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The Experiences of Administrators Recruiting Volunteers for Educational Outreach Programs

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Walden University

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Kimberly Burgess Neloms

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Walden University
2020

Abstract

The Experiences of Administrators Recruiting Volunteers for Educational Outreach
Programs

by

Kimberly Burgess Neloms

MA, Montevallo, 2000

BS, University of North Alabama, 1993

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

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Abstract

Volunteers are needed for community educational outreach programs (EOP). Though the research site is a local university where EOP programs are offered to the community, EOP administrators are experiencing difficulties in recruiting volunteers who can deliver EOP workshops. The purpose of this basic qualitative study was to understand the experiences of EOP administrators recruiting volunteers in order to maintain the EOP program. The conceptual framework was the social identity theory by Tajfel regarding organizational management of volunteers. The research question was about the recruitment experiences of EOP administrators regarding volunteers who facilitate educational programs. The sample was 10 purposefully selected EOP administrators who recruit volunteers. Data were collected using semi-structured interviews with open-ended questions that were audio recorded. Data were analyzed using open and axial coding for emergent themes. The findings included strategies to recruit volunteers in urban areas. A 3-day professional training was developed with strategies for recruiting volunteers. Positive social change may occur by using the findings to recruit volunteers for the EOP program to provide adult education programs to local communities.

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Dedication

This project is dedicated to my loving husband, son, my mother, and late father. Thank you, Mom, for the prayers and support. A special thank you to friends and family who supported me through this educational journey. Your words of encouragement helped me to accomplish my goal. I am grateful for your support.

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Section 1: The Problem

Introduction

Volunteers are needed for program development (Bruns & Franz, 2015), as organizational shifts make volunteers more essential to sustain services of organizations (Cleveland & Thompson, 2007). Additionally, relationships and affiliations within an organization are important to the quality and quantity of services provided by volunteers (Bronstein & Mason, 2013). According to the Bureau of Labor Statistics (2017), 41.6% of volunteers became involved with leading an organization after someone in the same organization recruited them to be a volunteer. Volunteers also have skill sets that are needed by organizations (Van Winkle, Busler, Bowman, & Manoogian, 2002). Thus, administrators need to know how to recruit volunteers for nonprofit organizations (Hager & Brudney, 2015). Staff must have skills needed to recruit volunteers for the sustainability of outreach program efforts (Van Winkle et al., 2002).

The need to recruit volunteers with specialized skills to deliver educational outreach programs (EOP) is becoming increasingly important. EOP administrators need volunteers to address the needs of members in urban metropolitan areas (Cemalcilar, 2008; Culp, McKee, & Nestor, 2007). Volunteers not only serve as educational facilitators but also in other capacities such as (a) advisory committee members who provide information to expand and strengthen EOPs' outreach; (b) clerical assistance helping to organize class schedules, meetings, and transportation services; and (c) overnight facilitators for events and conferences. An EOP's structured volunteerism program has been to recruit volunteers to build outreach capacity within urban

communities. Volunteers are helping with program development and implementation, conflict management, nutrition, environmental, and family and child development. However, volunteer rates have been declining.

More than 64.3 million people (26.3% of the adult population) volunteer with various organizations per year (United States Department of Labor, 2017). Annual volunteer hours nationwide add up to about 8.1 billion hours and are worth approximately \$173 billion (Independent Sector, 2016). But according to the Bureau of Labor Statistics (2017), the rate of people, volunteering has been declining. For instance, administrators of EOPs have experienced difficulties recruiting volunteers. At the study site, there has been a decline in recruiting volunteers (Figure 1).

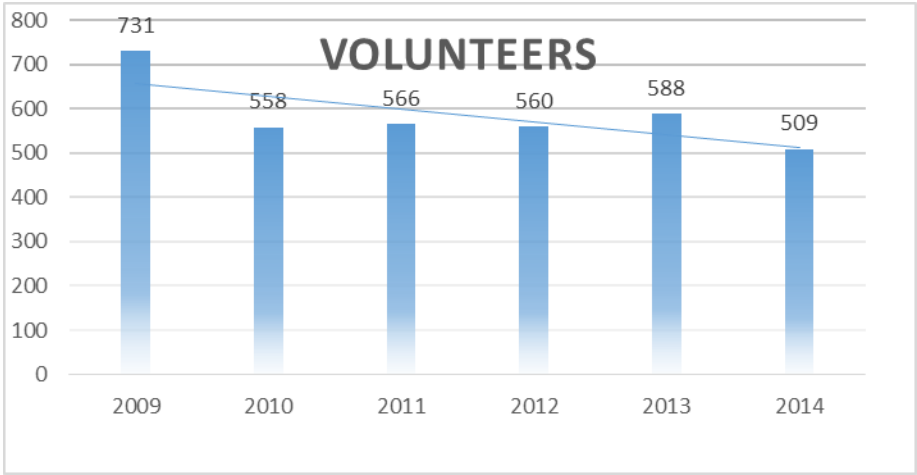


Figure 1. Decline in the Number of Volunteers. Data from EOP public documents regarding student, general, and other types of volunteers.

This decline in recruitment is important to address because EOP administrators need volunteers to continue to serve local communities in the southern United States. According to a strategic plan, one of the goals is to engage urban youth and young adults

in civic, social, scientific, career, and community service. EOP administrators have experienced a problem with recruiting volunteers for the past 5 consecutive years.

According to an administrator at the site, in 2009, EOP administrators had recruited 731 volunteers and after 2009, recruitment declined.

An administrator of the program also stated that a performance goal is to maintain a structured volunteerism program to recruit volunteers. Recruitment of volunteers for outreach educational programs adds to the outreach component of U.S. land grant institutions. Additionally, the goal of EOP administrators is to strengthen EOPs' capability to perform its mission more effectively. EOPs consist of (a) EOP's vision and mission statement, (b) roles and responsibilities of volunteers, (c) risk management, (d) capturing volunteers' service hours, (e) completion of volunteers' job assignments, and (f) submission of records and reports.

Rationale

Evidence of the Problem from the Local Setting

The need to recruit volunteers is becoming increasingly important to EOPs. Over the past 5 years, the number of volunteers has declined in the local study organization. But EOPs are needed to address the needs of people benefitting from the outreach programs in the urban metropolitan areas. The need is to expand the pool of volunteers. The need is also to understand how EOP administrators could recruit volunteers. The findings of this study may help administrators to recruit volunteers.

Evidence of the Problem from the Professional Literature

Documenting volunteers' experiences and perceptions can help staff tailor programs to meet volunteers' needs and identify areas where change in volunteer training and management needs to be made (Braker, Leno, Pratt, & Grobe, 2000). Volunteers are recruited to provide support of programs. Additionally, volunteers are important to the success of program implementation in nonprofit organizations (Fritz, Karmazin, Barbuto, & Burrow, 2003). Improvement in training for staff can result in recruiting skilled volunteers to expand program outreach (Corporation for National and Community Service, 2016). When the needs and interests of volunteers correlate with the services provided, recruitment will increase (Douglas & Rollins, 2007).

Despite the need for recruitment, most not-for-profit organizations do not manage volunteers effectively (Eisner, Grimm, Maynard, & Washburn, 2009). In the U.S, one-third of paid staff who serve to manage volunteers within nonprofits have not had formal volunteer management training (Eisner et al., 2009). For example, volunteer training is an essential component of an EOP staff's job duties and responsibilities when recruiting volunteers. However, due to a diverse population of employees, determining an organization's professional development (PD) needs is challenging. Volunteer managers within organizations must be skilled in developing personnel's capacities (Conklin, Hook, Kelbaugh, & Nieto, 2002). Because volunteers' services add to the effectiveness of outreach educational programs (Ramussen, 2002), they should receive effective PD because inadequate training can hurt the organization (Hoover & Connor, 2001).

Scholars have identified the competencies required by professionals who work with volunteers. These include application of technical skills and knowledge as well as effective use of personal characteristics leading outstanding performance (Boyd, 2004; Culp et al., 2006; Culp, et al., 2007). The steps to enable educators in all program areas to fully use volunteers may include (a) providing ongoing opportunities for training and PD in competency areas such as in volunteer leadership, organizational cultural development, and personal skills; (b) including these competencies in the performance expectations of an employee; and (c) enabling faculty resources and time and resources for the attainment of competencies (Boyd, 2004). Competence developing a positive organizational culture is important to support effective teams for managing change because staff serving in the role of volunteer administration must become proficient in recruiting volunteers (Smith, 2008).

Though competencies are important to develop in volunteers, volunteer managers' expertise rates are low, with only one in three volunteer managers receiving PD (Hager & Brudney, 2004). But volunteer managers must have organizational, leadership, management, and personal skills (Boyd, 2004). Volunteer managers should be capable of maximizing results of an effective volunteer recruitment method for program success (Knepper, D'Agostino, & Levine, 2015; Reamon, 2016). Outreach programs often experience difficulties recruiting volunteers with specialized skills (Skoglund, 2006). In order to recruit specialized skilled volunteers, an effective volunteer training program must be implemented (Smith, Dasher, & Klingborg, 2005). Effective training programs

enable volunteers to develop skill sets that lead to volunteer leader recruitment (Van Winkle et al., 2002).

Definitions of Terms

Two terms are used in this study that require operational definitions.

Educational Outreach Program (EOP) Centers: EOP Centers represent a local office equipped with trained professional staff who implement programs, conduct workshops, and provide immediate assistance across a number of disciplines including gardening, food preservation, forestry, money management, family, and youth development.

Skills-based volunteering: Skills-based volunteering is the used of special talents and skills to strengthen the capacity of nonprofit organizations so their missions can be achieved (Corporation of National and Community Service, 2016).

Significance of the Study

Based on a report from the research site, in 2017, the number of volunteers decreased by 76% in comparison to the number of volunteers enrolled in 2016. The EOP full-time staff are responsible with recruiting volunteers to assist with facilitating educational programs. The decline in volunteer numbers created a need for a deeper understanding within EOP for a better way to recruit volunteers to deliver educational programs in urban areas.

The findings may be used to identify areas needing improvement in recruitment strategies to strengthen the capacity of the volunteers' core. The findings may also assist with developing policies and procedures on recruiting skills-based volunteers.

Administrators may reflect on experiences and provide strategies for recruiting volunteers. EOP administrators' experiences with recruitment of volunteers in urban areas can aid agency leaders with expansion of educational programs in the local community. To assist EOP administrators in addressing local and state needs, volunteers are needed to implement curricula and to facilitate educational programs. The findings of this project study may help EOP administrators to be better recruiters of volunteers.

Purpose of the Study

EOP administrators at the research site have experienced difficulties in recruiting volunteers who are facilitating educational programs. The purpose of this basic qualitative project study was to understand the recruitment experiences of EOP administrators who are recruiting volunteers in order to maintain the EOP program. To achieve this goal, semistructured, face-to-face interviews were conducted with EOP administrators.

Research Question

The research question that guided this project study was as follows: What are the recruitment experiences of EOP administrators of EOPs regarding volunteers who facilitate educational programs?

Review of the Literature

The search for information began by doing a book search on the topic of volunteer recruitment for nonprofit organizations. When quality research was found in a book, the reference list provided more books that were also used in this research. An online search was conducted using the Walden University research databases. Articles were reviewed

from educational research databases such as ERIC, ProQuest, and Google Scholar. The database search began with using the keywords *recruiting volunteers*, *volunteers in NPO*, and *strategies used to recruit volunteers*. Search terms also included *volunteers*, *volunteer management*, *professional development for volunteers*, and *professional development for staff supervising volunteers*, *cultural diversity*, and *education programs*. The literature review begins with the framework of this study. EOPs and issues with the recruitment of volunteers are also presented. Additionally, specific strategies used to recruit volunteers and retain them for a long period of time are presented.

Conceptual Framework

Recruiting volunteers is necessary for volunteer programs especially with public organizations (Lough & Xiang, 2016). Volunteers for the EOPs need to have integration in communities and society where they deliver the educational program. Interaction is important between EOP volunteers and their students to help them learn. For instance, EOP volunteers may apply learning theory for students' acquisition process (cognitive) to be adequate for students to learn what is being taught (constructivist). EOP volunteers need to teach in a way for students to recall and apply relevant contexts.

Based on the importance of recruiting volunteers with necessary skills, the conceptual framework was the social identity theory by Tajfel, Turner, Austin, and Worchel (1979), which is focused on learned behaviors and perceptions regarding sense of belongingness. The theory suggests that people's sense of pride or self-esteem is developed through the groups to which they belong. Tajfel et al. suggested that individual behavior can be modified by modifying attachment to various groups within the

organization. Individuals evaluate themselves and others based on whether they are a part of a group. This gives individuals a social identity, which increases their self-esteem and self-concept.

Because volunteers see themselves as belonging to the organization's group, their sense of belonging to the organization as well as their sense of pride increases. This indirectly impacts volunteer's recruitment behavior. The EOP administrators' model also imitates the central processes of the social identity theory when recruiting volunteers with specialty skills to teach education courses to adult students within the EOP organization. For example, volunteers can learn new behaviors or change their behaviors by observing the behavior of EOP administrators. When EOP administrators engage in a behavior, then administrators help the volunteers imitate responses. This way, volunteers observe and repeat EOP administrator behaviors to strengthen previously learned behaviors and develop a sense of self-efficacy (Bandura & Walters, 1963). Given that self-efficacy is a central concept of social learning theory, EOP administrators help volunteers gain confidence about their ability to teach EOP courses. Through self-efficacy expectation, EOP administrators expect volunteers to accomplish bigger and more complex tasks.

The social identity theory is a useful framework for conceptualizing volunteerism. For example, volunteers who have colleagues at EOP who volunteer at the organization and talk about their experiences are more likely to consider volunteering. When individuals volunteer, their behavior is reinforced by the people with whom they are working. EOP volunteers develop self-efficacy by socializing more with people from

different ethnic and racial ethnic groups. Socialization and self-efficacy increase the likelihood that the individual will continue volunteering (Astin, Sax, & Avalos, 1999).

Adult Learning

Adult learning theory was also important to consider for this project. According to Knowles, Holton and Swanson (1998), adult learning encompasses (a) motivation, (b) orientation to learning, (c) readiness to learn, (d) learner's experiences, (e) the learner's self-concept, and (f) the need to know. These are critical to the learning process for adults who are experienced, autonomous, and self-directed thinkers. Being self-directed begins early in life and becomes more prevalent throughout adulthood as one manages his or her thinking, actions, and environment. Adults are motivated by learning opportunities that embrace their autonomy, providing freedom and flexibility to direct themselves and their thinking as well as opportunities to satisfy their interests and their need to know. Adults need to know why the information is important to them before motivation and self-concept is achieved (Knowles et al., 1998). When adults believe they can benefit from the outcome then they are ready to learn.

Knowles et al.'s (1998) assumptions relate to educational training programs. For example, staff who provide their time and support to implement educational programs need to know their worth to the programs and/or organization. As a new staff, the desire to know the importance of learning the program's policies and rules is a top priority. Adults will undertake learning when they know why they need to learn it (Knox, 1980). They will consider the benefits before deciding to learn something on their own (Knowles et al., 1998). For staff to be motivated and participate in staff development,

staff want to be able to have a choice to what PD opportunities are provided as well as the timeframe. The positive feeling may come in the form of hoping for a change in a troublesome situation, trust in coping potential, or increased self-confidence (Miceli, Mancini, & Menna, 2009).

Additionally, adult instruction should allow practice of new knowledge and skills. There are many ways emotions and behaviors could be identified in the learning environments (Brown, 2003). For example, participants tend to share their thoughts and feelings based on trust. Staff can build trust among their participants by sharing life experiences and situations. To bridge the classroom experience with future experiences, EOP staff members can provide volunteers with opportunities such as exploring the role of emotional intelligence, examining how different emotions affect impulses, comparing their behavioral tendencies with others, and developing a sense of empathy. It is self-knowledge and this awareness of others this is a keystone to learning (Vandervoort, 2006). Successful leaders are those who possess the prerequisite critical thinking and problem-solving skills to prepare staff members to respond appropriately to evolving challenges at home, on the job, and in their communities (Naruishima, 2005).

Volunteers need training to meet their diverse needs. A diverse group of volunteers may be comprised of retired educators, adults in service-learning projects, full-time professionals, senior citizens, etc. Diverse volunteers donate their time and talent to enhance and use their skills (Bronstein & Mason, 2013; Young & McChesney, 2013). Volunteers across all ages present challenges for staff members (Stone & Edwards, 2008). For example, for staff members to become knowledgeable of how to

work with youth volunteers, identifying their learning needs is important (Shannon & Robertson, 2016).

Engaging and involving staff in staff development that reflects their needs and interests is important to staff supervisors. Supervisors should allow staff to assume responsibility for their learning needs and how to utilize the skills and knowledge obtained from attending the training opportunities. Through experiential learning, volunteers then develop the skills of becoming aware of their feelings and emotions and can convey a sense of self-understanding and mastery (Kolb, 2014). When learning takes place, attention is needed to begin the process, then there is remembering and retaining the information for later use and reproducing the image or information.

Overview of Volunteerism

Volunteers are important to an organization because they offer services to nonprofit organizations (Varela, 2013). Committed volunteers are assets to any organization (Bang, Ross, & Reio, 2013). Volunteers are an essential component in outreach programs strengths as far as each program's development, implementation, and delivery (Sobrero & Craycraft, 2008). Volunteerism is taking initiative rather than requiring a commitment of time and effort (Thomas, Selvadurai, Er, Lyndon, & Moorthy, 2011). Volunteerism can have positive effects on both society and volunteers because their time donated can demonstrate a good potential corporate citizen (Shore & Tashchian, 2013). Volunteering provides an opportunity for participants to engage in society creating a feeling of inclusiveness (Manguvo, Whitney, & Chareka, 2013).

Recruitment of Educational Outreach Program Volunteers

Organizations can recruit through different strategies (Hager & Brudney, 2011). An effective strategy for volunteer recruitment is through organization membership. Volunteers are more likely to volunteer with an organization, when they are asked (Lee & Brudney, 2012). More women volunteer than men (Moore, Warta, & Erichsen, 2014). Women are more likely to provide more services because of their sense of connectedness to community and show more empathy (Lee & Brudney, 2012). Emerging adults, like college students, have a tendency to volunteer in order to enhance personal enhancement. Sellon (2014) found that older adult volunteers possess a wealth of expertise and knowledge and skills that can be used in various volunteer opportunities. Understanding the organization's target audience is the key to recruiting and sustaining volunteers (Bussell & Forbes, 2002). Developing strategies for recruiting and retaining volunteers is important for the sustainability of program efforts (Karl, Peluchette, & Hall, 2008). Michaels (2007) concluded that more volunteers decide not to continue with the organization because it does not have enough opportunities that are worthwhile.

Recruiting a Diverse Group of Volunteers

EOP volunteers need to meet the diverse needs of students. A diverse group of volunteers may be comprised of retired educators, adults in service-learning projects, fulltime professionals, senior citizens, and so forth. Diverse volunteers charitably contribute their talent and time to enhance and use their skills (Bronstein & Mason, 2013; Young & McChesney, 2013). According to Stone and Edwards (2008), volunteers of all ages present challenges for staff. For staff to become knowledgeable of how to work with

adult volunteers, identifying their learning needs is important (Shannon & Robertson, 2016).

Educational Outreach Program Volunteers and Competencies

According to Boyd (2004), competencies needed by staff who are working with volunteers include personal, management, and organizational leadership skills to develop the culture and systems of an organization. Through organizational leadership, staff should have abilities to: (a) conduct needs assessment with community and clientele, (b) create plans of actions from needs assessments, (c) convey organizational vision to stakeholders, (d) commit to the organization's vision, (e) create reports, (f) enhance critical thinking, and (g) to plan and organize (Boyd, 2004). Boyd outlined system leadership as requiring abilities to: (a) collaborate with others, (b) share leadership such as shifting duties to others in specific expertise, (c) understand group dynamics, (d) understand the system to which you oversee, and (d) share power and give up control. Through organizations one should have the skills to: (a) become the expert in volunteer management, (b) make a positive situation in which volunteers can learn, (c) inspire to learn by volunteers, (d) show uplifting demeanor and vitality, (e) inspire others successfully, and (f) trust volunteers to fulfill their role (Boyd, 2004).

Educational Outreach Program Volunteers and Motivation

Non-profit organization thrive because of volunteers. Training and PD for volunteer managers is needed to motivate and support volunteers (Bidee et al., 2013). Discovering and addressing ways to motivate volunteers to serve and succeed is vital for volunteer managers. Motivating and retaining volunteers is a necessity for nonprofit

organizations (Millette & Gagné, 2008). According to Schmiesing, Soder, and Russell (2005), volunteers are motivated by values which are altruistic. Reasons for volunteering include an experience that was enjoyable and interesting and having a good supervisor or leader. Nencini, Romaioli, and Meneghini (2016) remarked that in order for volunteers to retain and foster commitment to the organization, effective volunteer management fosters motivation and retention of volunteers. Among college students and adults, social responsibility or obligation were motives for volunteer service. Strigas and Jackson (2003) reported five factors motivated volunteers in running marathon events. The factors included egoistic, external, leisure, material, and purposive. Based on the factors defined, egoistic motives were found to be most important. Students who volunteered enhanced their sense of responsibility (Laguador & Chavez, 2013). Many factors motivate people to volunteer (Waikayi, Fearon, Morris, & McLaughlin, 2012). Finkelstein (2007) reported, volunteers who are motivated and satisfied and retained are those whose experiences matched their motives for helping. Exploring and developing recruiting and motivation strategies is the key to sustaining volunteers (Culp, 2013). Loblely (2008) concluded that people neglect to volunteer for a specific organization essentially because they were not asked. According to Schondel and Boehm (2000), the volunteer needs profile survey was used to examine adolescent volunteers' motivational needs. A sample size of 255 adolescents was recruited from five sites. The survey collected socioeconomic status, church, and school activities, parental volunteerism, and demographics. The volunteer needs profile is a 35-item questionnaire used to assess seven areas of motivational needs: (a) need to achieve, (b) need for experience, (c) need for social

contact, (d) need for social approval, (e) feelings of social responsibility, (f) responding to others' expectations, (g) expectancy of future rewards (Schondel & Boehm, 2000).

Educational Outreach Program Volunteers

Training is essential for a productive workforce, and the competencies obtained from these sessions should be used, that should result in a more competent staff. UOP staff must receive training in order to improve on the job effectiveness (Chizari, Baygi, & Breazeale, 2006). Ladewig and Rohs (2000) reported that several skills are needed by staff to design and implement customer-driven programs that are cost effectiveness and satisfy customer's expectations. According to Senyurekli, Dworkin, and Dickinson (2006), volunteers have a need and interest in online training. Online learning allows the participants to work at their own pace to master each level before continuing to the next levels (Robideau & Vogel, 2014). Because of this new technology and an increase in distance education, online education has thrived because of its demand.

Educational Outreach Program Volunteers' Teaching Skills

Developing an environment where staff learn enhances their ability to perform and through training will modify behavior that contributes to the entire learning environment, thus increasing general knowledge and understanding. Merriam, Caffarella, and Baumgartner (2007) concluded, the teacher provides the reinforcement of concepts. "The role of the teacher is to arrange the contingencies of reinforcement in the learning environment so that the desired behavior will occur" (Merriam et al., 2007, p. 294). Staff's actions and creative teaching skills serve as instant motivators to help learners succeed in their goals and academic accomplishments. When educators provide

experiential activities, skits, group discussions, role-playing, games, and the like, it creates a positive learning environment where everyone learns from each other. Staff will become more equipped with the training volunteers and developing their needs through completing a needs assessment and learning about how adults learn. Inadequate volunteer management and training can result in a decrease of volunteer service (Gay, Terry, & Lamm, 2015). Staff should understand the meaning of motivating learners and how the impact correlates with effective outcomes. Through these theories there is a direct link to motivation and how adults learn. The theories illustrate that when staff exhibits the role of the trainer it is vital to understand that adults will engage in the learning process when they feel they will benefit from the training. In order for agencies to garner benefits of having volunteers, they must invest in sound program management (Brudney & Kellough, 2000). Conducting needs assessment with professionals helps volunteers to expand their expertise (Diem, 2009). Allowing volunteers to participate in the initial process helps to build ownership throughout the process (Hinton, 1994). Matching volunteers' interests with agency needs has been the key to volunteer management (Choudhury, 2010). Administering needs assessments not only provides direction with program implementation, but also helps determine the feasibility of programs being offered by agencies (Malmshemer & Germain, 2002). The perceptions of volunteers serve as a guide to developing quality training materials.

Implications

Findings from this project study could have implications for positive social change with youth, family, and community members. A shortage of volunteers serving in

an instructional role can mean fewer individuals may have access to the programs geared toward enhancing their social, economic, and personal well-being. Findings may also have implications for behavioral and cognitive changes among EOP administrators and various organizations for implementation of a structured framework plan for recruiting and maintaining volunteers that will assist in building EOP's outreach capacity. Because volunteers are a vital asset to the EOP without support from these volunteers this organization would not have the needed human resources to sustain its current level of programs and its expected program increases.

The findings may also be used by community members as they are planning and discussing community needs and examining ways to improve an overall community quality of life. The findings may be used by volunteer managers and community leaders for program resource planning. The findings may also be used by EOP staff to identify the problems of recruiting specialized skills volunteers for program outreach. The findings may include strategies for recruitment and retention.

Based on the findings, a possible project direction would lead to an engaging PD opportunity. PD may help volunteer managers improve organizational effectiveness by understanding the importance and need of recruiting specialized skilled volunteers. PD topics could include effective leadership development, cultural diversity, community service, and roles and responsibilities of volunteer strategies to build volunteer base programming. Administrators could use the findings to encourage community leaders, volunteer managers, and stakeholders to collaborate with colleagues to share successful recruitment and retention strategies learned during PD sessions.

Summary

EOP's stakeholders are community agencies, faith-based organizations, youth serving agencies, and school systems. Volunteer involvement and commitment are the keys to ensuring that EOP programs are implemented in the various communities. Volunteers help provide in-kind services, donations, clientele, and other programmatic needs to help expand an organization's educational services. EOP's need for volunteers is increasing. Increasing EOP administrators' knowledge and skills about working with and motivating volunteers is vital to increasing EOP volunteer effectiveness. The purpose of this project study is to understand the experiences of EOP administrators relative to the recruitment of volunteers to determine ways in which EOP can recruit volunteers in assisting the organization in implementing its goal of helping families. The methodology is described in Section 2. Section 3 focuses on the findings. Section 4 is about my reflections on conducting this study.

Section 2: Methodology

Introduction

At the research site, administrators need research-based findings on recruiting volunteers for the EOPs offered to community members. Administrators at the research site experience difficulties in recruiting volunteers who are facilitating educational programs. Therefore, the purpose of this project was to examine the experiences of EOP administrators regarding recruiting volunteers to facilitate educational programs. A basic qualitative design was used to understand 10 participants' experiences. The administrators were invited to participate in face-to-face interviews that were audiotaped.

Research Design and Approach

Qualitative researchers are interested in understanding how people come to understand their experiences (Merriam, 2009). The qualitative approach involves inductive reasoning. Data are collected and summarized using verbal or narrative methods. For example, interviews are used to examine the human perspective and understanding (Stake, 2010). In this project study, a basic qualitative research design was used and the participants were interviewed to understand their experiences on recruiting volunteers. The advantage of using qualitative research is providing a rich description of the participants' experiences of EOPs regarding the recruitment of volunteers to facilitate educational programs.

During data collection, objectivity was important because the results should be based on actual data and not from assumptions or personal biases (Merriam, 2009). The reputation of the researcher and organization can be damaged if the research is subjective

or misleading (Lodico, Spaulding, & Voegtle, 2010). To maintain objectivity, I assumed a detached role with limited interaction with the participants under the study (Lodico et al., 2010).

Basic Qualitative Design

A qualitative design is a research methodology to examine real-life context about a phenomenon (Creswell, 2012). A qualitative design was selected to understand the participants' recruitment experiences at the research site, which consists of administrators who are recruiting volunteers in an urban setting. A basic qualitative design allowed for in-depth understanding of the experiences of EOP members recruiting specialized skills volunteers (Bogdan & Biklen, 2006; Merriam, 2009).

Consideration of Other Research Designs

I did not select a narrative research design because I did not focus on the stories of the participants (Lodico et al., 2010). I also did not select ethnography because I did not focus on the participants' stories within their culture context or group (Creswell, 2008). Additionally, I did not use descriptive surveys because the primary goal of a descriptive survey research design is to assess or to describe a phenomenon at a specific point in time without the use of inference or causality (Creswell, 2012). I did not use questionnaires because the focus of this study was to understand the views of the participants.

Participants

EOP education programs are funded by federal, state, and local governments. EOP administrators work in local communities with constituents and government officials. Volunteers work under the leadership and direction EOP administrators and are

recruited to assist with educational program delivery. Statewide, there is a growing number of aging citizens who require outreach programs that focus on health living, EOPs address these community members' needs. Recruiting volunteers helps EOP with offering EOP programs.

Purposive sampling is used by the researcher to guide the process in sample selection (Gay, Mills, & Airasian, 2009). Purposive sampling was suitable for this study due to the unique nature related to volunteerism at EOPs (see Creswell, 2012; Lodico et al., 2010; Merriam, 2009). Purposive sampling was used to select 10 EOP administrators based on the following selection criteria: EOP administrators who are (a) currently working at EOPs, (b) directly working with volunteers in urban metropolitan areas, (c) recruiting volunteers, (d) having expertise in teaching educational programs, and (e) willing to sign a consent form agreeing to participate in the study.

Consistent with maximum variation, a diverse group of participants was recruited to gain a well-rounded view of staff members' perceptions recruiting volunteers to support educational outreach urban programs (Creswell, 2012). Approximately 90 EOP administrators work at the research site, of which 80% are African American, 8% Hispanic or Latino, 1% Asian or Native American, and 5% European American. Within this group, there are 70 females and 20 males. For this project study, the study population was approximately 90 EOP administrators responsible for recruiting volunteers who are facilitating educational programs. These administrators work directly with volunteers in urban metropolitan areas.

The EOP directory was used to identify the participants based on the selection criteria. Access to the participants was granted by the EOP supervisor responsible for research. Once Walden University Institutional Review Board (IRB) approval was obtained (approval no. 09-21-18-0081084), the EOP supervisor sent correspondence to potential participants endorsing the study and approving data collection. Once EOP administrators completed and submitted their consent form, the interview took place at the location of the EOP administrators in a private room. Conducting in-depth interviews with 10 administrators provided sufficient data variation across and within staff experiences to answer the research question and reach data saturation. Data saturation is a point where there are no new themes or information, which typically occurs within the first 12 interviews (Guest, Bunce, & Johnson, 2006).

Establishing a Researcher–Participant Working Relationship

Establishing rapport is an essential part of using in-depth interviews to collect data (DiCicco-Bloom & Crabtree, 2006). I interviewed the EOP administrator, establishing a participant–researcher relationship by creating an environment that was safe, nonthreatening, and trusting so participants felt comfortable sharing sensitive information related to their experiences recruiting specialized skilled volunteers (Fontana & Frey, 1994). I explained the research, its purpose, and its goals, to ensure that the participants understood the study and had the opportunity to ask questions and express themselves. I reminded the participants that they could withdraw from the study at any time without repercussions. I also created an open, relaxed atmosphere where the participants felt respected and valued for their time, participation, candid responses, and

experiences that they contributed to interviews. The interviews took place in a private room.

Ethical Protection of Participants

I gained access to the participants upon IRB approval from Walden University and through the research administrator at the project site. I contacted the site supervisor in person and discussed the purpose of my study to request approval to conduct interviews at the project site and to interview the participants. I explained my role and responsibilities as a researcher. I requested a list of names and e-mail addresses of participants who met the selection criteria. Neither names of the participants nor the name of the agency are reported in the findings.

Role of the Researcher

I serve as an educator. For over 10 years, I have worked in urban metropolitan areas. My passion has been the success of the EOP educational programs instructed by volunteers. For this study, my role was that of a researcher. I collected, analyzed, and recorded the data for this project study. I conducted the interviews in person. I informed the participants of their rights regarding participation in this study.

Data Collection

Qualitative research involves the researcher posing questions to allow participants to share their views to discover new perspectives (Creswell, 2008). Extensive data are collected to capture the complexity of the main phenomenon. In alignment with the nature of this study, data were collected using semistructured interviews to explore EOP administrators' recruitment experiences of volunteers (see Turner, 2010). Semistructured

interviews are most commonly used in qualitative research designs (DiCicco-Bloom & Crabtree, 2006; Jacobs & Furgerson, 2012).

Face-to-Face Interviews

Before meeting with the interviewees, specific dates, times, and locations were determined by me. The interviews were conducted in quiet, nonthreatening settings away from interruptions and distractions to allow the interviewees to offer honest responses. Open-ended questions were asked to understand each participant's knowledge of recruiting specialized skilled volunteers. I also developed the interview protocol to elicit comments from administrators about their experiences in recruiting volunteers (see Appendix B; see also Errante, 2000; Holloway & Jefferson, 1997). The interview protocol was guided by the literature review.

EOP administrators who returned the signed consent forms to me participated in face-to-face, semistructured interviews. In keeping with the principles of semistructured interviews, I used a timetable to work with participants' schedules to find a common time for each interview. All interviews were conducted at an agreed time and location. I recorded each interview using a digital recording device with the permission of each participant (see DiCicco-Bloom & Crabtree, 2006). Each participant was interviewed for about 45 minutes. The interviews were transcribed and analyzed for emergent themes. I recorded my own thoughts and observations in a researcher's journal for me to engage in ongoing reflexivity in order to recognize direct and indirect influences in the data collection process (Guba & Lincoln, 2005; Stake, 1995).

Data Analysis

During data analysis, I used my journal notes taken during the semistructured interviews. I transcribed the audiotaped interview data within 10 days. I organized and coded the collected data, which involved taking words or phrases that captured and summarized the data (Saldana, 2013). Coding was used to identify recurring themes, patterns, and categories. The initial coding was done by segmenting the information from the interviews and notes. The initial coding was used to arrange keywords in a table and highlight them with the same color to identify commonalities.

I also used a researcher log to document my interactions with participants and a reflective journal to jot my notes during each semistructured interview. The log and reflective journal were used to catalog the collected data. The transcripts were loaded into Atlas.ti and coded to find recurring categories, themes, and patterns. Each interview transcript was analyzed using thematic analysis and stored on an audiotape.

In the second phase of the data analysis, axial coding was used. Axial coding is the selection of one of the open coding categories to position it as the center of the exploration process (Creswell, 2008). The advantages of using axial coding allowed me to examine the open codes and determine the relationships among the open codes. The axial coding was used to analyze administrators' input regarding the recruitment of volunteers with specialized skills in tables and graphs highlighted keywords or phrases with specific colors and notes. The method of analysis was used to determine emerging themes through coding, categorizing, and concepts (Lichtman, 2013). Interview data were

saved on an external hard drive and secured with a password. All data will be kept on my computer protected by a password for at least 5 years under lock in my home office.

Evidence of Quality, Reliability, and Validity

I collected data by interviewing EOP administrators who manage volunteers. Triangulation is used to validate internal validity and credibility (Creswell, 2008). I used my notes, interview transcripts, and member checking. Analyzing the collected data from the participants' responses, member checking, and field notes helped me gain a better understanding of the interview transcripts. Accuracy of the qualitative interview transcripts was ensured by using member checking. Participants provided feedback on the interview transcripts. I checked interview transcripts against relevant EOP documents regarding volunteers. In dealing with discrepant cases, I included all discrepant data in the findings.

Findings

This section contains the findings from the interviews. These were the interview questions.

Interview Question 1

Interview Question 1 was "Tell me about your recruitment experiences with volunteers." It also inquired the challenges faced in recruiting volunteers and strategies used to recruit volunteers.

The 10 participants I interviewed provided much details on the challenges regarding recruiting volunteers. The challenges are:

- lack of participation and commitment from volunteers,

- difficult to contact volunteers due to the lack of technology skills,
- a need to recruit diverse volunteers, and
- volunteers do not meet the requirements to teach EOP courses

Volunteers managers remarked that time is needed to recruit volunteers to provide service to the organization. Most often volunteer managers do not have the time to train nor does recruit volunteer due to complexity of their roles and responsibilities of their position. Piatak (2016) found that despite unemployment and decrease in volunteering, volunteer managers should try recruiting to un-tapped and unrepresented groups because the opportunities are endless. Volunteers who are not in the workforce are often overlooked with comes to being asked to volunteer. Dedicated workers simply do not volunteer because they were not asked.

Volunteers have lack of interest in the program if they are not properly trained or given a volunteer job description. Often times, volunteers are recruited by an organization, but the organization fail to properly train them nor invest in retaining them for future volunteer opportunities. One study about volunteers revealed a positive association between volunteers who were knowledgeable about their organization and understood their role as volunteer and higher levels of commitment and retention in their volunteer position (Alfes, Antunes, & Shantz, 2017). Volunteer managers can increase the volunteers interest to provide service by examining and incorporating the six motives when recruiting volunteers: (a) value in helping others; (b) understanding new skills and things; (c) social interaction; (d) career building skills to enhance career; (e) opportunity

to give back to others less fortunate; and (f) enhancement to personal growth and development.

Using the volunteer function inventory, Chacón, Gutiérrez, Sauto, Vecina, and Pérez (2017) found volunteers function best when include: Participants also provided examples regarding these challenges. For example, volunteers may have a prior offense (such as a traffic ticket violation) that would prevent them from volunteering refrain-and the EOP program that they are currently participating in requires them to do volunteer service for the community for fines not paid. Another example was recruiting volunteers with the desired educational level to match EOP outreach programs. EOP programs are offered during the normal work hours between 8:00am and 5:00pm.

The participants revealed several strategies they use to recruit volunteers. The strategies are as follows:

- link EOP courses to the volunteers' passion and
- recruit volunteers through exhibits, health fairs, campus events, and local networking events

Interview Question 2

Interview Question 2 was “Describe successful and less successful recruitment efforts.” The participants revealed the following successful recruitment efforts: More resources are needed to improve the recruiting process of volunteers. The more successful recruitment effort is networking with faith-based organizations, universities and schools, and with other volunteer-driven organizations (e.g., feeding the homeless).

The participants indicated the following less successful recruitment efforts: competition with other volunteer serving agencies or organizations. The less successful recruitment effort was through social media such as sending emails to volunteers. The volunteers would rarely respond to an email or had limited access to receive the correspondences. Volunteer engagement is linked to the organization and the task the volunteer performs. Volunteers provide their service to the organization when they have self and collective efficacy and organizational support. The author concluded that volunteer satisfaction was positively influenced by collective efficacy and perceived organizational support (Cady, Brodke, Kim, & Shoup, 2018). In addition, Kang (2016) found that for a nonprofit organization that heavily relies on volunteer support, it is imperative that organizations establish and maintain agreement identification with its volunteer to foster volunteer engagement. In addition, when individual volunteers identified themselves with the nonprofit organization, there was a greater influence of satisfaction with the organization on their engagement in their voluntary work.

Volunteers gain practical experiences with community organizations which, in turn, benefit from volunteer staff (United States Department of Health and Human Services, 2005). In addition, recruiting retirees to volunteer with program outreach activities engages networking among volunteers. The author concluded that volunteer organizations are advised to recruit older adults who have time available and social connections with the workforce and to target the newly retired who are likely to increase their volunteer time during the transition process (Tang, 2016).

Interview Question 3

Interview Question 3 was “What factors do you think motivate volunteers to accept a volunteer role with EOP?”

Volunteer managers can recruit effectively when they understand the motivational factors of potential volunteers. One motivating factor is the ability to network with volunteers. Through networking with other organizations such as with non-profits and faith-based organizations, volunteers gain meaningful experiences and established partnerships. Volunteer organizations benefit from receiving valuable services and exposure through deployment of volunteer staff (Kolar, Skilton, & Judge, 2016). In addition, recruiting retirees to volunteer with program outreach activities engages networking among volunteers. Volunteer organizations are advised to recruit older adults who have time available and social connections with the workforce.

Brown, Meer, and Williams (2018) found that time provided by volunteers were of greater utility than money of the same value. For the experiment, participants performed different tasks which generated earnings and donated their earnings to the charity. The participants had strong preferences for donating their time even when working for different wages. The results provided new insights into the nature of gift-giving and volunteering.

Participants also indicated the following factors that motivated volunteers to accept a role with EOP:

- volunteers have buy-in to the organization,
- volunteers feel a part of group of people who share common interests,

- most volunteers volunteer because they have a child or family member participating in the EOP programs,
- volunteers receive recognition for their volunteer service,
- volunteers are praised for their contributions to organizations and communities,
- volunteers enjoy the camaraderie with other volunteers,
- volunteers are able to identify their program interest and provide their expertise to the EOP,
- volunteers are familiar with organization's mission and vision;
- volunteers have personal rewards (e.g., intrinsic) and feel a sense of belonging with having been charitable within the community,
- a new opportunity for volunteers to gain a new skill,
- volunteers feel confident in the volunteer task given and entails a sense of pride as being a part of the organization.

Interview Question 4

Interview Question 4 was “What tools would be most helpful in recruiting efforts?” Research has indicated that using technology such as Facebook, is an excellent tool for recruiting, when compared to traditional recruitment methods. The benefits of recruiting through social media included improved participant selection, shortened recruitment times, and reduced costs (Young, 2017).

Volunteers can play vital roles in helping those affected by disasters and emergency preparedness. Providing adequate training from the organizations can

help volunteers to be effective when such disasters occur and can provide invaluable assistance to the organization. Volunteers in this area are comprised of an emergent volunteer group and require additional training for emergencies (Whittaker, McLennan, & Handmer, 2015)

Training is an essential component to volunteer management. The author's conclusions echo Dong's (2015). Risk can be reduced among volunteers with training. Training can provide information and set expectations between volunteers and managers. Support for volunteers protects nonprofit organizations from risk. Therefore, volunteer managers should include training at the onset to reduce risk propensity.

The participants offered a variety of tools that would be helpful in their recruiting efforts. Specifically,

- become more visible in the community with flyers and mass media outlets,
 - recognize volunteers for service through media and local newspapers and social media to market their volunteer service,
 - printed materials to recruit volunteers,
 - social media blogs to capture volunteer opportunities,
 - Facebook accounts to publish volunteer success stories and have new volunteers to join,
 - television outlets to promote volunteers' contributions and the like,
 - provide adequate training materials for recruitment, retention and recognition;
- and

- provide training on the volunteers' records and reports to help document their services.

Interview Question 5

Interview Question 5 was “If you had the opportunity to make a recruitment policy, what would be your suggestions?” The participants provided the following suggestions for a recruitment policy. Suggestions:

- Develop a volunteer recruitment plan to increase the awareness of new and existing policies and procedures,
- ensure that volunteers understand their role and responsibilities before they commit to provide their volunteer service,
- create on-line training to accommodate volunteers who have conflicts with training schedules,
- a volunteer policy to conduct background clearances and ensure volunteers understand the nature of position especially when working with youth and adults,
- policy on age appropriate for groups and activities,
- providing on-going training for the volunteer managers to remain abreast of any new policies and procedures, and
- provide a statewide training where volunteers can access training modules via websites.

Discrepant Cases

Discrepant cases may contradict the themes; however, they are valuable perspectives that will maintain the credibility of the study (Creswell, 2012). My goal was to be as transparent as possible when discrepant data emerged from the interviews and my journal. However, I identified no discrepant cases to include within my analysis.

Summary

In this section, the qualitative research method employed in this study was discussed. The population and sample, and data collection and analysis procedures were described. A basic qualitative research design was chosen to address the knowledge gap by analyzing the experiences of how staff recruit volunteers in urban areas and identify ways to increase a database to maintain a structured volunteer system. In Section 3, the project is described.

Section 3: The Project

Introduction

The project developed in this study is a 3-day PD training created for urban EOP administrators to help them recruit and work with volunteers. This section contains the project purpose and goals, project description and rationale, and a review of literature that pertains to the project. The purpose of the PD is to provide EOP administrators with strategies to recruit volunteers for outreach programs that include screening, interviewing, and performance evaluations. The goal of the PD sessions was to help administrators develop a manual to recruit volunteers as well as determine volunteer recruitment strategies that can better prepare them to recruit and retain volunteers. The primary concern of EOP administrators was the lack of knowledge and resources for recruiting volunteers; therefore, a PD was developed to address the gap in knowledge. During PD, the following learning outcomes will be addressed:

1. Roles of volunteers
2. Responsibilities of volunteers
3. Apply the roles and responsibilities of volunteers in developing a volunteer job description and a recruitment plan
4. Apply the roles and responsibilities of volunteers in developing a volunteer recruitment plan
5. Apply specific strategies to recruit volunteers
6. Search for better methods for the retention of volunteers
7. PD for volunteers

Project Description

The PD training will consist of 3 days on the following components:

Day 1:

- Introduction to Volunteerism
- Types of volunteers
- Develop a volunteer job description
- Roles and Responsibilities of Volunteer Administrators
- Roles and Responsibilities of Volunteers

Day 2:

- Policies and Procedures for working with volunteers
- Leadership styles of administrators
- Leadership styles of volunteers
- Identifying volunteers' skill set
- Strategies for working with youth, adults and older adults

Day 3:

- Best practices of volunteers' management
- How to evaluate the volunteer experience
- Volunteer retention techniques
- Volunteer recognition strategies

The project will involve the development of a manual that will be used during the 3-day training. The manual that was used for training purposes included two major sections. The first section of the manual is focused on a job description for all volunteers.

This section describes the centers' locations, coordinators, time commitment, dress codes, service hours, transportation, available trainings, etc. The second section outlines the roles and responsibilities of volunteer managers and volunteers. Information regarding recruitment strategies, screening, interviewing, performance evaluations (both volunteers and volunteer managers), maintaining records, system reporting, and using technology in project delivery and recruitment are also included.

Day 2 of the training continues from Section 2 of the manual. It is focused on the policies and procedures for working with volunteers. The second day of the training also entailed interactive activities centered on three dominant styles of leadership of volunteer administrators (transformational, transactional, and laissez-faire), and two dominant leadership styles of volunteers (directive and facilitative). Likewise, different group activities and exercises were used to determine volunteers' skill sets (i.e., specialty skills, interests, and experiences) and strategies for working with various audiences (i.e., youth, adults, and older adults).

Day 3 of the training focused on identifying and discussing best practices of volunteer management. During this session, volunteer managers were given techniques and strategies for conducting interviews. Case studies, simulations and other teaching methods were used to teach the different retention techniques and recognition strategies.

Rationale

Because of the concerns identified from the interviews, I developed a 3-day PD training for urban EOP administrators. This training was developed to help administrators in recruiting and working with volunteers. Based on the findings that indicated a lack of

knowledge relative to recruitment policies and procedures, the training was geared toward increasing administrators' awareness of the EOP policies and procedures that govern volunteer management. The PD was focused on helping EOP administrators become more effective at recruiting and working with volunteers. The PD is presented based on the major topics that the interviewees identified as recruitment challenges. The PD for volunteers is focused on how to increase confidence, retention, and commitment (see Hager & Brudney, 2004). The PD will support volunteer managers in knowing how to recruit with a better understanding of factors that motivate volunteers such as retirees (Tang, 2016). Additionally, volunteers learn and develop their roles through assimilation (Kramer & Danielson, 2016), making it important to learn how volunteers provide service when they are familiar with and interested in organizational goals and objectives (Brown et al., 2018). Volunteer managers can increase the volunteers' interest to provide service (Alfes et al., 2017), which is important because volunteers can provide their expertise and specialized skills to the organization (Walton et al., 2016).

Review of Literature

I completed a search of the literature using terms such as *recruiting volunteers*, *professional development*, *volunteer managers*, *organizational volunteers*, *competition with other agencies*, and *recruiting volunteer strategies*. The search was conducted using electronic databases and library searches. The results are presented using the themes found in the review of literature.

Volunteers

Volunteers play a vital role in nonprofit organizations because they contribute their time and energy to the organization because they have a strong passion about the work of nonprofits (Harrison, Ziao, Ott, & Bortree, 2017). Volunteers feel connected to the organization because of the organization's goals and mission. Volunteers have an interest in the organizations because of their connectivity and concern about the volunteer task.

Volunteer engagement is linked to the organization and the task the volunteer performs. Volunteers provide their service to the organization when they have self- and collective-efficacy and receive organizational support. Volunteer satisfaction is also positively influenced by perceptions of support for the organization and efficacy experienced by volunteer affiliates (Cady et al., 2018). For nonprofit organizations that rely on volunteer support, it is important to establish and maintain agreement identification with volunteers to foster volunteer engagement (Kang, 2016). When individual volunteers identify themselves with the nonprofit organization, there is a greater influence of satisfaction with the organization on their engagement in their voluntary work. Identification with the organization can also influence current volunteers to recruit prospective volunteers by word of mouth (Einolf, 2018). The relationship between the organization and the volunteer influences whether the volunteer retains in an active volunteer role.

Professional Development

PD refers to various experiences and skills provided to expand individuals' knowledge and skills. As with any profession, continuous improvement is needed. Volunteers are paraprofessionals and they need to continue to expand their skills and knowledge. For instance, volunteers may not be equipped with the knowledge needed for their volunteer experience after completing training (Skoglund, 2006). PD for volunteers is also tied to increased confidence (Smith et al., 2005), retention (Van Winkle et al., 2002), and long-term commitment (Hager & Brudney, 2004).

PD can help volunteer managers recruit effectively when they have a better understanding of motivational factors. One motivating factor may be the ability to network. Through networking, volunteers gain meaningful experiences and established partnerships. Additionally, volunteers gain practical experiences helping community organizations and sports teams (Kolar et al., 2016). Thus, during the PD, attendees will understand how to recruit retirees to volunteer with program outreach activities via networking. Older adults, especially new retirees, have the time, social connections, and workforce networks available to them. They are eager to volunteer during the transition between full-time work and full retirement. Organizations are advised to recruit new retirees as volunteers (Mukherjee, 2011; Tang, 2016).

To ensure that volunteers provide efficient and effective service, defining their roles and expectations is also important. Preparing volunteers with the necessary training to serve in the particular role is a motivating factor for volunteer management. The motivating factors of volunteers' retention is the understanding of volunteer and role and

expectations. Kramer and Danielson (2016) found that volunteers learned and developed their roles upon entering an organization and then their roles through assimilation in response to organizational change. Volunteers perform in many different roles and providing them with expectations from the onset will create an enriching volunteer experience. Age is a contributing factor that influences volunteers' satisfaction and continuation of service to an organization (Bang et al., 2013; Wei, Donthu, & Bernhardt, 2012). Attendees will learn how volunteers provide service when they are familiar with and interested in organizational goals and objectives. Brown et al. (2018) found that gifts of time produce greater utility than the same transfers in the form of money. The participants perform different tasks accruing earnings and donated their earnings to the charity at the end of the experiment. The participants had strong preferences for donating their time even when there were different wages. The results provided new insights on the nature of volunteering and gift giving. Volunteer managers remarked that time is needed to recruit volunteers to provide service to the organization. Most often volunteer managers do not have the time to train nor recruit volunteers due to complexity of their roles and responsibilities of their position. Piatak (2016) found that despite unemployment and a decrease in volunteering, volunteer managers should try recruiting to un-tapped and unrepresented groups because the opportunities are endless. Volunteers who are not in the workforce are often overlooked when it comes to being asked to volunteer. Dedicated workers simply do not volunteer because they were not asked.

Volunteers have lack of interest in the program if they are not properly trained or given a volunteer job description. Oftentimes, volunteers are recruited by an organization,

but the organization fails to properly train them or invest in retaining them for future volunteer opportunities. Volunteers who were knowledgeable about their organization and understood their role as volunteer showed higher levels of commitment and retained their volunteer position (Alfes et al., 2017). Volunteers managers can increase the volunteers' interest to provide service by examining and incorporating the six motives when recruiting volunteers. Alfes et al. (2017) examined the volunteer function inventory that highlights six motives that people volunteer. Motives are (a) values, the way to assist others; (b) understanding- the need to learn new things and gain new skills; (c) social-need to interact and be with others; (d) career- need to build or enhance career related skills; (e) protective- the opportunity to give back from feeling guilty or being more privileged than other people, and, (f) enhancement- to enhance one's personal growth and development (Chacón et al., 2017).

Values ranked high in motivating people to volunteer. In order to gain the interest of the volunteer, their values will be interchangeable with that of the mission and value of the organization (Maki & Snyder, 2017). Research shows that community service motivation was significantly common among all volunteers (Yamashita, Keene, Lu, & Carr, 2019). Volunteers have interest in providing volunteer service when they feel valued and the opportunity to be included in the planning process or in serving as a board member. Volunteers provide their expertise and specialized skills to the organization when fulfilling a role as a board member (Walton et al., 2016).

Social media outlets are an effective way to recruit and engage volunteers. The two-way communication helps to expand involvement through posts. Briones, Kuch, Liu,

and Jin (2011) explored individuals from the American Red Cross on the use of social media in communicating with key persons. Briones et al. (2011) concluded that social media is effective and pertinent to address public relations due to the digital age in order to communicate with younger constituents, the community, and media outlets. The two-way dialogue allows the professionals to engage and build lasting relationships. Lovejoy and Saxton (2012) remarked that nonprofits are microblogging such as through Twitter accounts to increase dialogue with stakeholders. Lovejoy and Saxton concluded that the functions of the microblogging focused in the three areas; information, community, and action. Through the information component, stakeholders were informed of the organization's events, activities, and information relevant to the organization. The community component addressed the current and local events such as community building, giving recognition, and acknowledging donors and supporters. The action segment identified areas of getting stakeholders to help meet the organization's mission by soliciting donating, participating in campaign events, and providing volunteer service. The use of microblogging not only increases stakeholder's awareness of the organization's mission and objectives, but more importantly it builds lasting relationships (Nah & Saxton, 2013). Young (2017) concluded that using technology such as Facebook, is an excellent tool for recruiting, when compared to traditional recruitment methods. The benefits of recruiting through social media included reduced costs, shorter recruitment periods, and improved participant selection.

Volunteers can play vital roles in helping those affected by disasters and emergency preparedness. Providing adequate training from the organizations can help

volunteers to be effective when such disasters occur and can provide invaluable assistance to the organization. Volunteers in these areas are comprised of an emergent volunteer group and require additional training for emergencies (Whittaker et al., 2015). Training is an essential component to volunteer management (Walton et al., 2016). Successful leaders are those who possess the prerequisite critical thinking and problem-solving skills to prepare staff members to respond appropriately to evolving challenges at home, on the job, and in their communities (Naruishima, 2005).

Professional development improves communication skills and classroom behavior. Institutions such as educational; provide PD programs that improve classroom behavior and teaching methods. Needs assessments are important for internal organizational purposes such as answering questions relevant to staff development, working conditions and perceptions of cooperative extension as a place to work (Mallio, 1990). The primary motivation behind necessities evaluation must be to help with instructive arranging, however this must not prompt a tight vision of learning (Grant, 2012). Volunteer management is critical to the success of programs and volunteers help to carry out the function of extension programs (Casteel, 2012; Lockett & Boyd, 2012). Staff needs assessments are important because they help to improve job performance and increase productivity. Dong (2015) concluded that risk among volunteers results from a lack of training sufficient for specific roles, ineffective communication and information-sharing among volunteers and their managers, protection from any harms present in a role, and a general lack of support from nonprofit organizations. Therefore, volunteer managers should include training at the onset to reduce risk propensity.

Project Description

A 3-day PD training was developed for urban EOP administrators. PD sessions were created to help administrators work with and recruit more volunteers. Content of the training also included strategies regarding EOP policies and procedures that govern volunteer management. PD sessions at the project site will be presented by the researcher and guest presenters.

Needed Resources and Existing Supports

In developing and implementing this project, the following resources were obtained:

- Transportation cost for volunteer managers
- Lodging cost for volunteer managers
- Publishing of a Volunteers Manual (printing cost and binding cost)
- Supplies (pens, markers, flip charts)
- Pop-up Banners (one per center)
- Lunch for 3 days for a minimum of 30 people
- Snacks for a minimum of 30 people (twice per day- 3 days)

Although the aforementioned resources were needed in order to conduct the project, the following resources were available:

- Facilities (rooms for training & lunch)
- Audio Visual Equipment
- Two Guest Speakers (leadership and managing volunteers)

Potential Barriers and Potential Solutions to Barriers

A potential barrier to the implementation of this project was the distance some volunteer managers had to travel. Because volunteer managers had to travel from areas that were 5 to 6 hours away from the training site, the training was held in a central location which provided for no travel greater than 3 hours.

Project Development Implementation and Timetable

The project was implemented in the Fall semester at the beginning of a new project year for the EOP. The various tasks that were carried out for the implementation of this project are shown in Table 1.

Table 1

Timetable for Professional Development

Tasks	Months												
	1	2	3	4	5	6	7	8	9	10	11	12	
1. Develop Manual	█												
2. Publish Manual							█						
3. Secure Guest Speakers					█								
4. Develop Registration Materials				█									
5. Post Registration Materials								█					
5. Secure Lodging Venue			█										
6. Secure Training Venue			█										
7. Secure Meal Arrangements													
8. Create Evaluation for Training							█						
8. Implement Training													
9. Conduct Evaluation of Training										█			
10. Analyze Evaluation Data											█		
11. Distribute Evaluation Results												█	

Roles and Responsibilities of Student and Others

The individuals listed below performed the following roles and responsibilities in the implementation of the project:

Volunteer Manager:

- Complete Registration Packet
- Participate in Training
- Complete Evaluation
- Submit Volunteer Reports

Guest Speakers:

- Submit Biography
- Complete Travel Arrangements
- Submit Presentation and Audio/Equipment List
- Submit Travel Reimbursement

Project Evaluation Plan

A summative evaluation will be used to evaluate the 3-day PD program. The overall goal of the evaluation is to determine the effectiveness of the training and to determine EOP administrators' overall knowledge and understanding of the recruitment of volunteers. The learning outcomes will be used to develop questions for a survey that will be given at the end of the training. Responses from the survey will then be analyzed and used to determine the effectiveness of the PD training in meeting the stated learning outcomes. The key stakeholders for the project will be administrators who recruit volunteers from urban areas.

Project Implications

The possible social change implications would be to increase the pool of volunteers who can provide assistance with the overall EOP educational outreach efforts.

Involvement of volunteers with EOP will allow the volunteer administrators opportunities to reach new audiences, expand the mission of EOP, and increase the marketability of the EOP.

Section 4: Reflections and Conclusions

This section provides an overview of my reflections and conclusions. Identification of project strengths and limitations are identified first. Then, recommendations for alternative approaches to collect data are presented. An overview of scholarship, project development, and leadership and change are also addressed. The final section highlights the reflection on the importance of the work, implications, applications, and directions for future research.

Project Strengths and Limitations

One of the major strengths of the project was the information provided to the administrators. The information for more effective strategies and techniques for recruiting and retaining outreach volunteers was obtained from individuals who had worked directly with volunteers at various levels. Second, a strength of the project was the ease of its implementation by most staff who work with volunteers. Lastly, the format of the 3-day event allowed interaction that permitted administrators to obtain a better understanding of staff and policies and procedures through discussion and interactive activities. However, a limitation of the project was a limited number of participants. The number of participants was low because of the time of year. During this time, some of the organizations' major events and projects occurred.

Recommendation for an Alternative Approaches

A recommendation for alternative approaches is to develop a questionnaire to allow for a different approach to gather data. A questionnaire with both open-ended and close-ended questions would provide a deeper understanding of working with volunteers.

It would provide the opportunity for volunteer managers to consider aspects that they may not have thought of (close-ended questions). Utilization of a questionnaire will also allow respondents the opportunity to complete it in the privacy of their own home.

Scholarship, Project Development, and Leadership and Change

Scholarship

The scholarship of this project provided me a novice approach to collect data and interpret the data to develop a PD opportunity to ensure the staff needs were met in the areas of recruiting volunteers. The review and analysis of the data determine the PD opportunity to implement. The findings of the data helped in determining the content of the project to meet the needs of administrators in the areas of recruiting volunteers. The PD was a 3-day hands-on workshops that included teambuilding exercises to increase administrators and volunteer managers' leadership skills to create social change within their communities.

Project Development

The overall project development and implementation of this project provided several learning experiences. One of the greatest experiences, yet most challenging, was conducting and analyzing qualitative data. After hours of transcribing data, I was able to identify and code the various themes. These themes allowed me to obtain a richer understanding of the experiences of the volunteer managers. By closely looking at the words and phrases I was able to identify the various relationships. Identification of the themes helped me to not only answer the study's research questions, but they helped me to better utilize the findings in the development of the PD project.

Leadership and Change

The leadership activities were to also enhance the competency levels of volunteer managers in recruiting volunteers to secure and enhance program implementation. Engaging volunteer managers in this PD project provided the organization better skilled volunteer managers. By distinguishing the roles and responsibilities between volunteer managers and volunteers, both groups will be able to produce the expected outcomes of the organization. This process has helped me to grow tremendously as a project developer. Before starting, I developed projects mainly from the review of literature and quantitative data. Utilizing the qualitative approach allowed me to obtain rich narratives that went beyond predetermined responses. Having the opportunity to hear and study respondents in their natural settings provided valuable insight into the need for more effective training in how to work with volunteers. The approach to change will focus on helping employees of this organization accept the findings and the project by linking it to their needs and emotions. The goal will be to get volunteer managers and others to invest themselves in the change. For example, volunteer managers will be shown just how many hours of labor they can save using effective recruitment strategies.

Reflection on the Importance of the Work

It is my belief that volunteer managers are more efficient and knowledgeable when recruiting volunteers when they are properly trained and provided the necessary resources. The project can be adapted to meet volunteer serving organizations' goals and objectives on recruiting volunteers. The work of volunteers allows organizations to reach

more people, expand the organization's overall mission and more importantly sustain program outreach efforts.

Implications, Applications, and Directions for Future Research

Implications

The project study is important because it provides future implications for volunteer managers. Future researchers can provide additional research to the findings. The volunteer managers and administrators can network together to expand new ideas for future presentations and volunteer resources. The findings of this study suggest that volunteer managers need accurate knowledge and information regarding how to recruit as well as their roles and responsibilities as a manager of volunteers. Given that age was found to be a contributing factor that influences volunteers' job satisfaction and continuous service, age-specific volunteer training should be developed. Likewise, because volunteer managers indicated that they do not have the time needed to recruit volunteers, organizations may consider giving a certain percentage of their work schedule for recruitment of volunteers. Volunteering can create social change by engaging volunteers to join together to create a common goal for a common purpose for the community. Volunteer opportunities can promote changes in the attitudes and behaviors of individuals, communities, and society. The promotion of volunteerism can bring about social changes through a shared vision such as a reduction in hunger, homelessness, litter and an increase in political awareness and activism. For example, using volunteers to implement a drug take-back program can not only increase community awareness, it can

change the way in which community members dispose of unused medicines. Volunteers allows various services and actions to be carried out in reaching an organization's goal.

Applications

This project study can be used in conjunction with new employee onboarding orientation, monthly trainings with volunteers, and as part of ongoing training with staff. This project study provides a preliminary assessment of volunteer recruitment strategies needed to recruit and retain volunteers. The results offer direction for volunteer managers and policy makers. They included: (a) volunteer policies that include yearly trainings, (b) increased awareness of the benefits of volunteers to the employees and the organization, and (c) programmatic implementation of age-specific recruitment strategies.

Directions for Future Research

The findings of the project study can provide strategies for volunteer managers to recruit and retain volunteers. The results provide innovative approaches for nonprofit organizations to secure volunteers for expanding organizational outreach efforts. The nonprofit organizations' volunteer managers can use the results to examine ways to motivate and recruit volunteers to provide extended volunteer services. Through volunteers' commitment to long term volunteer services, they will increase organizational program deliver and expansion. This project has the potential to advance volunteerism throughout organizations. In addition, employee volunteering can be further researched to gain awareness of the different volunteer opportunities within their communities. Base on the findings of this study, future research should also be done on the association between age of volunteers and their perception of the need of supervision. Volunteer managers

should also focus their training and research on age-appropriate topics and strategies for recruiting and retaining volunteers of different ages.

Conclusion

Volunteers are vital to success of outreach programs. They are needed to ensure expansion and sustainability of programs. The goal of training is to prepare staff so they may apply recently gained information and abilities at work. Employees need training (Hanaysha, 2016). The organization's focus on improving recruitment and retaining volunteers must also be linked with improving or modifying individuals' sense of belonging through group involvement and group identity.

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Appendix A: The Project

A.1 Project Agenda

A.2 Project Evaluation

A.3 Project Presentation

Project Agenda

Volunteer Training Conference Professional Development

Day 1

8:00 am	Conference Purpose Goal Objectives	Researcher
8:15 am	Welcome	Extension Director
8:30 – 10:30 Introduction to Volunteerism Types of volunteers		
10:30 am	Break (<i>snacks provided</i>)	
10:45 – 12:00 How to develop a volunteer job description		
12:00	Lunch (<i>provided</i>)	
1:00 – 2:45 Roles and Responsibilities of Volunteer Administrators		
2:45 pm	Break (<i>snacks provided</i>)	
3:00 – 4:45 Roles and Responsibilities of Volunteers		
4:45 pm	Wrap Up of Day One	

Volunteer Training Conference
Professional Development

Day 2

8:00 am Review of Day One

8:15 am Questions and Concerns

8:30 – 9:30

Policies & Procedures for Working with Volunteers

9:30 – 10:30

Leadership Styles
(Volunteer Administrators)

10:30 am Break (*snacks provided*)

10:45 – 12:00

Leadership Styles
(Volunteers)

12:00 Lunch (*provided*)

1:00 – 2:45

Identification of Volunteers' Skill Set

2:45 pm Break (*snacks provided*)

3:00 – 4:45

Working with Youth, Adults, and Older Adults
(Strategies & Techniques)

4:45 pm Wrap Up of Day Two

Volunteer Training Conference
Professional Development

Day 3

8:00 am Review of Day One

8:15 am Questions and Concerns

8:30 – 10:30

Volunteer Management
(Best Practices)

10:30 am Break (*snacks provided*)

10:45 – 12:00

Evaluating Volunteers' Experiences

12:00 Lunch (*provided*)

1:00 – 2:45

Volunteer Retention
(Techniques & Strategies)

2:45 pm Break (*snacks provided*)

3:00 – 4:15

Volunteer Recognition
(Techniques & Strategies)

4:15 pm Certificates

4:30 pm Conference Evaluation

4:45 pm Wrap Up of Conference

Project Evaluation

Volunteer Training Conference

Professional Development Evaluation

INSTRUCTIONS: Please rate the statements below by selecting the number that best represent your response before and after the training.							
How would you rate your ...		Low	Medium	High		Does not Apply	
1. Ability to identify the various types of volunteers.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
2. Ability to develop volunteer job descriptions.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
3. Knowledge of the roles and responsibilities of a volunteer manager.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
4. Knowledge of the roles and responsibilities of volunteers.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
5. Knowledge of the policies and procedures for working with volunteers.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
6. Ability to manage volunteers who leadership styles conflict with your leadership style.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
7. Skill in determining volunteers' skill sets.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
8. Skill in working with volunteers of all ages.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
9. Ability to implement different strategies & techniques for retaining volunteers.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
10. Comfort level in evaluating volunteers' experiences.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
11. Comfort level in managing volunteers of all ages.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
12. Ability to use different techniques & strategies for recognizing volunteers.	Before this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9
	After this training	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 9

Please comment on the training's outcome relative to your overall expectation of it. _____

What is your ...

Gender _____ Race/Ethnicity _____ Age _____

Project Presentation

The Experiences of Administrators Recruiting Volunteers for Educational Outreach Programs

**Kimberly Burgess-Neloms
Walden University**

Research and Presentation

Volunteer Training Conference A Three-Day Professional Development

**Life's most persistent and
urgent question is, What are
you doing for others?"**

— *Martin Luther King, Jr.*

**Volunteer Training Conference
A Three-Day Professional Development**

Volunteerism:
the policy or practice of
volunteering one's time or talents
for charitable, educational, or
other worthwhile activities,
especially in one's community.

3

**Volunteer Training Conference
A Three-Day Professional Development**

DAY 1

Types of volunteers:

- **Episodic**
- **Skilled based volunteers**

4

Professional Development Three- Day

DAY 1

Episodic Volunteer- a volunteer that provides volunteer service for a short period of time.

5

Professional Development Three- Day

DAY 1

Skilled Based volunteer

Skills-based volunteerism utilizes the skills, experience, talents and education of volunteers and matches them with the needs of nonprofits.

nationalservice.gov

6

Professional Development Three- Day

Develop a volunteer job description

- **Position Title-** Title of the volunteer position
- **Description of the volunteer position:** Describe the volunteer position role and responsibilities.

7

Professional Development Three- Day

Develop a volunteer job description

- **Qualifications:** List the qualifications for the volunteer service provided(i.e. education, personal characteristics and skills).
- **General responsibilities:** Describe the general responsibilities of the volunteer position

8

Professional Development Three- Day

Develop a volunteer job description

- **Work location:** Describe where the volunteer will be working.
- **Time commitment:** Describe the duration of the volunteer service(how much time, duration of the event and etc.)

9

Professional Development Three- Day

Develop a volunteer job description

Training: Describe the type of training required for the volunteer position. List training specifics.

Dress code: Describe the dress code required for the volunteer's duty.

10

Professional Development Three- Day

Develop a volunteer job description

Transportation: Describe transportation schedule if applicable

Evaluation: Provide volunteer with evaluation of the volunteer event

11

Professional Development Three- Day

Develop a volunteer job description

Volunteer service hours: Volunteers will complete volunteer service hours log.

Volunteer Manager Contact Information:
Provide the volunteer manager's contact information(name, address, telephone, email and an alternate number.

12

Professional Development Three- Day

Develop a volunteer job description

Signatures: Include signature line for volunteer manager and volunteer to sign indicating participation and receipt of volunteer description.

13

Professional Development Three- Day

Develop a volunteer job description

Signatures: Include signature line for volunteer manager and volunteer to sign indicating participation and receipt of volunteer description.

14

Professional Development Three- Day

Roles and Responsibilities of Volunteer Administrators

- **Recruit volunteers**
- **Interview and complete volunteer paperwork**
- **Screen volunteers(conduct background checks, review sex offenders registry and etc.)**

15

Professional Development Three- Day

Roles and Responsibilities of Volunteer Administrators

- **Develop job description for volunteer**
- **Conduct a volunteer training orientation for the specific duties**
- **Schedule the volunteer service**

16

Professional Development Three- Day

Roles and Responsibilities of Volunteer Administrators

- **Provide evaluation for the volunteer to rate volunteer's experience**
- **Maintain records and reports of all aspects of the volunteer experience**
- **Conduct on-going volunteer trainings**

17

Professional Development Three- Day

Roles and Responsibilities of Volunteer Administrators

- **Work with the volunteer leader at the organization**
- **Develop memorandum of agreements(MOAs) with local partnerships**
- **Serve as the point of contact for the volunteers**

18

Professional Development Three- Day

Roles and Responsibilities of Volunteer Administrators

- **Plan recognition program for volunteers**
- **Solicit external funds to support volunteers recognition programs**
- **Input volunteer data and reports into on-line reporting system**

19

Professional Development Three- Day

Roles and Responsibilities of Volunteer Administrators

- **Disseminate end of year volunteer report to stakeholders, funders and organizational support**
- **Update volunteer database as needed to ensure accuracy of demographics, volunteer service hours and etc.**

20

Professional Development Three- Day

Roles and Responsibilities of Volunteer Administrators

- **Create e-newsletter to keep volunteer abreast of upcoming events and services**
- **Update website volunteer resources**
- **Conduct post-service calls and emails to identify the success of the volunteer program**

21

Professional Development Three- Day

Roles and Responsibilities of Volunteers

- **Complete volunteer application**
- **Participate in interview process**
- **Complete volunteer screening process**
- **Participate in volunteer training orientation**

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Professional Development Three- Day

Roles and Responsibilities of Volunteers

- **Represent the organization with dignity and pride**
- **Adhere to adult conduct rules**
- **Be reliable and responsible**
- **Receive volunteer job description**

23

Professional Development Three- Day

Roles and Responsibilities of Volunteers

- **Complete volunteer records and reports**
- **Submit volunteer service hours report to volunteer manager**
- **Keep sensitive organizational information confidential**

24

Professional Development Three- Day

Roles and Responsibilities of Volunteers

- **Comply with the organizations policies and procedures**
- **Complete volunteer service evaluation**
- **Promote and facilitate the work of the organization**

25

Professional Development Three- Day

Day 2

Policies and Procedures for working with volunteers

- **Volunteers must successfully pass the screening process prior to serving as a volunteer.**
- **Volunteers must attend and participate in the initial orientation and other additional trainings as needed.**
- **Volunteers will complete all necessary paperwork and submit records and reports to the volunteer manager.**
- **Volunteers will adhere to all organizations policies and procedures.**

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Professional Development Three- Day

Day 2

Leadership styles of administrators

- Transformational Leadership
- Transactional leadership
- Laissez- faire leadership

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Professional Development Three- Day

Day 2

Leadership styles of administrators

- Transformational Leadership- The leader enhances the morale, performance and motivation of employees
 - Characteristics of transformation leadership
 - Encourages and motivate individuals
 - High moral standards
 - Strong work ethic
 - Provides coaching and mentoring
- (Posner, 2015, Freeborough & Patterson, 2016)

28

Professional Development Three- Day

Day 2

Leadership styles of administrators

- Transactional Leadership- Encourages the work and mission of the organization focuses on supervision, organization and performance.
 - **Characteristics of transactional leadership**
 - Set goals and provide constructive feedback to get everyone on task
 - Strives to focus on routines and procedures
 - Leadership style is practical

29

Professional Development Three- Day

Day 2

Leadership styles of administrators

- Laissez faire- Laissez faire is leadership with hands-off approach and allow the group to make the decisions.
 - **Characteristics of Laissez-faire leadership**
 - Empowers employees
 - Boosts overall productivity
 - The team becomes more innovative and improve morale

30

Professional Development Three- Day

Day 2

Leadership styles of volunteers

- **Directive Leadership-**
 - **Characteristics of Directive Leadership**
 - Help followers accomplish goals
 - Set clear rules and expectations
 - Concise decisions to eliminate time consuming mistakes
 - Role ambiguity decreased

31

Professional Development Three- Day

Day 2

Leadership styles of volunteers

- **Facilitative Leadership**
 - Use active listening
 - Encourages discussion
 - Helps groups reflect expressions
 - Facilitated strategic questioning for exploration

Cufadue, 2005

32

Professional Development Three- Day

Day 2

Identifying volunteers' skill set

- **Educational attainment**
- **Specialty skills**
- **Interest and experience**

33

Professional Development Three- Day

Day 2

Strategies for working with youth, adults and older adult

- **Working with youth**
 - **Be creative**
 - **Provide hands-on activities**
 - **Create a safe learning environment**
 - **Youth engagement**

34

Professional Development Three- Day

Day 2

Strategies for working with youth, adults and older adult

- **Working with adults**
 - **According to Knowles (2005), adult learning encompasses: (a) the need to know, (b) the learner's self-concept, (c) the role of the learner's experiences, (d) readiness to learn, (e) orientation to learning, and (f) motivation**

35

Professional Development Three- Day

Day 3

Best practices of volunteer management

- **Volunteer interviews**
- **Assignment matching**
- **Supervising volunteer activities**
- **Volunteer contribution recognition**

(Hager and Brudney, 2015, p. 235)

36

Professional Development Three- Day

Day 3

Best practices of volunteer management

- **Volunteer application screening**
- **Volunteer orientation**
- **Discipline and Dismissal**

(Kolar, Skilton & Judge, 2016)

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Professional Development Three- Day

Day 3

How to evaluate the volunteer experience

Key performance indicators when evaluating volunteer programs

- **Number of volunteers**
- **Number of youth and adult volunteers**
- **Number of service hours**
- **Calculate value of volunteer service hours([www.independent sector](http://www.independentsector.org))**
- <https://independentsector.org/news-post/new-value-volunteer-time-2019/>

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Professional Development Three- Day

Day 3

Volunteer Retention Techniques

- **Keep track of volunteer data**
- **Equip volunteers with training and resources**
- **Recognize and reward for volunteer service**
- **Make a first impression with volunteers**

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Professional Development Three- Day

Day 3

Volunteer recognition strategies

- **Volunteer Spotlight**
- **Create volunteer coupons**
- **Send volunteer appreciation letter**
- **Celebrate National Volunteer Week**
- **Create a volunteer photo/blog on website**
- **Create a volunteer Hall of Fame**
- **Send a volunteer letter from the CEO or President**
- **Create a Governor's proclamation**

<https://blogs.volunteermatch.org/engagingvolunteers/2012/04/06/7-ways-to-appreciate-your-volunteers/>
<https://learn.acendia.com/volunteer-appreciation-ideas/>

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Professional Development Three- Day

“Everybody can be great. Because anybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and your verb agree to serve. You don’t have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love.”

-Martin Luther King, Jr.

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Resources

- <http://www.technofunc.com/index.php/leadership-skills-2/leadership-styles/item/directive-leadership>
- <http://partnersinperformance.us/wp-content/uploads/2015/06/The-Art-of-Facilitative-Leadership.pdf>
- https://www.canr.msu.edu/news/volunteers_and_leadership_styles
- <https://www.cio.com/article/3257184/what-is-transformational-leadership-a-model-for-motivating-innovation.html>
- Kolar, D., Skilton, S., & Judge, L. W. (2016). Human resource management with a volunteer workforce. *Journal of Facility Planning, Design, and Management*, 4(1).
- Job description for volunteer <http://toolkit.capta.org/job-descriptions/volunteer/>

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Resources

- <https://www.langston.edu/sites/default/files/basic-content-files/TransformationalLeadership.pdf>
- Posner, B. Z. (2015). An investigation into the leadership practices of volunteer leaders. *Leadership & Organization Development Journal*, 36(7), 885-898
- Freeborough, R., & Patterson, K. (2016). Exploring the effect of transformational leadership on nonprofit leader engagement. *Servant Leadership: Theory & Practice*, 2(1), 4.
- Holen, A. L., & Jenssen, I. J. (2018). A Study on Change Leadership: The Case of Non-Profit Volunteer Organizations
- <http://www.cypq.org/sites/cypq.org/files/Methods%20Descriptions%202012.pdf>
- https://www.leadingqemn.org/assets/docs/15_Workforce_103_CreatingEffectiveOrientationPrograms-CRasmussen.pdf
- <https://independentsector.org/news-post/new-value-volunteer-time-2019/>
- <https://www.volunteerhub.com/blog/volunteer-retention-strategies/>

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Closing

Thank you

This concludes my presentation. I would now like to invite your questions.

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Appendix B: Interview Protocol

Start Time of Interview: _____

Stop Time of Interview: _____

Audio Tape Number: _____

1. Tell me about your recruitment experiences with volunteers
 - a) What challenges do you face recruiting volunteers?
 - b) What strategies do you use to recruit volunteers?
2. Describe successful and less successful recruitment efforts.
3. What factors do you think motivate volunteers to accept a volunteer role with EOP?
4. What tools would be most helpful in recruiting efforts?
5. If you had the opportunity to make a recruitment policy, what would be your suggestions?