal board relationships and to also bridge

new external networks within the organization. This has the potential to strengthen and stretch the organization's reach and thinking.

Governance as Leadership: Reframing the Work of Nonprofit Boards is an excellent reference for anyone involved in nonprofit organization work. It is challenging and helps the reader contemplate new patterns of thinking regarding board structure, operations, relationships, development, and recruitment. In order to move a nonprofit board into this new arena of thinking, the current board and paid staff need to be flexible, willing to change, and open to diversity of thought, backgrounds, and cultures. This type of change will not be easy, and is not for the meek, but will ultimately enrich the organization and move it to a higher level of performance. Rules and traditional practices will need to be

challenged, but a new mind-set for nonprofit board governance can lead an organization to being more disciplined and more focused and create a climate of collective board member responsibility.

This book is required reading for any volunteer resource manager working either directly or indirectly with a board of directors or trustees. Not only does it present a new, visionary, contemporary reality for nonprofit boards, but the ideas and concepts presented are easily transferable to other volunteer advisory groups and committees. And I encourage volunteer resource managers to not hesitate to pass the book along to their respective executive directors and fellow staff members; it would be another excellent opportunity to demonstrate and share the power of synergy and partnerships in volunteer based organizations!

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Volunteers in Leadership Roles: Successfully Engaging Volunteer Advisory Councils

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Abstract

Today's volunteer-based organizations and programs face numerous challenges to continuously develop and deliver myriad contemporary services based upon current and emerging individual and community needs in an increasingly larger and more diverse society. Numerous contemporary authors have commented upon the increasing need to not only mobilize and engage volunteers but to simultaneously develop leadership capacities within them. By focusing efforts upon effectively engaging volunteers in leadership roles through advisory councils, volunteer resource managers are building organizational capacity and creating succession systems to allow volunteers to develop needed skills and knowledge to become and remain more fully engaged. The challenge is shifting from simply managing advisory councils, to positioning council members as leaders within the organization.

Keywords:

volunteers, leadership, advisory, councils

Introduction

Today's volunteer-based organizations and programs face numerous challenges to continuously develop and deliver myriad contemporary programs and services based upon current and emerging individual and community needs in an increasingly larger and more diverse society. Volunteer resource managers (VRMs) often focus their personal training and professional development upon establishing effective day-to-day volunteer management systems and the competencies needed to sustain them (Ellis, 1986; Fisher & Cole, 1993; Safrit & Merrill, 2002; Safrit, Schmiesing, Gliem & Gliem, 2005; Wilson, 1976).

Less energy, then, is directed to strengthening the holistic efficiency of these systems through the development of leadership competencies and capacities among individual volunteers and/or volunteer groups and committees.

Numerous contemporary authors have commented upon the increasing need to not only mobilize and engage volunteers, but to also simultaneously develop leadership within them. As early as 1982, Pearce described changes in American society that he proposed would result in volunteers seeking expanded personal leadership roles and development from organizational affiliations. These changes included: the independent nature of volunteers who do

not rely on money or other inducements of self-fulfillment; the reality of voluntary organizations of depending upon the available workforce while managing for any deficits in skill; the abundance of women serving in leadership roles in volunteer-staffed organizations; and the decreasing dependence of employees on a single employer, leading to more “job-hopping.”

Now, more than two decades later, these projections have largely become reality. Brudney (1990) focused on expanded roles and increasing influences of volunteers in government agencies and programs “to the degree that public organizations come to depend on volunteers, the latter gain opportunity for influence in agency affairs” (p.87). Ilsley (1990) encouraged professional managers of volunteers to see themselves more as facilitators of learning for individual volunteers, and to solicit and champion different points of view from all organizational leaders (including administrators, paid staff, and volunteers) so as “to keep these three spheres of influence in balance so that no one predominates” (p. 129). Though Fisher and Cole (1993) did not directly address the concept of leadership development among individual volunteers, they did discuss the increasingly important role for holistic leadership development within volunteer organizations, noting that staff development programs in volunteer organizations contribute to personal development of volunteers. Lulewicz (1995) concluded that “. . . leadership development [provides] ideal mutually beneficial ways for any organization to keep its experienced volunteers challenged, interested, and committed to the organization’s future” (p.98). Safrit

and Merrill (1999) emphasized the volunteer administrator’s emerging role in linking effective management to personal leadership both for the administrator and for the individual volunteer.

By focusing greater efforts upon effectively engaging volunteers in leadership roles through advisory councils, volunteer resource managers build an organization’s capacity and create succession systems to allow volunteers to develop needed skills and knowledge to become and remain more fully engaged across extended periods of time.. Utilizing the higher level skills of delegation and empowerment to assign roles to capable volunteers creates an environment that values each unique individual volunteer’s input and increases the VRM’s productivity by making collaborative leadership, planning and implementation integral components of the management system. Thus, the true challenge to VRM’s is shifting from simply managing volunteer advisory councils, to accepting individual council members as leaders within the organization.

Boards and Councils Defined

An important first step in success with volunteer advisory councils is to understand the roles and responsibilities of the organization’s various types of volunteer committees. Typically, a volunteer board of directors has legal and fiduciary responsibility for the organization, including establishing policies and participating in the hiring of paid management staff for the organization (Grobman, 2004; Macduff, 1998). The board operates within bylaws and standard operating procedures that outline specifically the standing volunteer committees of the

organization, term limits and guidelines for election of new board members, officer duties, and other specific operational information to keep the organization in compliance with legal standards.

A volunteer advisory group, board, committee or council is typically formed to give advice and counsel related to the operation of the organization and/or the planning of events and activities for programming, and contributes without legal authority (Macduff, 1998; Merrill, 2003). Volunteer advisory committees often involve community leaders, experts and representatives of other stakeholder

groups whose work or interests are related to the mission of the organization. Members may include active organizational volunteers and current or former clients of the organization. Volunteer advisory councils may also feature numerous sub-committees or task forces assigned to implement and oversee various specific program components to contribute more fully to the operational management of the organization's programs. Figure 1 summarizes the differences between volunteer advisory councils and boards of directors.

Figure 1. Comparing Functions of Volunteer Governing Boards and Advisory Committees.

Function	Applies to Boards Only	Applies to Advisory Councils Only	May Apply to Either Boards or Councils
Policy-making authority for organization, including hiring, and/or termination of certain employees	✓		
Fiduciary responsibility for the organization	✓		
Appoints and oversees committees	✓		
Recommends courses of action for organization			✓
Executive Director responsible for executing all approved recommendations	✓		
Election of officers and terms of office established formally in constitution and/or bylaws			✓
Advocates for organization and/or its members			✓
Easily incorporates youth as full members with equal voice and equal legal and financial responsibility		✓	
Represents organization and/or its programs in the community			✓
Establishes and maintains corporate policies for organization	✓		
Evaluates organizational progress for sustainability and continuous renewal			✓
Legal responsibility to insure that program is meeting established standards	✓		

In spite of the differences between volunteer boards and advisory councils, program administrators and VRM's approach management of these various groups in similar ways. By addressing strategies for effectively engaging board and council members, VRM's and program administrators are assured of successfully involving volunteers who will contribute to organizational leadership. In fact, Lulewicz (1995) indicated that organizational advisory committee and board of director work could serve as an excellent learning laboratory for volunteers to gain leadership skills. Participating as an advisory council member provides a safe place for individual volunteers to practice and improve individual, personal skills as they accept expanded leadership roles to speak in public on behalf of the organization, chair task forces or sub-committees, serve in an elected office within the advisory council, or in any number of additional ways. In addition, these individual volunteers learn about the organization in a more holistic perspective so they become even more qualified to recruit and train new volunteers and new advisory council members for the organization. Lulewicz suggested that this could create a possible opportunity for succession planning to contribute to the sustained success of the organization.

Examples of advisory councils can be found in many different non-profit and volunteer settings. Cooperative Extension programs at the county, district and state levels are required to involve stakeholders and clients in a formal volunteer advisory council capacity. These advisory councils can be either related to the holistic overall programming efforts or

subject matter specific, like a 4-H youth program committee, a livestock advisory committee, or an Extension advisory council. In faith-based communities, there are often educational advisory committees which assist in creating enrichment activities for individuals in the congregation. Another example is a high school's athletic booster club, wherein interested parents and community members offer advice and council to the athletic director and coaching staff in addition to assisting with fundraising and event management. In all of these cases, the councils or committees are structures as advice giving, not policy-making, and in all of these situations the group includes volunteer representatives from within the programs or organization, as well as from external stakeholder groups.

Success Strategies: First Steps

Successful outcomes with and through volunteer advisory committees begin with thorough planning and preparation. Thinking carefully about the organization and its needs to appropriately name and describe the volunteer advisory structure becomes the foundation for future successes. The VRM should begin by having written descriptions of the volunteer advisory council's purpose and objectives in support of the overall volunteer organization's mission. Written position descriptions for each member of the council (including term limits); written descriptions of advisory committee officer responsibilities; and governing bylaws, guidelines and/or standard operating procedures should be in place as well. By clearly defining the role of the volunteer advisory committee as a whole and of each individual volunteer role within the group, individual

volunteers may make informed decisions about their desire to serve and participate. When individual volunteer advisory council members understand the issues and objectives, they have a better sense of how they may contribute to identifying solutions or courses of action for the total organization (Twerdahl, 2006); having solid descriptions of the work expectations establishes limitations of authority for the group.

Typical volunteer advisory council work includes such tasks as: assisting with needs assessment or environmental scanning; soliciting resources (human, financial, etc.) to support the organization; helping to build partnerships with other agencies; and providing technical assistance to the staff in areas of expertise (Halham, n.d.). Merrill (2003) noted that volunteer advisory council members serve as a “think tank” to specifically address challenges to the organization and to help with designing ideas and strategies to create solutions.

Recruiting the Right People

Once written position descriptions are prepared, the critical task begins of recruiting volunteer advisory council members who will remain committed to the organization and steadfast in their responsibilities throughout their term of service. Grobman (2004) suggested that nominating committees, often one of the standing committees of advisory councils, meet several times during the year rather than waiting until the time the nominations are due for the upcoming year’s council appointments. He also indicated that other members of the council should be encouraged to nominate individuals for membership on

the council. Contemporary leadership theories indicate that decisions about involving individuals in any organizational position are critical to the success of that agency, noting that the old adage that “people are your most important asset” is incorrect in that it should be stated that “the right people are” your most important asset (Collins, 2001, p. 51).

Membership on the volunteer advisory council should ideally reflect the community being served by the organization (Garmon, McKinney, Nesbitt, Revell, & West, 1977). Councils are strengthened by a diversity of individual volunteer members, considering (though not limited to) aspects and demographics such as age, gender, race/ethnicity, business/industry affiliations, other community agency involvement, and previous history within the organization. By including those less familiar with the organization, new ideas and energy are generated to continue building upon the existing successful programs within the agency.

Building the volunteer advisory council with a diverse representation of the communities being served contributes to the success of the organization. The volunteer organization will be strengthened by myriad ideas and energies brought to the group when an effective team of volunteers, with appropriate training and expertise, are empowered to lead.

Engaging the Volunteer Advisory Council

With position descriptions and council objectives in place, and the right people recruited to fill the right positions, the real task of engaging the volunteer advisory council begins for the paid staff assigned to work directly with

the members. The concepts are simple but critical if the council is to succeed within and for the organization. Some basic strategies for working effectively with volunteer advisory councils include:

- Prepare an agenda, with assistance from the council officers, and distribute it at least one week prior to every meeting. Remember that individuals whose names appear as contributors to the agenda are more likely to attend meetings, so be attentive to requesting committee reports or assigning tasks to individual council members. A prepared agenda can also be a tool to remind the council members to think strategically about the long-term in addition to managing current challenges (Carver, 1997).
- Only meet when there is a reason for the volunteer advisory council to meet! Use technology to meet via teleconference or on-line interactive technologies (chats, webinars, Elluminate, etc.) to make best use of council members' time (Gamon, 1987). E-mail and mailed correspondence are also communication strategies that keep council members involved without meeting unnecessarily.
- Schedule meetings at times and locations most appropriate for council members, and establish a time limit for meetings (Sheffer, 2002). Respecting start and end times for meetings will allow council members to appropriately plan for their individual participation, and giving council members the opportunity to identify best meeting times provides a sense of ownership in the process. Varying meeting locations provides

relief for council members who must travel greater distances to meet at the organization's central office or conference center. It is also an opportunity for individual volunteer council members to host colleagues and expose others to their workplace or agency, and to their volunteer commitment.

- Provide refreshments or meals depending upon the times for scheduled meetings. Giving council members opportunities to interact informally in a social setting can lead to stronger commitments to the group and to the organization. Build this expense into the budget.
- Expect that every volunteer advisory council member will participate, and insure that individuals are not allowed to dominate discussions (Sheffer, 2002). Work with council officers to vary group processes so that everyone has opportunities to contribute.
- Recognize advisory council members for their contributions (Gamon, 1987). Provide nametags for members, submit news releases for publication, write acknowledgement letters to members' supervisors or employers, send personal thank you notes, present framed certificates, and/or print their names in programs or bulletins. Be sincere in expressing appreciation, and be specific about the council members' contributions to the organization to make the recognition meaningful.
- Implement advisory council recommendations in the organization, and let members know how their suggestions are being used and any impacts as a result of the changes enacted (Sheffer, 2002). It

will be motivating to see their work put into action, and will contribute to their continued commitment to the organization.

This brief checklist represents only a few suggestions, though they are among the most basic and critical in creating a foundation for success in working with volunteer advisory councils.

Looking Ahead

As a contemporary adage suggests, the only constant is change, and so it is with volunteer advisory councils in contemporary volunteer organizations. Considering current trends in business and volunteer resource management, there are several current and emerging trends that may have direct impacts on how organizations successfully engage advisory councils into the future.

- Retiring baby boomers are seeking new opportunities to remain active and engaged in their communities, while also looking for flexible scheduling that respects their professional backgrounds (Merrill, 2005). These individuals are retiring at an earlier age and in better health than previous generations, and are expecting to contribute in some way. They are, however, interested in volunteer opportunities that don't restrict them to rigid schedules and that allow for fun and interaction with other volunteers. Recruiting volunteer advisory council members will be challenging in that it is considered a long term (typically two or three years) commitment with very specific guidelines for contributing. The key will be in identifying the individual passions of these talented volunteers and

appealing to their professional expertise and personal uniqueness.

- Young people are increasingly becoming civically engaged (Wheeler, 2001). Teenage youth as well as college students and young adults are exhibiting increasing interest in participating in meaningful ways as volunteer leaders in their communities, and they are defining "community" much more broadly than simply a defined geographic area. These young people want a voice in the decision-making processes within any volunteer organizations they contribute to, and they are interested in contributing as a leader now, not in training to be a leader someday. They are accustomed to instant gratification and immediate communication. The key will be to appropriately involve young people to build loyalty for the volunteer organization, while respecting that they have fresh ideas and boundless energies to contribute to the accomplishment of the organization's mission. Providing opportunities for teens to serve also helps to build a more involved citizenry of future adult leaders who expect to remain engaged in their communities (Edwards, 2007). Involving young people in key leadership roles will require that some organization significantly shift their beliefs and assumptions about youth and how they can contribute (Rennekamp, 1993)
- Utilizing online meeting technologies creates opportunities to involve volunteer advisory council members who are not physically in the same room, the same city, the same state, or even the same country

(Gamon, 1987). This can provide a limitless resource for increased volunteer leader input, while also contributing by allowing council members greater flexibility in their participation with the total working group.

Volunteer advisory councils differ significantly from governing boards in terms of their scopes of responsibility. Management strategies, however, are basically the same for both groups, and by effectively engaging these critical volunteer leaders, volunteer organizations and volunteer resource managers will be developing leaders and building loyalty that will contribute to the organization's sustainability far into the future. Effectively engaging individuals through the advisory system creates an opportunity to strengthen community networks and to maintain critical linkages with stakeholder groups impacted by the organization's outreach and mission. The extra efforts invested in systematic involvement of advisory council members by the volunteer resource manager will reap great rewards in years to come as the organization remains relevant and successful.

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Making the Case for Volunteer Resource Management: Strategies for Professional Advocacy

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Abstract

Of all the standard professional roles and responsibilities in the world of doing good, one of the least valued and understood is that of volunteer resource management (VRM). Often considered a task both easy and quick, the reality is that volunteer resource management is a highly skilled, time and resource intensive profession that is genuinely fundamental to the success of volunteer programs. The author outlines five key strategies for volunteer resource managers to engage in as routine methods of professional advocacy.

Keywords:

advocacy, volunteer resource management, volunteer resource managers, professionalism

Introduction

Of all of the standard professional roles and responsibilities in the world of doing good, one of the least valued and understood is that of volunteer resource management (VRM). Reinforced by such pervasive myths as “volunteers will just show up” and “volunteers can manage themselves,” volunteer resource management is often considered to be a task that is both easy and quick, something that can be done in addition to one’s already busy professional agenda. In turn, this misconception spawns yet another set of myths specific to the field itself, including

“anyone can manage volunteers,” and, perhaps most detrimental of all, “hiring staff to do volunteer management is a luxury we just can’t afford.”

In reality, volunteer resource management is a highly skilled, time and resource intensive profession that is genuinely fundamental to the success of a volunteer program. Where volunteer resource management is lacking, volunteers often fall between the cracks of already busy organizations and are either left to fend for themselves or forgotten altogether. And a volunteer who doesn’t feel valued or engaged is a volunteer who is most likely to

leave, taking with them the energy and time they had intended to contribute towards the organization's mission as well as, potentially, ill will, the equivalent of negative public relations.

While this has been an understood reality of practitioners in the field for many years, it is only relatively recently that research has emerged to support these claims. For example, a 1998 study by the United Parcel Service (UPS) found that 40% of respondents stopped volunteering at an organization due to poor volunteer management. More recently, the Urban Institute (2004) found that utilizing volunteer resource management best practices, including committing resources to paid volunteer management staff positions, was positively related to the organization's capacity to engage more volunteers and, in fact, led to a positive reciprocal relationship between investing in volunteer resource management and deriving benefits from a healthy volunteer program. Given that volunteer resource management is so pivotal to the success of a volunteer program, and so many organizations rely on volunteers to make progress toward their missions (the Urban Institute [2004] found that four out of five charities sought and engaged volunteers in 2000), the lack of recognition and investment in the profession is counterintuitive.

While there are myriad existing organizational and professional association efforts to raise visibility and shepherd a greater understanding of the impact of volunteer resource management as a field, one of the key strategies is for individual volunteer resource managers to engage in regular methods of professional advocacy. I propose five critical strategies that all volunteer resource managers should adopt and practice routinely so as to better educate both organizational peers and administrators, as well as the general public

and volunteers, regarding the critical importance of our roles and profession.

Self Education

The first, and perhaps easiest to access, professional advocacy strategy is self-education, where volunteer resource managers actively seek and engage in professional development opportunities, both to further develop their expertise as well as to strengthen the reputation of the holistic profession by demonstrating to peers and decision-makers that volunteer resource management is a profession that, like any other, takes skill development seriously.

Fortunately, there are a number of educational channels available to modern volunteer resource managers, ranging from workshops and trainings offered by national conferences and local professional associations (e.g. Directors of Volunteers in Agencies, or DOVIAs) to university degree and certificate programs. For those looking for greater schedule flexibility or independent learning structures, as well as those lacking the budget needed to travel and/or attend on-the-ground trainings, there is an increasingly diverse pool of affordable and free training resources available online, including both web-based trainings (i.e., webinars) and a number of field texts, journals, and websites focusing upon emerging research, new resources and tools, and best practices.

Finally, another way to demonstrate skill development is to earn the CVA, or Certified Volunteer Administration, credential. Not only does a CVA further establish the expertise of the volunteer resource manager but, according to the Council for Certification in Volunteer Administration (2008), it also provides concrete benefits to the manager's total organization, including an enhancement of credibility via their demonstrated investment in professional volunteer management.

Communication with Decision-Makers

A second strategy for professional advocacy is to ensure regular communications with organizational supervisors and decision-makers. Going beyond simple progress reports, these communications – whether delivered through face-to-face meetings or in written formats like newsletters or email updates – should include an overview of the successes and challenges of both the volunteer program and the position of volunteer resource manager. Similarly, regular reports of volunteer program successes and impact should be distributed to staff peers and board members; the latter group is especially important given that they too are volunteers. Helping staff, board members, and supervisors see the day-to-day impact of volunteers at the organization, as well as the role of the volunteer management staff person in facilitating these opportunities, is vital to increasing in-house recognition and understanding of the field (Safrit & Merrill, 1998).

At the same time, it is important to recognize that different audiences respond to different results and the definition of impact can vary wildly. As such, volunteer resource managers should practice the art of translation when communicating volunteer program impacts in order to effectively reach different decision-making audiences. For example, some individuals respond most strongly to personal stories and anecdotes, relating best to the human element inherent to community engagement. Others seek more quantifiable results and would view impact more clearly were it delivered to them in terms of economics, whether it be the percentage of volunteers who have also become donors or a straightforward calculation of the financial value of a volunteer hour (Independent Sector, 2008), preferably personalized to the specific roles

volunteers fill at their organization (Hawthorne, 2004). Still others view credible impact as statistical data (e.g. number of meals served) or public visibility (e.g. press clippings) while those who are more visual in nature might respond most strongly to a map of the neighborhoods and locations where volunteers live, work, go to school and worship, and volunteer with additional organizations, demonstrating the sheer scope of community impact their organization's volunteers represent.

Celebrating Successes

Volunteer recognition is a standard volunteer management best practice (Safrit & Schmiesing, 2004) but recognition of volunteer resource management can be ironically absent from our celebrations. Volunteer resource managers should not only share the success stories of individual volunteers but also the impact successes of the overall volunteer program itself, including positive feedback garnered from evaluation discussions with current and former volunteers and clientele. It is also vital that volunteer resource managers invite peers, supervisors, and board members to volunteer recognition events, an exceptional opportunity for face-to-face interactions with valued volunteers that further strengthen positive, synergistic volunteer-staff relationships. Finally, volunteer resource managers should take advantage of public events like International Volunteer Manager Appreciation Day (www.ivmaday.org) to help educate colleagues regarding the profession in its global context.

Networking

The work of professional advocacy can be done on an individual level but, like most change efforts, is most effective when conducted via collective action. For volunteer resource managers, this means

actively networking with their peers toward a shared vision (Safrit & Merrill, 1999). Not only does this provide individuals with the opportunity to exchange ideas and innovations but, in a field that is often isolated and undervalued, it also creates a professional community of support to address shared challenges and leverage collective knowledge. Similarly, professional associations at the national and international levels often provide leadership to advocacy and policy work yet, as is true of most associations, are only as powerful as their individual members.

At the same time, volunteer resource managers should consider networking outside of their peer circles, connecting and collaborating with other organizations and professionals by serving on boards, attending local meetings, convening roundtables, and playing an active role in community initiatives. This will not only broaden professional networks but also further demonstrate to supervisors and decision-makers the individual's leadership potential and commitment to greater community visibility for the organization and its volunteer program.

Expanding – and Accepting – Roles

The final strategic area for professional advocacy involves the volunteer resource manager stepping outside of the traditional volunteer management role and taking on broader responsibilities within their organization. For example, while it is a standard activity for volunteer resource managers to explore areas within the organization where volunteers can get involved, it is a larger task for them to engage in personal and professional development in order to more fully understand those areas of work; one example might be the volunteer resource manager who learns more about fundraising and marketing in order to more effectively

and innovatively understand how volunteers might be engaged in these efforts. This not only creates more diverse options for volunteers to help further the organization's mission, but also provides the volunteer resource manager with the tools and knowledge needed to play a larger role in organizational decision-making.

Indeed, armed with a greater understanding of how the organization engages in such activities as marketing, public relations, and development, the volunteer resource manager will be better prepared to seek presence at the larger management table, playing a more significant role in the total resource management of the organization (as demonstrated in Stallings, 2005).

And while the greatest thrust of increasing recognition of volunteer resource management as a profession tends to focus on educating peers and decision-makers, there is also greater articulation required within the field. Specifically, while some volunteer resource managers may shy away from the title, it is important that all who engage in the work of managing volunteer programs accept and embrace the title of "expert", because those who do the work of volunteer resource management are truly *the* volunteer engagement experts in their organization. Demonstrating this expertise by offering in-house workshops and trainings for staff colleagues, or calling attention to interesting and relevant research and best practices, further establishes the value volunteer resource managers bring to the organization as a whole as well as provides both a leadership opportunity for the manager of volunteers and a professional development opportunity for their peers (Cravens & Cowlings, 2007).

Finally, Cravens and Cowlings recommended that volunteer resource managers play a role in *all* levels of volunteer engagement in their organization,

from board recruitment to student internships, to individuals or organizations engaged in pro bono and skilled projects. While it may not be appropriate for the volunteer resource manager to oversee every volunteer's position – nor should they necessarily attempt to wrest management away from their colleagues – it is vital that volunteer resource managers be involved in some way, whether it be as basic as tracking volunteer information and statistics or a more dynamic partnership of shared best practices and story collection. One wouldn't expect that hiring would take place without human resources staff involvement; the same should be true of volunteer engagement.

Conclusion

As all who choose the work of doing good in the world know, change takes time. The myths of volunteer management – “volunteers can manage themselves,” “anyone can manage volunteers” – are widespread and have a decades-long stronghold on popular perception. However, as demonstrated by recent research by the likes of the Urban Institute (2004) and Stallings (2005), the tides of recognition are slowly shifting. By proactively accepting responsibility for daily acts of professional advocacy, volunteer resource managers can slowly but surely demonstrate to others what the field has long known: the work of engaging volunteers is challenging, highly skilled, time intensive, and, finally, infinitely rewarding.

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**Evaluating Individual Board Members:
A Training Summary**

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Abstract

An ineffective board of directors can be a nonprofit organization's greatest headache and can prevent the agency from adequately serving its clientele. During the 1998 International Conference of Volunteer Administrators, Leslie Linton and Alice Zacarello outlined five steps to rejuvenate your board of directors by making each board member personally responsible for achieving the agency's annual goals. The keys to accountability for a volunteer board of directors include developing annual and long-range plans, obtaining written commitments from board members to help achieve the annual goals, orientation for new board members, reviewing the annual plan at each board meeting, and an annual self-assessment by each board member as to their performance in achieving the agency's goals.

Key words:

volunteers, board, directors, development, assessment, training

How effective is your agency's volunteer board of directors? Do members attend meetings? Do they participate in the agency's programs or contribute in other ways? Do they interpret the agency's mission to the public? These issues were addressed during a workshop entitled

Evaluating Individual Board Members during the 1998 International Conference of Volunteer Administrators.

Leslie Linton and Alice Zacarello have more than 30 combined years managing nonprofit organizations. Both presenters are now independent

consultants, helping nonprofit organizations improve their management and organizational skills. They shared their expertise in managing and evaluating nonprofit boards with more than 25 participants at the annual conference.

Linton and Zacarello outlined a five-step process for developing a more effective board of directors: Develop a long-range plan for your organization every three years, Board members make an annual commitment to their responsibilities in the annual and long-range plans, Provide orientation for all new board members, Review the long-range and annual plans at every board meeting, and Evaluate the annual and long-range plans at the end of each program year and have each board member complete an individual self-assessment.

Successful agency accountability begins with the long-range and strategic planning process. During an annual retreat, the board evaluates the previous year's program, the long-range plan, and takes a deep look at its mission and values. The outcome of this process should be a new or revised mission, values and vision statement and a set of annual goals to guide the agency during the coming year. Every third year, the board develops a new long-range plan.

After setting the annual goals, each board member completes a personal action plan that includes both general board responsibilities and specific tasks he/she will accept to ensure that the annual goals are reached. In addition, each sets individual goals for personal growth.

Orienting new board members is the critical first step in integrating them into your team. The new members should receive a notebook that includes, but isn't limited to, the agency's bylaws, board roster, long-range and annual plans, a brief history and the mission of the

organization, and a job description that includes what is expected of board members. All of these materials are reviewed and explained during a face-to-face orientation session with the new members.

The annual plan should be reviewed at every meeting to measure progress towards achieving the goals. The plan may also need to be altered as resources or issues change. An annual plan must be flexible to address an ever-changing environment.

The final step is the annual evaluation of the strategic plan. As part of this annual review, each board member completes a self-assessment that includes the following questions. How many regular meetings did you attend? Do you understand the organization's mission, vision and values? How involved were you in the annual Development Plan? What actions did you personally take to promote the organization to the public? Did you contribute names to the nominating committee? Did you attend or volunteer at any of the agency's programs the past year? Board members are asked to review their personal action plan to determine which of their responsibilities they accomplished and why others were not completed.

The agency staff member then uses this self-assessment, along with their observations, to recognize the board members' efforts, recommend how they can improve their performance, or determine if the board member should continue service.

The keys to Linton and Zacarello's model is getting the board members' written commitment to the role they will take in carrying out the annual plan and the annual self-assessment that they will complete at the end of the program year. Written commitments serve as a reminder

of the member's responsibilities, and they feel more accountable when such commitments are agreed upon publically. Knowing from the beginning that there will be a self-assessment in twelve months also serves to motivate board members.

Following these five steps can rejuvenate your volunteer board. With members who are committed to your

agency's goals, your board of directors can make your agency more successful in serving its clientele. More information concerning evaluating board members may be obtained from the co-presenters at P.O. Box 224882, Dallas, Texas, 75222.

About the Author

Dr. Barry Boyd has served more than 15 years as a county Extension agent with the Texas Agricultural Extension Service. For the past six years, he has served as director of the 4-H and youth development program in Tarrant County, Texas, directing over 200 volunteers in carrying out educational programs reaching more than 15,000 youth. Dr. Boyd is responsible for recruiting and training 25 4-H Club Managers, 75 4-H project leaders and various 4-H program coordinators. He also serves as the advisor to the Tarrant County 4-H & Youth Development Committee. Dr. Boyd is a member of DOVIA - the Texas Connection and served on the Tours and Special Events Committee for the 1998 International Conference of Volunteer Administrators.

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**Powerful Synergies Exist Between Managers of
Volunteer Resources and Fund Development Staff**

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Abstract

Most, if not all, not-for-profit organizations struggle with limited human and financial resources. With more causes arriving on the Canadian not-for-profit scene, competition for both volunteers and donations will continue to drive this trend. Collaboration and cooperation between not-for-profits is increasingly very popular among benefactors, who see what they believe are natural synergies. Successful not-for-profits will work together in ways never before considered, including a more strategic alignment of work done by Managers of Volunteer Resources and the fund development staff.

Key Words:

collaboration, non-profits, not-for-profits, resources

Perhaps the most popular trend in the charitable sector in the past decade was the notion of rationalization of services within the not-for-profit sector. In fact, some organizations looking for ways to collaborate actually went so far as to merge their organizations.

For example, the Volunteer Centre of Red Deer Alberta operates three programs under one umbrella Board of Directors: the Boys and Girls Club, Big Brothers and Big Sisters, and Teen Networking Support Counseling. According to the Volunteer Centre, this

unique structure makes better use of human resources and guarantees better coordination of services (Canada Centre for Philanthropy, 1999).

The reality is that most, if not all, not-for-profit organizations struggle with limited human and financial resources. With more causes arriving on the Canadian not-for-profit scene almost daily, competition for both volunteers and donations will undoubtedly continue to drive this trend. In addition, collaboration and cooperation between not-for-profits is increasingly very popular among benefactors who by virtue of their exposure to many organizations see what they believe are natural synergies. There is no question that successful not-for-profits of this centre will be planning and working together in ways never before considered.

It could be, however, that before organizations look externally for efficiencies and synergies, they might find some interesting possibilities from within. One excellent example lies in the potential synergies that exist between the management of volunteers and fund development functions of most not-for-profit organizations.

Managers of Volunteer Resources and fund development staff are essentially stewards of the same resource.

Would not-for-profits benefit if the staff of those traditionally separate functions looked for areas where they could collaborate? What might some of those areas be? These and other questions should cause practitioners in these areas to consider the possibilities of integration and collaboration between their operations.

First, it may be necessary to address a couple of traditional beliefs that may cause Managers of Volunteer Resources and fund development staff to

be doubtful of the value of working together.

The first belief is that people who volunteer to help not-for-profit organizations deliver a service different from those who are recruited to raise funds for the organization. Recent research, however, appears to challenge that belief by illustrating that a typical volunteer is very similar to a typical donor. A survey done by the Canadian Centre for Philanthropy found that Canadians aged 35 to 44 were the age group most likely to volunteer and most likely to donate (Bozzo, 1998).

While it is true that Canadians aged 65+ tend to be more generous on average and volunteer fundraisers with considerable community influence are likely in their 50s and 60s, the reality is there are only so many star-quality, CEO-level volunteer fundraisers in any given community. This means that most not-for-profits are looking to recruit from the next rung down, age bracket down, the corporate ladder.

In other words, the numbers seem to reflect that, for most not-for-profits, there really is not as much difference between the volunteer service provider and the volunteer fundraiser as some may have traditionally believed.

A second belief that may be a barrier preventing a more productive working relationship between Managers of Volunteer Resources and fundraising staff is related to their perception of each other's role in the organization. Development staff may see the Managers of Volunteer Resources as mid level staff filling largely an administrative role within the organization. On the other hand, the Managers of Volunteer Resources tend to see themselves as helping people to fulfill a calling but may view fundraising as heavy-handed and perceive it as getting

people to do something they wouldn't otherwise do (i.e. part with their money). The bottom line is that in many organizations these two important groups really don't know each other very well.

Is it possible that both groups would serve their organization better if they each made a point to step back from the daily demands and business of their individual departments or field of service and consider how together they could serve the organization as a whole?

Perhaps some examples of where these two areas could collaborate would serve to illustrate the potential that exists. Three obvious areas include:

- Screening Volunteers
- Identifying Prospective Benefactors
- Training Volunteers

Here is how the Managers of Volunteer Resources and her/his staff can assist the fund development efforts of the not-for-profit organization.

Screening Volunteers

Some organizations are subject to mandatory screening procedures for volunteers. Other organizations require that as a volunteer you submit your resume with reference. The underlying principle is that not all volunteers are appropriate for placement in all situations. The Managers of Volunteer Resources and her/his staff are trained to properly place volunteers, assuring a high level of commitment and loyalty.

Fund development professionals are constantly striving to attract good volunteers. The difference is that development staff tend to welcome individuals who express any willingness to help. The bar of acceptance is fairly low. This often results in volunteers who are ineffective due to a lack of experience and genuine interest.

Screening methodologies used by the Managers of Volunteer Resources might help reduce the tendency of development staff to fill positions for the sake of completing the organization chart of the campaign committee. Besides the obvious benefit to development staff of this kind of service there may come a day (brought on by legislation) when every individual will have to follow the same route to become a volunteer.

Identifying Prospective Benefactors

A second area where an organization would benefit from development and Volunteer Resources staff working together is in the identification of prospective donors. Development staff spend a considerable amount of time trying to uncover individuals who have an affinity to their cause.

Individuals are wined and dined, figuratively speaking, all in an effort to increase their interest in the cause. While development staff are busy casting about for possible donors, the Managers of Volunteer Resources are working with an army of people who have already made a commitment to the organization and the volunteers who are gaining an intimate knowledge of the organization's needs and potential. How many of those people make it onto the development office's list of potential donors?

Is it possible our gratitude for people who volunteer their time to help us causes us to think that somehow it would be wrong to also ask them to support us financially? While some people do indeed see their contribution of time in lieu of money, others would donate money, but they are never asked. If you are a Manager of Volunteer Resources, whether you know it or not, the odds are pretty good that you are working with individuals who

could make a contribution of cash of significant proportions and/or name your organization as a beneficiary in their will. What would it take for the Managers of Volunteer Resources and development staff to tap into that potential?

Training Volunteers

The Managers of Volunteer Resources possess a great wealth of information about the organizations they serve. Their volunteers tend to be involved in all aspects of the organization and this gives them an insight into the organization that can be rather unique. Volunteer fundraisers often find themselves needing more information than they ever dreamed would be necessary to secure a donation. Few people are better qualified than the Managers of Volunteer Resources to help familiarize the fund development volunteer with the organization and its needs.

Conclusion

These three areas of collaboration are by no means exhaustive; rather they represent just a beginning of a whole new way of working together. By removing old barriers and opening new doors of communication and collaboration, it is possible that a new trend will emerge within not-for-profit organizations as the Managers of Volunteer Resources and fund development staff find natural synergies that benefit both their separate areas and the overall organizations they serve.

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Building a Strong Advisory Group

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(Editor Generated) Abstract

This article describes effective strategies to use in developing and managing volunteer advisory boards or committees. Advisory board or committee recruitment and retention is influenced by two factors: information about the role and responsibility of the group and the staff's relationship with the volunteers. Members of advisory groups need to use their background and experience to look for important facts, conditions, or changes that can influence the programs or services of the organization. The most effective volunteer advisory groups receive support from the organization's paid staff that is prompt, accurate, and sustained.

Key Words:

volunteers, advisory, board, committee, training, development

Sam is asked to serve on an Advisory Board for a local hospital volunteer program. The call came from a member of the Advisory Board and two months later he receives an agenda in the mail for his first meeting. The staff person assigned to the board is not at the meeting and the chairperson leads the

group through a meeting with little content and no action. Sam leaves the meeting wondering why he agreed to do this and what his role should be.

While Sam's experience may be dramatic, it is representative of the messages sent to volunteers on the importance of their contributions to the

work of advisory groups. Many advisory groups are mandated by elected officials or federal, state, provincial, or local regulation. Professional staff working with volunteer advisory groups have the opportunity to maximize the work of the volunteers.

Advisory Board or Committee recruitment and retention is influenced by two factors: information about the role and responsibility of the group and the staff's relationship with the volunteers. Staff who are attentive to these two factors can see a marked improvement in their ability to attract qualified candidates and retain qualified members.

Recruitment begins by insuring that volunteers know what is expected of them, explanations of roles and responsibilities. It includes such things as duties, time commitment, term of service, responsibility, authority, and staff support available. Retention is influenced by the partnership relationship that exists with staff. This includes a commitment to teamwork, clear lines of responsibility, and good communication between staff, volunteers, and the leadership in the larger organization.

The most important first step is to identify for the volunteer ways an Advisory Board carries out its mission. The following are the types of information that should be provided to a prospective volunteer.

1. Identify the purpose of the organization. Define the mission that the organization is trying to accomplish.
2. How is the purpose carried out? What does the organization do to meet its obligation to clients? Do not assume volunteers know!

3. Describe the work of the organization and all its facets. This is a good place for tours or slides to illustrate the work.
4. What are the accomplishments of the past? New advisory group members need to know how many people are served, what is the success rate, how many volunteers are recruited and retained annually, and awards won by programs.
5. How is money raised, budgeted, and spent by the organization? How might the volunteers be involved in any of these activities? Will the advisory group be advising the leadership on budget priorities?
6. Provide a brief history of the organization to new members. This can be short and provided in written format or attractive audiovisuals.
7. What is the organizational structure and leadership? This is a good place for charts and diagrams with names and relationships.

It is often assumed that volunteers recruited to an advisory group understand the meaning of the word "advisory" and that their role is different from a Board of Directors. These are dangerous assumptions. Volunteers serving on advisory groups need to have their rules and responsibilities clearly spelled out and these should be reviewed periodically.

Most advisory groups focus their attention on known problems and existing concerns. It is easy to move from assigned tasks to other problems in the organization. In preparing volunteers to serve on an advisory group it is essential that they understand the limits of their areas of exploration.

Members of advisory groups need to use their background and

experience to look for important facts, conditions, or changes that can influence the programs or services of the organization. Trends in the future should be brought to the attention of the staff by members of the committee. Members are encouraged to bring all relevant information to the attention of the group.

Advisory groups are skilled at determining factors which influence the conditions or changes affecting an agency or organization. It is important to give volunteers the opportunity to reflect on a variety of issues within an organization that can affect success or failure. Their observations can often save both time and money.

Findings of advisory groups should be compiled into written statements followed by information which points up new opportunities or major problems that need attention. These reports should be given to appropriate staff or governing bodies. Sometimes it is important to ask members of the volunteer advisory group to present oral reports to accompany written ones.

All these activities of volunteer advisory group members should be spelled out clearly. A job description for members and simple guidelines describing the overall duties and responsibilities of the group should be shared with new volunteers during the recruiting process. These job descriptions and guidelines also need to be reviewed by the entire advisory group on a regular basis.

The staff support rule falls into two areas. First is the support of "housekeeping" functions that are essential for record keeping and continuity. The other area is the less tangible role of providing support for

people who are donating their time and deserve timely reporting and recognition for their work.

The supporting role includes the development and maintenance of the general structure of the group. The staff should provide assistance to the leadership in identifying, selecting, and appointing members. Orientation of new members and inservice training for current members is best accomplished with staff and current volunteers sharing the duties.

Staff members find meeting space, do mailings, compile and distribute meeting minutes, gather appropriate information for the group to consider, maintain open lines of communication, and publicize the accomplishments of the volunteers.

Staffing of a volunteer advisory committee is not merely providing clerical support. Staff members provide assistance and leadership in the development of operational policies and procedures. They do not usurp the role of volunteers, but work cooperatively. They encourage and motivate members by including them in all facets of the work of the advisory group.

The key word to their role is "facilitator." During meetings, for example, they assume an enabling role and leave the leadership to the volunteers. They work to keep lines of communication open between members, staff, and governing bodies.

The volunteers need to rely on certain types of behavior from staff. The following are the types of expectations volunteers have for the staff that work with them.

STAFF SHOULD:

1. be objective and open to suggestions from the volunteers.
2. use the time and talents of volunteers wisely.
3. exhibit openness in their individual and organizational relationships.
4. adequately prepare for all meetings with volunteers.
5. share leadership with volunteers.
6. advise the volunteers as to the appropriate role/responsibility they have to the organization.

Attention to details in managing a volunteer advisory group is important. Ignore the details of training or communication and the retention rate goes down and it is more difficult to recruit new members. The most effective volunteer advisory groups receive support from their staff that is prompt, accurate, and sustained. That support communicates the value of the volunteers to the organization and assures that the job they do is "real" and not just window dressing.

About the Author

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**Leadership Practices of Ohio AmeriCorps Program
Directors and Coordinators**

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Abstract

The authors used a quantitative methodology to investigate the leadership practices of Ohio AmeriCorps program directors and coordinators in five construct areas: (a) Challenging the process; (b) inspiring a shared vision; (c) enabling others to act; (d) modeling the way; and (e) encouraging the heart. Ohio AmeriCorps program directors identified all five leadership practices as utilized at least "fairly often", while Ohio AmeriCorps program coordinators identified all five leadership constructs as practices engaged in "usually". As AmeriCorps program budgets remain stagnant or even decrease, AmeriCorps program directors and coordinators may need to focus even more closely upon their expanded leadership roles in nurturing and managing community volunteer leaders.

Key Words:

leadership, professional development, AmeriCorps, directors, coordinators

Introduction

In the latter part of the 20th century, it became evident that the United States needed a new generation of leaders who had a clear vision and understanding of the concept of service and the role of public service (National Women's Law Center, 1993). Such leaders mobilize citizens to engage in volunteerism, community service, and national service efforts to meet the many needs of the nation's communities. The importance of leadership in community-based service is paramount. According to Kreitner (1995), leadership involves social influence over the voluntary pursuit of a set of collective objectives. Covey (1991) concluded that leadership is based on fundamental principles and processes, while Kotter (1990) described leadership as "a process that helps direct and mobilize people and/or their ideas" (pp. 3-4). Lappe and Dubois (1994) discussed the importance of active citizen leadership in effectively addressing America's social problems.

Numerous authors have advocated new leadership theories and thoughts during the past decade. Kouzes and Posner (1987) believed that successful leadership included five fundamental practices and that mastering these practices allowed leaders to accomplish extraordinary things within organizations. These practices included challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Apps (1994) purported that contemporary leadership must create and communicate a shared

vision; build bridges between people and ideas; challenge ideas, structure, assumptions, and beliefs; take risks; embrace ambiguity; applaud serendipity; encourage artistry; tolerate discomfort; reflect on activities; and appreciate humor. Apps believed that leadership practices must transform with the times. "We have reached a time when most traditional approaches to leading simply do not work anymore" (p. 1).

In the volunteer administration profession, several authors have commented upon the critical need to integrate effective leadership with efficient management within volunteer-based community programs. Vineyard (1993) first articulated this need with her concept of "leadership." The *Changing the Paradigm* project of the Points of Light Foundation (1995) further linked management with leadership of volunteer programs, while Merrill (1995) emphasized the role of volunteer managers as focal points for leadership of volunteer programs. Safrit and Merrill (1999) concluded that contemporary volunteer administrators must serve "as leaders in an emerging profession, going beyond designing systems of control and reward by displaying innovation, individual character, and the courage of conviction" (p. 40).

During the last decade of the 20th century, the national federally-sponsored AmeriCorps program was established. AmeriCorps programs focus on nurturing citizen service and building leadership within communities (Bates, 1996).

AmeriCorps was envisioned initially as a method of allowing Americans to address serious social needs in their local communities, and a way to reenergize the country's commitment to civic responsibility and service. The National and Community Service Trust Act of 1993 (H.R. 2010, 103d Cong., 1st Sess.) significantly modified legislation first passed by Congress in 1990, and created the contemporary Corporation for National and Community Service (Waldman, 1995). The mission of the Corporation for National Service, including AmeriCorps, is to engage Americans of all ages and backgrounds in community-based service (Ohio's Governor's Community Service Council, 1997). Citizens involved in national service, known as AmeriCorps members, address community needs related to education, human needs, public safety, and the environment.

Through the AmeriCorps national service program, the Corporation hopes to foster civic responsibility, strengthen communities, and provide educational opportunities to those willing to commit to service (Corporation for National Service, 1997a). AmeriCorps Programs are united by four common goals: (a) Getting things done through direct and demonstrable service that helps solve community problems in the areas of education, public safety, environment, and other human needs; (b) strengthening communities by bringing together Americans of all ages and backgrounds in the common effort to improve their communities; (c) encouraging responsibility by enabling members to explore and exercise their responsibilities toward their communities, their families, and themselves; and, (d) expanding opportunity by enhancing members' educational opportunities, job experience, and life skills (p. 4).

When one examines the community leadership link with AmeriCorps, it is essential to understand the leadership roles that exist within actual AmeriCorps programs. The Corporation for National Service defined an AmeriCorps program as:

A coordinated group of activities linked by common elements such as recruitment, selection and training of participants and staff, regular group activities, and assignments to projects organized for the purpose of achieving the mission and goals of national service, and carried out with the assistance provided under the Act. (Ohio's Governors Community Service Council, 1997, pp. 8-11)

There are numerous stakeholders within a local AmeriCorps program, including AmeriCorps members, site supervisors, advisory board members, and community volunteers (Corporation for National Service, 1997b). The key leadership role in most AmeriCorps programs, however, belongs to the program director, and in some cases is shared with an AmeriCorps program coordinator. AmeriCorps program directors are directly responsible for the operation of an AmeriCorps program and are comparable to a volunteer program administrator. An AmeriCorps program coordinator serves more as a manager, working under the supervision of an AmeriCorps director and handling the day-to-day operations of an AmeriCorps program.

AmeriCorps program directors and, where applicable, program coordinators are jointly responsible for the ongoing operation of an AmeriCorps program within an agency or community based organization (Corporation for National Service, 1997b). Directors and coordinators are charged with such

activities as recruitment, selection, and training of members, as well as overseeing the direct services being provided to the community. These individuals not only serve as the administrators of programs, but also are charged with the task of leading AmeriCorps in addressing local community needs and building volunteer leadership within those communities. AmeriCorps program directors and coordinators are the administrators and visible leaders of AmeriCorps programs in Ohio.

Since a key objective of AmeriCorps is to build volunteer leadership among AmeriCorps members and other community volunteers, the researchers believed it was important to investigate current leadership practices among both program directors and coordinators. The researchers would suggest that AmeriCorps program directors and coordinators who are knowledgeable of leadership theories, trained in leadership skills, and have mastered various leadership practices are more likely to have the greatest impact within their individual community programs. Since the inception of AmeriCorps, however, there have been no valid or reliable studies of leadership practices among Ohio AmeriCorps program directors or coordinators. With ever increasing societal needs and ever changing positions regarding federal AmeriCorps funding, program directors and coordinators must assume even more critical leadership roles within local AmeriCorps programs.

Purpose and Methodology

The purpose of this exploratory study was to investigate leadership practices of Ohio AmeriCorps program directors and coordinators. The researchers used a census to collect data from the target population of all Ohio

AmeriCorps program directors and program coordinators operating AmeriCorps State and National programs as of October 1, 1998. A complete list of all AmeriCorps program directors' and coordinators' names and addresses was obtained from the Ohio Governor's Community Service Council, the administrative unit for AmeriCorps State programs and support for both State and National AmeriCorps programs in Ohio. The census included 34 directors and 28 coordinators.

The researchers utilized the Leadership Practices Inventory (LPI, Kouzes & Posner, 1997), a standardized instrument to measure leadership practices among the target population. Kouzes and Posner (1987) first developed the Leadership Practices Inventory (LPI) for use with corporate and for-profit managers. In later samplings, however, target populations have included professionals and managers from public, private, and nonprofit organizations. Since the instrument is designed to measure leadership practices among managers and executives, and AmeriCorps program directors and coordinators are easily categorized as managers of both programs and people, the researchers held that the Leadership Practices Inventory (LPI) was a valid research instrument to use with the target audience.

The focus of the Leadership Practices Inventory (LPI; Kouzes & Posner, 1997) is to measure leadership practices in five construct areas: (a) Challenging the process (searching out opportunities to change, grow, innovate and improve; and experimenting, taking risks, and learning from the accompanying mistakes); (b) inspiring a shared vision (envisioning an uplifting and ennobling future; and enlisting others in a common vision by appealing to their values,

interests, hopes, and dreams); (c) enabling others to act (fostering collaboration by promoting cooperative goals and building trust; and strengthening people by giving *away* power, providing choice, developing competence, assigning critical tasks, and offering visible support); (d) modeling the way (setting the example by behaving in ways that are consistent with shared values, and achieving small wins that promote consistent progress and build commitment); and (e) encouraging the heart (recognizing individual contributions to the success of every project, and celebrating team accomplishments regularly). Statements that described each of these practices made up the 30-item questionnaire inventory (i.e., six individual statements for each of the five leadership constructs.) The most recent (1997) version of the instrument places each item on a 10-point Likert type scale. The scale utilized is: 1 = almost never, 2 = rarely, 3 = seldom, 4 = once in a while, 5 = occasionally, 6 = sometimes, 7 = fairly often, 8 = usually, 9 = very frequently, 10 = almost always. The researchers calculated Cronbach's Alpha to measure internal consistency and the reliability of each leadership construct specifically for Ohio AmeriCorps program directors and coordinators. Internal reliabilities ranged from .52 to .87, with nine of the ten constructs above .74.

The researchers collected data for this study at an Ohio AmeriCorps program directors' and coordinators quarterly meeting in Worthington, Ohio, on October 14, 1998.

All directors and coordinators who were present completed a written research questionnaire within the 30 minutes allotted for the activity. Those directors and coordinators not scheduled to attend the meeting were mailed a written questionnaire on October 12, 1998, so as

to ensure that these directors and coordinators would complete the instrument in the same two or three day period as their colleagues.

Out of the 62 AmeriCorps directors and coordinators in Ohio, 45 (24 directors and 21 coordinators) completed the research questionnaire on-site. Surveys were mailed to the remaining ten directors and seven coordinators. Each questionnaire contained an identification number to assist in follow-up with non-respondents. Nine of the 17 mail-survey participants (53%) returned the questionnaire by October 22, 1998. On October 23, 1998, the researchers conducted follow-up phone calls to remind the remaining eight non-respondents to please return questionnaires. This resulted in the return of four additional surveys. A final response rate of 94% was obtained. Thirty-two (55.2%) respondents were Ohio AmeriCorps program directors and 26 (44.8%) were Ohio AmeriCorps program coordinators. No further follow-up was done with the remaining four non-respondents (two directors and two coordinators).

All research data was entered and analyzed utilizing the SPSS 8.0 statistical program (SPSS, 1997). The researchers calculated descriptive statistics to meet the research objectives. Leadership Practices Inventory (LPI) summative scores were calculated using the following ranges for each leadership construct: 0-6 almost never, 7-12 rarely, 13-18 seldom, 19-24 once in a while, 25-30 occasionally, 31-36 sometimes, 37-42 fairly often, 43-48 usually, 49-54 very frequently, and 55-60 almost always.

Findings

Ohio AmeriCorps program directors identified all five leadership practices as utilized at least "fairly

often" (Table 1). One leadership construct (enabling others to act) was identified as being practiced "very frequently."

Ohio AmeriCorps program coordinators identified all five leadership constructs as practices engaged in

"usually" (Table 1). Three leadership constructs (enabling others to act, modeling the way, and encouraging the heart) were identified as being practiced "very frequently."

Table 1
Mean and median scores describing leadership practices of Ohio AmeriCorps program directors and coordinators

Leadership Practice	Program Directors (n = 32)			Program Coordinators (n = 26)		
	Mean	(SD)	Median	Mean	(SD)	Median
Challenging the process	45.75	(6.64)	45.50	48.80	(6.35)	50.00
Inspiring a shared	44.56	(7.40)	44.50	45.30	(8.30)	46.00
Enabling others to act	50.80	(3.89)	51.00	52.20	(4.29)	52.00
Modeling the way	47.70	(6.16)	48.00	49.80	(5.24)	50.00
Encouraging the heart	38.10	(5.92)	39.00	50.50	(5.23)	49.00

Conclusions and Implications

The study findings support the researchers' initial theory that Leadership Practices Inventory (LPI) scores for Ohio AmeriCorps program directors and coordinators are above average for each leadership construct. The researchers also suspected that Ohio AmeriCorps program directors and coordinators, because of the nature of AmeriCorps and the national service movement, would score significantly higher in the following two areas: challenging the process and encouraging the heart. This observation only held true for Ohio AmeriCorps program coordinators in the area of encouraging the heart.

Neither program directors nor coordinators were identified as challenging the process "very frequently." As previously stated, this was surprising to the researchers in that their observations were that both AmeriCorps program directors and coordinators are quite often engaged in professional behavioral roles that are linked to "challenging the process" through

volunteer efforts. AmeriCorps program directors and coordinators must challenge the process through a variety of ways, including working within the service field (i.e., traditional volunteerism); assisting communities to understand both AmeriCorps and the concept of national service; facing uncertain outcomes on the local, state, and federal levels; experimenting with new ideas and theories of service, leadership, and community; and searching outside the boundaries of their work organizations for support, both financially and personally.

Although Ohio AmeriCorps coordinators indicated encouraging the heart "very frequently," Ohio AmeriCorps program directors reported encouraging the heart only fairly often, which is two levels below "very frequently." In addition, the mean score for Ohio AmeriCorps program directors in the area of encouraging the heart was the lowest mean score for the five constructs of both groups. One reason for the significant difference in the area of encouraging the heart between program directors and

coordinators could be the fact that, in many cases, AmeriCorps program coordinators work more closely with AmeriCorps members, service recipients, and host-sites or partners on a day-to-day basis. It is generally understood in the AmeriCorps model that a program coordinator would engage in more frequent practice of praising members, expressing confidence in their abilities, recognizing member accomplishments and services, motivating the corps, and working to instill an overall ethic of service. The assumption of these duties by program coordinators leaves AmeriCorps program directors the more bureaucratic tasks of program operation and administration, which can require less usage of the leadership practice of encouraging the heart. In the case that a program does not have a program coordinator, the AmeriCorps program director would be expected to engage in these behaviors as well.

Originally, the researchers believed that Ohio AmeriCorps program directors would report higher mean scores in all five leadership construct areas when compared to Ohio AmeriCorps program coordinators. Generally, Ohio AmeriCorps directors have more professional experience, greater knowledge of national and community service, are serving in other leadership roles within the larger organization, and have obtained higher levels of education. Naturally, assumptions could be made that program directors should indicate higher or greater use of effective leadership practices, if only based on the fact that these individuals were serving as AmeriCorps program directors.

Study results indicate a definite contrast. Ohio AmeriCorps program coordinators indicated utilization of each leadership practice at a higher frequency than Ohio AmeriCorps program directors. The researchers suggest several possible

connections. First, the possibility that the professional duties of program coordinators allow for more frequent development of leadership practices should be considered. The professional duties of program coordinators entail more frequent contact with AmeriCorps members. Program coordinators' prior life experience, both personal and professional, where they learned effective leadership, is also a possibility (although in the study, program directors reported more professional experience in every area than program coordinators).

Ohio AmeriCorps program directors reported "enabling others to act" as their highest construct and as a leadership practice it is used "very frequently." It is highly likely that successful mastery of this effective leadership practice has had some influence on the leadership development growth of program coordinators. Program directors who successfully delegate responsibilities, especially day-to-day management of members, could be assisting program coordinators to grow in the leadership construct areas of challenging the process, inspiring a shared vision, and encouraging the heart. A strong correlation could exist with program coordinators' higher use of effective leadership practices and program directors' competency level in "enabling others to act."

It is important to recognize that Ohio AmeriCorps program coordinators reported significantly above average results with three constructs: enabling others to act, modeling the way, and encouraging the heart. These three areas could be expected for program coordinators since they interact on a more frequent basis with AmeriCorps members, program volunteers and service recipients. It should be considered, however, that several AmeriCorps program directors do

not have program coordinators assisting them with program operations. In these scenarios, pro-program directors perform all program-related management functions. This fact does not, however, seem to have affected the overall leadership mean scores for program directors.

Even though the overall leadership mean scores for both Ohio AmeriCorps program directors and coordinators are positive, the researchers expected higher scores to surface in each construct area. Although the Corporation for National Service offers national leadership development training to AmeriCorps professional staff, this opportunity has not been promoted effectively in Ohio and participation by Ohio AmeriCorps directors and coordinators has been limited. Time management concerns with Ohio AmeriCorps program directors specifically seems to be an issue shared commonly with the staff of the Ohio Governors Community Service Council. Many times, program directors have additional responsibilities within their agency or organization in addition to managing the AmeriCorps program, and do not feel *they* have sufficient time for in-service training beyond what is absolutely required from the Governors Community Service Council (only 34.4% of AmeriCorps directors reported participation in any leadership-related training in the 24 months immediately preceding data collection).

As AmeriCorps program budgets remain stagnant or even decrease, and the current debate over program funding continues (Joseph, 2003), AmeriCorps program directors and coordinators may need to focus even more closely upon their expanded leadership roles in nurturing and managing community volunteer leaders. These expanded roles may involve not only the five leadership

competencies described by Kouzes and Posner (1995) but also the leadership capacities for volunteer administrators described by Safrit and Merrill (2000). Such expanded leadership roles must include creating and communicating a shared vision for volunteer programs; embracing diversity while nurturing pluralism among program staff, volunteers and clientele; acting with values shared by all program stakeholders and championing ethical behavior; accepting change while managing the ambiguity that results from our rapidly changing society; linking effective program management to personal visionary leadership; and, reflecting upon program purposes, processes, and products (i.e., goals and impacts.)

Finally, the researchers might question that although Ohio AmeriCorps program directors and coordinators reported above average scores on the Leadership Practices Inventory (LPI), is "above average" sufficient? The researchers believe that for the spirit of national service to blossom and to become an integral part of the nation's commitment to volunteerism, committed and effective national service leaders must be present in the field. This discussion is pertinent for all proponents of the national service movement. After all, how can AmeriCorps program directors and coordinators support and model effective leadership practices to AmeriCorps members, community volunteers, and the clientele they serve if they struggle with these concepts personally?

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**Tough Choices:
The Challenge of Leadership in the 90's**

Judith V. Waymire

[Editor's Note: no contact information available]

(Editor Generated) Abstract

The author addresses the critical issue of ethical decision making for professional managers of volunteer resources as affected by self-esteem; ethical reasoning; and roles, status, and structures. A framework for ethical decision-making is presented.

Key words:

ethics, values, professionalism, leadership

You supervise 15 volunteers in your very busy, understaffed office. Mrs. Gibson is your most valuable volunteer. She is organized, works long hours, fulfills her responsibilities in nearly every way, and has potential for a more responsible position. However, she undermines morale by disparaging other volunteers' work and then threatens to leave unless you put forward her name as board president. What do you do?

Factors in choosing often make "right" and "wrong" less than perfectly clear. Making choices is even harder when you're a volunteer administrator, because you're not just making personal choices but

choices that affect volunteers, staff, stakeholders, and constituents.

What affects the choices we make?

Self esteem is one of the factors in choosing. How do we feel about ourselves? Do we "give in" to gain acceptance by the group or "stand firm" even when we're standing alone?

Ethical reasoning involves several other types of choices.

1. Legalities vs. compassion
2. Set beliefs vs. situation-driven
3. Results of actions vs. intentions

Roles, status, and structures all compete as we try to make rational choices. By recognizing the various pressures, we can make choices more

reflectively, more self-consciously, and more consistently.

1. The roles we play (Director of Volunteer Services, treasurer of our club, daughter, friend, mother, etc.) all carry behavioral expectations. An administrator needs to be equitable, a daughter needs to be loyal to family, a treasurer needs to be honest, etc.
2. Roles may often be in conflict with the status we have acquired. Can you be a sympathetic friend and collect dues? Can you be a compassionate mother and a disciplinarian?
3. The social structures in which we work (office, tennis team, church, family, etc.) also suggest norms for behavior which may conflict with our personal norms. Do I play office politics to get a promotion? Can I work for a health organization and be a smoker? Can I be an aggressive fundraiser for the church?

especially for a volunteer administrator, springs from a commitment to personal values, such as straightforwardness, truthfulness, honesty, respect for others, and justice. At the heart of all behavior are personal values, deep-rooted principles which impact our choices, behaviors, and attitudes. By examining our values, we become more sensitive to why we make the choices that we do.

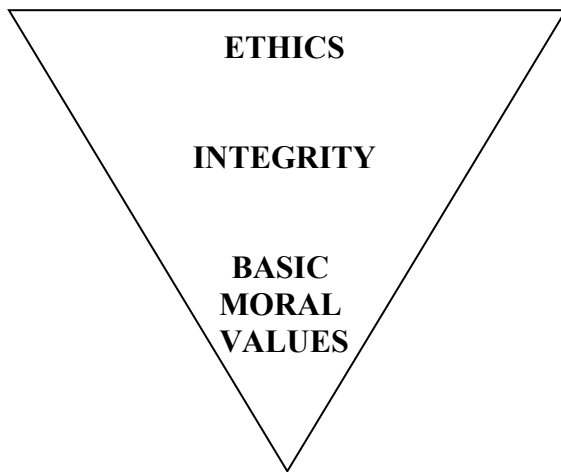
Integrity is the cement which holds personal values together. It is the behavior consistent with those values. An individual must act by principle rather than expediency. A leader can only maintain trust if decisions are consistent and predictable. It is devotion to what is right and just. This means that I will do exactly what I say I will do. Integrity does not allow for compromise.

Ethics are personal values translated into action. They are the norms that govern behavior in a group. Leaders are responsible for establishing and maintaining the code of ethics in a group by their own actions, by reinforcing appropriate behaviors and communicating their positions to others.

One of the major tasks of a volunteer administrator is to examine this value base, discard values left from history if they aren't appropriate, and take ownership of values that work. This, in turn, helps us develop a clearer understanding of our behavior so that we can better control our lives.

You know you're in a tough choice dilemma when your stomach gets tied in knots and you say, "Help, what should I do here?" An ethical dilemma often tugs between "wants" and "duties."

Figure 1. Leadership Value Progression.



Basic moral values (see Figure 1) are at the core of leadership. For the most part, effective leaders have a solid moral foundation, a sense of right and wrong and what is important. Effective leadership,

Framework for Ethical Decision-Making

Ask yourself these questions:

1. What is the dilemma?

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