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

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Abstract

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

Key Words: volunteer administration, professional competencies, volunteer management

Introduction

For more than three decades, authors, researchers, and practitioners have strived optimistically toward a vision of expanded volunteer engagement in community programs in both the United States (Boyd, 2004; Collins, 2001; Hange, Seevers & VanLeeuwen, 2002; King & Safrit, 1998; Kwarteng, Smith, & Miller, 1988; Safrit, Smith & Cutler, 1994) and other nations (Chizari, Lindner, & Karjoyan, 1999; Shahbazi, 1993; Stedman & Place, 2004). Chizari, Lindner and Karjoyan (1999) suggested that the absence of volunteerism was a critical factor between successful and unsuccessful educational organizations in non-Western nations. Jackson, Kirkwood, Asante-Ntiamoah, and Armstrong (2002) concluded that the availability and mobilization of volunteers should be considered by community-based organizations developing international educational programs. Stedman and Place (2004) concluded that "In order to more efficiently, more effectively utilize volunteers in international . . . development

Table 1

A Summary of Competencies Suggested by Selected publishes Volunteer Management Models

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

we must develop an understanding of how organizations use, train, and perceive volunteers in their organizations (p. 147) . . . The concept of globalization intends that we make attempts to provide global experiences for all: faculty, students, extension agents, and volunteers" (p. 148). However, little empirical research investigating volunteer management competencies among volunteer administrator populations exists.

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

A variety of volunteer management models have been proposed that suggest core competencies necessary for managers to successfully design and implement volunteer delivered community-based educational programs. Arguably, the very first comprehensive model of volunteer management in the United States (U.S.) was presented by Boyce (1971) for use in the Cooperative Extension Service. He identified seven constructs inherent in effective volunteer management comprising the I.S.O.T.U.R.E. model: identification, selection, orientation, training, utilization, recognition, and evaluation. Shortly after Boyce's proposed model, others began writing about the role of the salaried volunteer manager, and more specifically

their role in motivating volunteers; establishing a positive organizational climate for volunteerism, planning, implementing and evaluating volunteer programs, and communications (Wilson, 1976).

Beginning in the 1980's, several individuals proposed expanded administrative approaches to volunteer management. Brudney (1990) capitalized on the necessity for public agencies to implement a consistent volunteer management model in order to mobilize volunteers for public service in local communities. Much of what Navarre (1989), Ellis (1996), and Stepputat (1995) proposed is still prevalent to current practices by managers of volunteers, including developing written job descriptions; recruiting, interviewing, screening, orienting, and training new volunteers; volunteer supervision, evaluation, recognition, retention, record keeping, and motivation; and professional advocacy and development for managers of volunteers.

Several volunteer management models have been implemented within the context of extension organizations that are widely known for their extensive network of volunteers. Using Boyce's (1971) conceptual model, Safrit, Smith and Cutler (1994) developed "B.L.A.S.T.: Building Leadership and Skills Together", an applied volunteer management curriculum that is now used in more than 21 4-H Youth Development programs and numerous non-profit organizations across the country as well as in several non-U.S. 4-H programs. Conceptual components of volunteer administration identified by Kwarteng, Smith and Miller (1988) included planning volunteer programs; clarifying volunteer tasks; and the recruitment, orientation, training, support, maintenance, recognition and evaluation of volunteers. The L.O.O.P. model (Penrod, 1991) included four

overarching components of volunteer management: locating and orienting volunteers, operating volunteer programs, and perpetuating volunteer involvement. Culp, Deppe, Castillo and Wells' G.E.M.S. model (1998) built upon and reorganized the earlier works of Penrod, Kwarteng et al., and MacKenzie and Moore (1993) by organizing components of volunteer administration into four primary categories: generate, educate, mobilize, and sustain volunteers.

Numerous applied researchers have sought to further clarify the necessary competencies for today's managers of volunteers, focused primarily upon U.S. contexts. Recognizing the importance of volunteerism in today's public classrooms, Harshfield (1995) investigated the perceived importance of selected volunteer management components in western U.S. schools. King and Safrit (1998) investigated the importance and competence of selected volunteer management components for Ohio 4-H Youth Development agents. Based upon King and Safrit's study, Collins (2001) explored Michigan 4-H Youth Development agents' perceptions of the importance of and competence with selected volunteer management components. Hange (2002) studied U.S. 4-H agents' perceptions and attitudes towards their competency levels with selected volunteer management functions. In a qualitative Delphi study of Cooperative Extension administrators and volunteerism specialists across the country, Boyd (2004) identified competencies that will be required by volunteer administrators as they lead organizations over the next decade.

Most recently, Safrit and Schmiesing (2004) utilized a qualitative methodology with volunteer consultants and practitioners in the United States to develop the P.E.P. model for volunteer administration. P.E.P. included three overall categories within volunteer administration encompassing nine components: Category I: (Personal) Preparation (three components): 1. Personal and Professional Development (one theme), 2. Serving as an Internal Consultant (ten themes), and 3. Program Planning (six themes); Category II: (Volunteer) Engagement (four components): 4. Recruitment (three themes), 5. Selection (three themes), 6. Orientation and Training (three themes), and 7. Coaching and Supervision (three themes); and Category III: (Program) Perpetuation (two components): 8. Recognition (two themes), and 9. Program Evaluation, Impact and Accountability (six themes). Based upon P.E.P., Safrit and Schmiesing (2005) subsequently described self-reported current levels of importance and competence by Association for Volunteer Administration (AVA) members internationally for the specific volunteer management competencies identified in their earlier qualitative research.

Jedlicka (1990) concluded that "Volunteerism also satisfies an essential element for world development. . . It is not unreasonable to think of developing organizations that can carry out a volunteer world development. . . Dare we be optimistic?" (pp. 54, 99). Thus, while each of the previously identified volunteer management models and studies has been extremely important to the evolution of volunteer administration as a recognized profession, valid and reliable empirical data is needed in order to develop a contemporary perspective of volunteer administration in community-based volunteer programs. Such data could serve as the initial foundation for further research, as well as the development and standardization of a holistic model for volunteer administration that unites our profession regardless of nationality, geographic location, program focus, or organizational context.

Purpose, Objectives, and Methods

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

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

A cover letter, the questionnaire, and a self-addressed return envelope were mailed to participants on August 10, 2004, with a requested return date of September 1, 2004. A follow-up email reminder was sent one week later by the AVA office staff. The researchers emailed a final, personalized reminder to all members on September 10, 2004.

As of the September 15, 2004, deadline, 538 questionnaires had been returned with 522 usable responses, resulting in a final response rate of 25% (Wiseman, 2003.) The researchers followed-up with 150 randomly selected non-respondents (Linder & Wingenbach, 2002; Miller & Smith, 1983) and found no significant differences between respondents and non-respondents. The researchers analyzed the data using the Statistical Package for the Social Sciences (SPSS) version 12.0, calculating appropriate descriptive statistics to satisfy the research objectives (Norusis, 2003).

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

Two criteria were used to initially determine the number of components to be extracted. First, only components with eigenvalues greater than 1.0 were considered for the analysis. Second, a scree plot of the component eigenvalues was used to identify breaks or discontinuity in determining the number of major components. After initial extraction, a third criterion for the determination of the number of components to extract was whether they possessed meaningful interpretation (simple structure and conceptual sense). The extraction procedure resulted in the identification of seven components underlying the conceptual constructs of volunteer management

competencies. The components were rotated using a varimax rotation method with Kaiser Normalization to aid in interpretation. A maximum likelihood factor extraction procedure was also used to observe the stability of the components identified in the principle component analysis. This second technique resulted in the delineation of identical factors with similar loadings as the principle components analysis, reflecting stability in the results.

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

Findings/Results

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

components accounted for 39.2% of the total variance. (See Table 2, p. 12-13)

Conclusions and Implications

The seven components identified in this study emphasize practically all of the volunteer management competencies identified during the previous 35 years by authors and professional leaders in the field (Figure 1). The four components of Volunteer Recruitment and Selection, Volunteer Orientation and Training, Volunteer Program Maintenance, and Volunteer Recognition address the large majority of volunteer management concepts that have been identified traditionally for volunteer organizations and programs holistically (Boyce, 1971; Wilson, 1976; Navarre, 1989; Brudney, 1990; Penrod, 1991; Fisher & Cole, 1993; Stepputat, 1995; Ellis, 1996; Culp et al., 1998).

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

However, of the seven components identified, three are relatively new foci of volunteer management and administration and are reflected in only the most current of

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

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

The authors suggest that this revised P.E.P. model would serve as a unifying, holistic foundation (based upon empirical data from AVA members internationally) for a unified, consistent basic and continuing professional education, training, and certification curriculum for all managers of volunteers. The revised P.E.P. model provides an easy-to-grasp (and remember!) overall conceptual framework for volunteer administration (i.e., "Personal Preparation", "Volunteer Engagement", and "Program Perpetuation") even for a relatively short tenured manager of volunteers to comprehend as s/he considers the fundamental aspects of the volunteer administration profession. Secondly, the P.E.P. model's more narrow focus upon only seven domain topic areas allows an individual manager of volunteers of any tenure to reflect upon and self-assess their current levels of professional competence in

an manageable number of critical focused aspects of our profession. Ultimately, the 62 individual and unique specific competencies comprising the seven domain topic areas provides for an extremely focused and intense personal assessment of the core knowledge, skills and attitudes that are fundamental to the effective management of volunteers and administration of volunteer programs.

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

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Table 2

Rotated Component Matrix of Selected Volunteer Management Competencies

Item	Component Loadings							Comm unality
	1	2	3	4	5	6	7	
Factor 1: Volunteer Recruitment and Selection								
Assess needed skills and abilities for specific volunteer positions	.554							.486
Assess organizational climate for readiness of new volunteers	.541							.414
Identify indicators of a successful program	.541							.446
Assess skills/interests of potential volunteers for other positions	.490							.434
Analyze data collected from the evaluation process for volunteers	.487							.438
Conduct targeted recruitment of volunteers	.480							.386
Re-assign volunteers when they are unsuccessful in current positions	.478							.474
Communicate the results of the evaluation with stakeholders	.476							.444
Promote diversity in volunteer recruitment	.476							.346
Match potential volunteers with positions based on skills, abilities, & interests	.475							.508
Assess organizational needs for volunteers	.460							.397
Develop selection process consistent with position responsibilities	.435							.411
Develop a comprehensive evaluation process	.429							.526
Include other stakeholders in the volunteer selection process	.428							.294
Develop individualized plans of action with volunteers.	.420							.256
Utilize principles of adult education in training volunteers	.412							.382
Design recruiting strategies with boards & administrators	.408							.364
Evaluate selection process against best-practices	.407							.334
Factor 2: Volunteer Administrator Professional Development								
Participate in national professional organizations		.679						.534
Read newsletters, list-serves, & professional journals		.629						.501
Pursue sources of professional development		.617						.545
Seek out educational opportunities to enhance professional skills		.599						.466
Assess my professional knowledge, skills, and abilities		.563						.488
Participate in local professional organization		.557						.371
Communicate my professional development needs to supervisors		.478						.406
Attend professional conferences related to volunteer management		.467						.320
Develop a filing system to manage paperwork		.457						.408
Develop a personal philosophy of volunteer management		.448						.332
Calculate the cost-effectiveness of the volunteer program		.427						.444
Develop personal philosophy of volunteer involvement		.426						.354

Item	Component Loadings							Comm unality
	1	2	3	4	5	6	7	
Balance personal and professional responsibilities		.415						.340
Regularly update stakeholders on the results of evaluations		.409						.441
Manage personal stress resulting from professional responsibilities		.402						.329
Develop system for processing paperwork		.402						.300
Factor 3: Volunteer Orientation and Training								
Design training specific to volunteer responsibilities			.627					.484
Communicate orientation & training requirements to volunteers			.613					.479
Conduct on-going training for volunteers			.580					.444
Identify teaching materials for volunteer training			.569					.514
Document volunteer training completed			.557					.506
Develop on-going training for volunteers			.555					.556
Assess & manage risks associated with volunteer positions			.534					.477
Identify objectives for orientation & training			.525					.470
Design orientation program			.520					.418
Conduct performance evaluation of volunteers			.472					.438
Conduct organizational orientation for all new volunteers			.466					.299
Evaluate training/orientation program			.453					.515
Reject potential volunteers not meeting minimum standards/qualifications			.423					.394
Develop policies to manage volunteer risks			.421					.362
Meet legal obligations related to volunteer selection			.416					.406
Conduct individual evaluations of volunteer performance			.414					.393
Factor 4: Volunteer Program Advocacy								
Promote leadership opportunities to potential volunteers				.575				.536
Provide additional leadership opportunities for volunteers				.559				.503
Engage volunteers to teach components of the orientation & training process				.539				.351
Develop on-going training needs assessment for paid staff				.514				.466
Train staff to select volunteers using acceptable procedures				.480				.423
Identify future uses of volunteer program evaluation results				.447				.459
Conduct performance evaluation for those assigned to supervise volunteers				.443				.404
Identify leadership team for the volunteer program				.422				.442
Develop on-going training needs assessment for volunteers				421				.364
Educate others on how to evaluate components of the volunteer program				.420				.474
Conduct focus groups to identify program needs				.413				.436
Share progress towards goals with current volunteers				.405				.446
Represent volunteer interest in program development				.405				.358

Item	Component Loadings							Comm unality
	1	2	3	4	5	6	7	
Factor 5: Volunteer Program Maintenance								
Resolve conflicts between volunteers & paid staff					.745			.629
Support paid staff when working with volunteers					.701			.634
Support paid staff as they work with volunteers					.686			.598
Resolve conflicts between volunteers and paid staff					.635			.513
Recognize paid staff for participating & supporting the volunteer program					.610			.441
Educate new paid staff on volunteer management					.608			.553
Train & educate current staff to work with volunteers					.591			.545
Involve paid staff in the recognition of volunteers					.486			.470
Factor 6: Volunteer Recognition								
Identify volunteers who should be recognized						.645		.544
Plan and implement formal volunteer recognition						.615		.431
Implement on-going recognition of volunteers						.549		.459
Determine how volunteers will be recognized						.530		.444
Keep records of those recognized						.520		.305
Support volunteers during challenging situations						.517		.418
Offer a wide range of opportunities for potential volunteers						.485		.402
Offer alternative opportunities to volunteers other than what they apply for						.453		.411.
Resolve conflicts between volunteers						.401		.404
Factor 7: Volunteer Program Resource Development								
Identify fundraising needs							.760	.640
Develop fundraising plans							.745	.634
Solicit funds from prospective supporters							.713	.618
Build positive relationships with donors							.556	.426
Establish marketing plan for volunteer recruitment							.516	.427
Develop marketing tools for volunteer recruitment							.471	.425
Utilize a variety of media to recruit volunteers							.459	.326
Implement an on-going recruitment plan							.430	.376
Research market for potential volunteers							.424	.273
Eigenvalues	9.6	9.2	8.9	7.4	7.3	6.5	6.0	
% Trace	17.6	16.8	16.1	13.5	13.2	11.9	10.9	

Table 3

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

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

Table 4

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

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

Professional Domain	Domain Topic Area(s)	Domain Topic Area Competencies
		development; Promote & provide additional leadership opportunities to potential volunteers; Engage volunteers to teach components of the orientation & training process; Develop on-going training needs assessment for paid staff; Train staff to select volunteers using acceptable procedures; Identify future uses of volunteer program evaluation results; Conduct performance evaluation for those assigned to supervise volunteers; Develop on-going training needs assessment for volunteers; Educate others on how to evaluate components of the volunteer program; Share progress towards goals with current volunteers