NEEDS ASSESSMENT FOR VOLUNTEER LEADERSHIP TRAINING AMONG

VOLUNTEER BASED ORGANIZATIONS IN THE BRYAN/COLLEGE

STATION AREA: AN EXPLORATORY STUDY

A Thesis

by

BYRON W. SNAPP

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

August 2008

Major Subject: Agricultural Education

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Approved by:

Chair of Committee,	Michael J. McCormick
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ABSTRACT

Needs Assessment for Volunteer Leadership Training Among Volunteer Based

Organizations in the Bryan/College Station Area: An Exploratory Study. (August 2008)

Byron W. Snapp, B.A., Texas A&M University

Chair of Advisory Committee: Dr. Michael J. McCormick.

A strong volunteer development program is important to the success of volunteer based organizations. Such a program can bolster volunteer recruitment efforts, increase retention of current volunteers, and improve their performance. But, in order for the training to be successful, the training must help the volunteers achieve their personal goals as well as helping the organization achieve its own goals. For this reason a skills approach to leadership was used in this study since it would be beneficial to both the organization and the volunteer. The seven leadership competencies chosen for the study based on the literature review were: (1) identifying problems, (2) gathering information, (3) solving problems in new ways, (4) communicating effectively, (5) understanding other roles in the organization, (6) understanding others' attitudes, and (7) adapting behavior to work with others.

The purpose of the study was to determine for which of these leadership competencies volunteers at Bryan/College Station nonprofit organizations needed training. To determine this, it was important to first determine the current leadership competencies of local area volunteers and how important each of these competencies

were to nonprofit organizations. With this information, it was possible to draw conclusions and determine what areas of volunteer leadership training would be most beneficial to both nonprofits and their volunteers.

This study found that all seven leadership competencies chosen were important to the organizations studied. More than eighty percent of organizations asked their volunteers to explicitly or implicitly perform each competency. Furthermore, each competency was rated as either important or very important by at least half of the organizations.

Based on the findings, it was concluded that communicating effectively and adapting behavior to work with others were the two most important competencies. At least two thirds of the organizations demonstrated a need for training in these areas. Identifying problems, solving problems in new ways, understanding other roles in the organization, and understanding others' attitudes showed a need for training in about half of the organizations. These competencies should be developed, but show less potential for training benefits. Finally, gathering information showed limited need for training.

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CHAPTER I

INTRODUCTION

Employers are looking to hire individuals with leadership skills and leadership experiences. This is evident because business studies showing the top qualities employers are looking for in their potential employees are the same qualities that are found in leadership research (Rash, 2005). Now more then ever, leaders are being looked for in every aspect of life. In the non-profit sector, leadership research is still relatively new. Furthermore, leadership research specific to volunteer skills has been nonexistent. While some research has been done on leadership for volunteer board members and volunteer directors, few studies have been done on the volunteers that actually carry out the mission of the organization. This study is intended to be a first look at leadership training for volunteers in nonprofit organizations.

The purposes of this study are: (1) to determine what leadership skills Bryan/College Station non-profit organizations need in their volunteers and (2) what leadership skills current volunteers who are working for Bryan/College Station nonprofit organizations already have. By answering these two questions, nonprofit organizations can understand what skills need to be developed in their volunteers that will help both the organization and the volunteer.

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This thesis follows the style and format of the *Journal of Agricultural Education*.

Statement of the Problem

For nonprofit and other organizations that employ volunteers to carry out their core mission, it is important for their volunteers to perform well. As nonprofit organizations undergo budget cuts (McCormack, 2001), revenue shortfalls (Salamon, 2001), changes in tax giving statuses (Salamon, 2001) and increased competition from other sectors (Weisbrad, 2001), non-profit organizations are being forced to change. Human resource development is a field of study that business organizations have employed to successfully increase the value of their human capital. Only recently have nonprofit organizations begun to implement volunteer management principles and practices to increase volunteer productivity.

Despite some indications of the success of volunteer management practices, few organizations are implementing these practices (Hager & Brudney, 2004). There are a number of possible reasons for this lack of implementation. First, the financial and time costs to the organization are often considered too high for organizations to implement, especially for training that develops the volunteer specifically and not the organization. Second, the nonprofit sector has little research on the need for volunteer training. The research reported here explored the following question within a limited geographical area: What are the volunteer leadership training needs of the volunteer sector in Bryan/College Station? Finally, volunteer organizations have little knowledge or experience in conducting leadership training. Thus, the conclusions are drawn such that capacity-building organizations could help nonprofits develop volunteer training programs.

Purpose and Objectives

This research sought to identify leadership competencies that, if developed, would benefit both the organization and the volunteer. A literature review and interviews with volunteer coordinators were used to identify and validate these competencies. With this research, non-profit organizations and other capacity building organization can create volunteer development programs that offer benefits to both the organization and the volunteer.

This study was designed to survey the leadership development needs of nonprofit organizations as they apply to volunteers in the Bryan/College Station area. This research compared the perceived leadership skills that volunteers need as reported by volunteer coordinators to the perceived need for each of these skills to the nonprofit organization. The questionnaire was designed with Borich-type research questions to find the areas of training most needed. The Borich model asks individuals to evaluate the perceived relevance of a competency as well as the perceived level of attainment for the same competencies (Borich, 1980). The goal was to find competencies for which volunteers needed training and organizations needed in their volunteers in order to develop training programs that fit inside these needs. Data were collected from a questionnaire filled out by the researcher as he interviewed volunteer coordinators of volunteer based organizations in the Bryan/College Station.

The purpose of this study was to understand how leadership development could be used in volunteer training programs at nonprofit organizations. The objectives of this study were

1. Find what leadership skill sets volunteers at nonprofit organizations already had,

2. Find what leadership skills nonprofit organizations needed in their volunteers,

and

3. Identify what leadership skill-based training would most help nonprofit

organizations to achieve their goals.

Significance of the Study

This research sought to make an impact by producing three sets of useful data.

First and foremost, this study was designed to determine the status of volunteer

leadership in the local nonprofit sector. By measuring the current skill level of

volunteers, nonprofit researchers and organizations will know the current leadership

competencies of their volunteers. Secondly, this study determined the need for

leadership development in volunteers. If there is no need for volunteer development,

then nonprofits and capacity building organizations do not need to invest their time and

resources developing and implementing leadership-training programs. Finally, this

information gives nonprofit organizations an idea of specific leadership skills for which

to train their volunteers and gives capacity building organizations a guide for developing

leadership based volunteer training needs for the entire sector.

Definition of Terms

Some of the terms used in this research often have multiple meanings or have both a colloquial and formal definition. For this study, the following words were defined as follows:

Volunteer based organizations: Organizations that rely on volunteers to carry out its mission. These are usually nonprofit organizations although some government organizations such as 4-H employ extensive use of volunteers. Some non-profit organizations such as major hospitals would not be considered volunteer based organizations because very few of the workers are volunteers. For this study, an organization was considered a volunteer based organization if it could not exist without its volunteers.

Non-profit organizations: A private, non-governmental organization that is self-governing, non-profit distributing, voluntary, and provides a public benefit (Salamon, 1999). While many of these organizations have paid employees, most of the organizations still rely on volunteers to help it carry out its mission. It is only with the support of the community that these organizations serve can they sustain themselves.

Volunteer: There are many definitions on what constitutes volunteerism and volunteer. Most of these definitions hinge on the distinction between volunteering solely on free will, slight coercion, and forced activities (Ott, 2001). Because the core of this paper focused on development of volunteers for the benefit of the organization, there was no reason to include individuals who were volunteering only once. For this study, an individual is considered a volunteer if they volunteer repeatedly over a period of time.

Furthermore, whether an individual volunteers freely or is forced by court ordered community service is irrelevant to the need for volunteer development programs. The importance is that the value of the individual increases and thus increases the effectiveness of the organization. For this paper, volunteer referred to individuals who volunteer without financial compensation for a specific organization multiple times.

Volunteer Coordinator: For this study, the volunteer coordinator was the individual who worked most closely with recruiting, training, and coordinating the activities of the organization's volunteers. The term refers to an informal position in a nonprofit organization that may be held by a paid or non-paid employee or group of employees. In smaller organizations the executive director or a board member may serve in this function.

Assumptions of the Research

This research was conducted assuming that the following skills are crucial for success as a leader: (1) identifying problems, (2) gathering information, (3) solving problems in new ways, (4) communicating effectively, (5) understanding other roles in the organization, (6) understanding others' attitudes, and (7) adapting behavior to work with others (Northouse, 2007). This is not to say that other situational variables do not exist in successful leadership such as timing, supportive environment, and goals, but a leader will not be successful without having the seven competencies listed.

Additionally, this research was conducted under the assumption that leadership can be learned and developed over time. This research did not attempt to prove that

leadership can be taught. The instrument was designed for the purpose of collecting data to determine what areas of leadership training could be developed both by and for nonprofit organizations. Some data from the study may still be useful if leadership cannot be taught, such as the current level of leadership skills in volunteers, but many of the conclusions would not be applicable.

Organization of the Remainder of the Thesis

Chapter II demonstrates the need for the study based on three reviews of literature. The first section of the literature review demonstrates the need for volunteer training in nonprofit organizations. The second section is focused on why a volunteer leadership program is appropriate. The their section of the literature presents various leadership theories and gives the reasons for the appropriateness of a skills based approach to leadership in this study. Chapter III describes the methodology of the study. The instrument design, participant selection, and interview procedure is described in detail in this chapter. Chapter IV presents findings and results. Chapter V draws conclusions from the data and gives recommendations for further research on volunteer leadership development.

CHAPTER II

LITERATURE REVIEW

Need for Volunteer Development

Volunteers are often an organization's most important resource and are so important that volunteer based organizations could not fulfill their missions without the work that volunteers contribute (Chinman & Wandersman, 1999). "Four out of five charities use volunteers in their activities, either in service to others or in helping to run the organization" (Hager & Brudney, 2004, p. 2). Yet this seemingly free resource still has costs. Volunteers need to be recruited, retained, and developed for the organization to reach its full potential. A strong volunteer development program increases the ability to attract and retain quality volunteers, while also enhancing the effectiveness of the nonprofit organization.

Volunteer recruitment is important because having the right people in the organization is often the best predictor of the success of the organization. While this is not a new concept, the importance of getting the "right people on the bus" was recently illustrated by Jim Collins (2001a) and his research team. Collins compared good companies that had transformed into great companies to similar good companies that had failed to make the jump to great companies. His purpose was to discover how good companies could become great. Surprisingly, having the right people involved was the first priority of successful executives, which was even more important than creating a

vision or mission (Collins, 2001a). Finding the right people is the number one asset

contributing to the success of any organization or project (Collins, 2001a).

A strong volunteer development program can help recruit quality volunteers.

Despite the altruistic nature that most people perceive of volunteers, most volunteers

offer their services for reasons that help themselves. Studies show that many individuals

volunteer to increase their social network and skill sets (Mesch, Rooney, Steinberg, &

Denton, 2006). When Robert Coles (2001) interviewed numerous long term volunteers,

he found recurring themes among the interviewees: educational and personal

development. Individuals are looking to volunteer at a place that will offer them an

opportunity for career advancement. Most of the volunteers Coles (2001) interviewed

talked about what they learned from the experience. Sometimes the learning would be

skill oriented such as how to plant a vegetable garden or practicing Spanish slang

(Coles). Two of the interviewees specifically mentioned the benefits of putting the

experience on a curriculum vita (Coles). Another woman mentioned her desire to work

in public-interest law spurred her volunteering for a public-interest lawyer with the

expectation that it would help her get into law school (Coles). There is no doubt that the

opportunity for personal development influences some individuals to volunteer at

specific organizations.

"Retention is a goal for most charities, as well as an indication of the success of

its volunteer program" (Hager & Brudney, 2004, p. 9). Retaining quality volunteers is

an important part of the success of volunteer based organizations because recruiting and

training is expensive and time consuming (Hager & Brudney, 2004). Even organizations

that have numerous jobs that are simplistic in nature and require little training suffer from low retention. For example, Goodwill has numerous opportunities for individuals to volunteer to sort clothing that requires no unique skills or training to perform. Yet even volunteering at Goodwill requires some initial resources because the volunteer has to be given a tour of the facility, a brief description of what constitutes acceptable clothing, and possibly administrative paperwork for records keeping. While this is not such a significant loss of resources to Goodwill that it would stop allowing individuals to volunteer on a short-term basis, it still lessens the productivity of the group. Volunteering at other organizations such as hospitals magnify this inefficiency as it takes more resources because the volunteer must have a significant amount of training to ensure proper standards of ethics and safety. This training is a cost to the organization that, while absolutely necessary, hinders the effectiveness of the organization. For this reason it is important to increase retention of quality volunteers to decrease the amount of resources spent.

Opportunities for educational and personal development are one of the most important factors in retention of volunteers (Hager & Brudney, 2004). Studies show a strong volunteer development program creates a positive correlation with increased volunteering and volunteer retention. In fact, volunteers that are developing market skills may be more willing to "endure stressful environments" (Brown, 1999, p. 12). Training and professional development opportunities for volunteers show a positive correlation with retention. In fact, external recognition and notoriety might not be

needed when an organization commits to the long-term success of its volunteers through training and professional development (Hager and Brudney).

These findings fit within social exchange theory (Emerson, 1976). Social exchange theory rests on the idea that relationships are based on mini-economic transactions that are mutually beneficial. When applied to volunteer labor, social exchange theory would predict that the more benefits a volunteer receives from volunteering, the more likely they will volunteer and the longer their length of volunteering. Research has confirmed this by showing that volunteer management practices that focus on retaining volunteers seem to be based on factors that benefit the volunteer as opposed to just benefiting the organization. Some practices such as

> liability coverage or insurance protection, regular collection of information on
> the number of volunteers and hours, training for paid staff in working with
> volunteers, and written policies and job descriptions, may generate other benefits,
> but they center on what is important to the charity rather than what is important
> to volunteers. Not surprisingly, adoption of these practices is unrelated to
> retention. (Hager & Brudney, 2004, p. 9)

What correlates positively with volunteer retention are the services provided that benefit the volunteers (Hager & Brudney, 2004).

Despite volunteer based organizations dependent upon the success of their volunteer program, "it is so often the case that volunteers are engaged with much less conscious planning or rigour than paid staff" (Graff, 2006). Organizations are not looking for opportunities to develop their volunteers. Of those organizations that use

volunteers, only 25% have adopted training and professional development opportunities for volunteers (Hager & Brudney, 2004).

Volunteer Leadership Development

A commitment to volunteer development has the potential to create positive change and momentum for a volunteer based organization by increasing recruitment and retention, which in turn would allow the organization to be more effective in carrying out its mission. Yet such a program will only be successful if it is developing marketable skills in the volunteers and ultimately help the organization. While an organization could look to develop a number of different skill sets in its volunteers, leadership development is especially appropriate when looking at the sector as a whole. Leadership training is a transferable skill that can help the volunteer achieve their own goals as well as help the organization achieve its goals.

A leadership development program can also be more manageable for an organization to implement then other developmental programs because it can apply to a wide variety of organizations. While developing marketable skills such as fluency in a foreign language or gardening might be beneficial for some organizations, it would not be appropriate for most volunteer based organizations. Furthermore, organizations would not receive as much support in developing such programs from capacity building organizations. It would take capacity building organizations considerably more resources to assist organizations in developing their own unique volunteer development program as opposed to assisting all organizations in developing a universal leadership

developmental program. When developing a program for a diverse sector, leadership

training is universal enough to apply to a wide variety of organizations and situations.

A volunteer leadership development program can benefit the volunteer based

organization as well as the volunteer. The good to great companies structured

themselves with a relatively flat hierarchy to allow leaders to emerge on all levels of the

organization (Collins, 2001), since they had capable individuals at all levels. A

volunteer leadership program can foster leadership at all levels of the organization as

volunteers often occupy both high level and low level positions in volunteer based

organizations. A volunteer leadership program also benefits the individual volunteers.

With leadership training, volunteers can lead projects and initiatives for the organization.

The supervision and management of the project can be marketed on a résumé to help

volunteers advance their career goals. The experience gained from leading the project or

initiative will also transfer to other settings when the volunteer is asked to lead outside of

the organization.

While leadership training would be beneficial in any situation, it is especially

appropriate for Bryan/College Station as it is a small college town with a very large

university. The combination creates a large volunteer student resource base available for

nonprofit organizations in the community. The students have regular schedules that

allow them to volunteer during all times of the day and will generally be in the area for

four to five years, allowing them to volunteer over an extended period of time. Students

are generally well educated and have the capacity to be leaders inside the organization;

however, they have limited work experience. Leadership training as well as

volunteering can give the students the skills to be successful both as a volunteer and in their future career.

While the literature review hints at the benefits of leadership training for volunteers, there is little research based on volunteer leadership training other than board member or executive director training. Furthermore, organizations have little direction and knowledge on what specific leadership training to give volunteers and how to implement leadership training that actually benefits the volunteer as well as the organization. This exploratory study attempted to fill this gap in the literature.

Skills Approach to Leadership Development

There are many different leadership theories that have been both supported and discarded over the years by different research groups. Some of the more common leadership theories include the Great Man Theory, Trait Approach, Skills Approach, Style Approach, Situational Approach, Psychodynamic Approach, Contingency Theory, Path-Goal Theory, Leader-Member Exchange Theory, Transformational Leadership, and Team Leadership (Northouse, 2007). Because leadership is difficult to define or describe, and at the present time immeasurable as a whole, none of these theories are complete. Each theory offers insight into leadership from its own unique perspective. This study uses the Skills Approach to leadership because it is leader focused, universal, and necessary for all leaders.

First, the Skills Approach isolates the leader and focuses on the individual. This allows the research to focus on one variable and thus has fewer threats to its internal

validity. Other models such as Team Leadership, Transformational Leadership, and Leader-Member Exchange Theory create more variability because the study is forced to look at multiple individuals. In addition, by stressing the role of the leader, it allows organizations to create development programs targeted specifically at the individual. Furthermore, it allows organizations to evaluate individuals as opposed to a group or team, which may have underlying issues not easily detectable to the researcher.

Second, since volunteer-based organizations are so different from each other in structure and purpose, a survey of leadership development needs across the sector needs to be based on a leadership approach that can be universally applied across organizations. It is for this reason that a Situational Approach or a Relational Approach to leadership would be inappropriate. Each organization will have its own problems, issues, and team dynamics, which make it impossible to measure across a broad subset of individuals. The culture and the context of the organization are very large variables that would be unaccounted for in a different approach. The Skills Approach provides a universal approach to leadership that is applicable in a wide variety of situations.

Third, the competencies chosen to study should be necessary for all leaders. Various studies on Trait Theory have found various traits that are more common in certain groups of leaders. When looking at five of the major trait based studies that have occurred over the years, there is not a single trait that can be found in all five studies (Northouse, 2004). The style approach is also not valid for all leaders. Lower level volunteers that are not in formal leadership positions would not benefit from learning the style approach because it focuses specifically on the manger's role in relation to others.

Problem-solving skills and social judgment skills, which are essential to the skills approach to leadership, are aspects of leadership that apply to all leaders. Even a lower level worker who is not in a formal leadership position can use these skills to take initiative and become an informal leader.

When choosing to study individuals based on a Skills Approach, the first task is to choose the competencies to be used in the study. The competencies selected for this study are: (1) identifying problems, (2) gathering information, (3) solving problems in new ways, (4) communicating effectively, (5) understanding other roles in the organization, (6) understanding others' attitudes, and (7) adapting behavior to work with others. These particular competencies were chosen based on academic research of leadership skill theory (Northouse, 2004) as well as business perception of the necessary competencies (Rash, 2005).

The Skills Approach lists three general areas of competencies: problem-solving skills, social judgment skills, and knowledge (Northouse, 2004). Of these three competencies only two of them can be measured on a large and diverse population. The knowledge needs would be unique for each organization. It is for this reason that this study focuses on problem-solving skills and social judgment skills.

Problem-solving skills are defined as: "being able to define significant problems, gather problem information, formulate new understandings about the problem, and generate prototype plans for problem solutions" (Northouse, 2004, p. 41). The category of problem-solving skills has been broken down into (1) identifying problems, (2) gathering information, and (3) solving problems in new ways.

Social judgment skills are defined by perspective taking, social perceptiveness, behavioral flexibility, and social performance (Northouse, 2004). The category of social judgment skills has been broken down into (1) communicating effectively (which correlates to social performance), (2) understanding other roles in the organization (which correlates to social perceptiveness), (3) understanding others' attitudes (which correlates to perspective taking), and (4) adapting behavior to work with others (which correlates to behavioral flexibility).

Since the leadership training program is intended to benefit both the organization and the volunteers as well, it is important for the leadership skills to be transferable to other situations. Because most individuals will work in the business world, these competencies should be things businesses are looking for in their employees. The ability to identify and solve problems as well as critical thinking have always been competencies important to businesses, but now, businesses are looking for individuals with strong communication skills, flexibility, and the ability to work with others (Rash, 2005). These are measured by the competencies of communicating effectively, understanding other roles, understanding others' attitudes, and changing behavior to work with others. Since these qualities match up well with the business sector, volunteers developing these competencies will be better equipped to succeed in business.

While Skill Theory is the primary leadership approach used in this study, this does not discount other leadership theories. Collins (2001b) writes that

> While Level 5 Leadership is not the only requirement for transforming a good
> company into a great one – other factors include getting the right people on the

bus (and the wrong people off the bus) and creating a culture of discipline – our

research shows it to be essential. (p. 68)

Collins (2001b) gives some attention to other leadership theories but remains steadfast

regarding the importance of leadership traits. Similarly in this study, skill based

leadership is assumed to be an essential element in leadership, but not necessarily the

only elements needed for a successful leader. This study explores the following

competencies that would be needed in a potential leader: (1) identifying problems, (2)

gathering information, (3) solving problems in new ways, (4) communicating

effectively, (5) understanding other roles in the organization, (6) understanding others'

attitudes, and (7) adapting behavior to work with others. Yet, even in the skills approach

research literature, individual attributes such as cognitive ability, motivation, and

personality factor into leadership outcomes (Northouse, 2007). This study chose to

focus on a select portion of leadership skills development theory that is specifically

appropriate for the situation.

CHAPTER III

METHODOLOGY AND PROCEDURE

Sampling Procedure

The target population was volunteer based organizations in the Bryan/College Station area. More specifically, the population included only those organizations that have IRS 501(c)(3) tax status and were not exempt from filing a tax form with the IRS. Organizations that listed Bryan or College Station as their main address were selected from *IRS Publication 78*. *IRS Publication 78* listed 173 organizations as residing in Bryan and 18 residing in College Station for a total of 191 organizations.

While using the *IRS Publication 78* created some frame error, this is the most complete and reliable data available. This publication includes 501(c)(3) charities that are tax-exempt and have more than $5,000 in gross receipts. This resource was chosen because of the range of organizations listed and the frequency updated (organizations have filed in the past 2 years). Nonprofit organizations that are not public charities, such as political parties, are not included. Religious organizations are also exempt from registering; however, the National Center for Charitable Statistics reports that half of all religious organizations have registered in the IRS database (NCCS) and therefore could have potentially been chosen. While many volunteer based organizations are not listed in this group, many volunteer based organizations are. The database is appropriate for an exploratory study in which conclusions will not be drawn across the entire sector.

Two letters were sent to all 191 organizations that listed Bryan or College Station as their primary address in *IRS Publication 78*. Of the 191, twelve had inaccurate or old contact information and one organization no longer existed. Of the remaining 178 organizations, 41 organizations responded for a 24 percent response rate. Twenty-one organizations successfully participated in interviews. One organization was interviewed but did not yield quantitative data because the individual did not directly answer the questions. Thirteen organizations responded as not having volunteers. Three organizations chose not to participate (one organization was moving its headquarters out of state, one executive director was new to the position, and the third organization did not give a reason). Finally, three organizations originally responded as being interested in participating, but failed to respond despite subsequent e-mails and phone calls.

Instrument

The instrument used to collect data was a questionnaire that the interviewer filled out while interviewing the nonprofit executive or volunteer coordinator (see Appendix A). The instrument was constructed to measure nonprofit executives' or volunteer coordinators' perceptions of leadership abilities of their volunteers and the various leadership roles that volunteers filled in their organization. The instrument started by asking a screener question to ensure that the organization used volunteers. If the organization did not use volunteers, the study would not apply to their organization and the interview was ended immediately. Also asked were questions to determine what leadership skills were volunteers expected to use in their organizations. Next, the

organization was asked if they had a volunteer training program in place and what topics were covered in that training course. These questions allowed for a description of the organizations that participated in the study.

The next part of the instrument was designed to measure the first two objectives of the research. The instrument used a Borich-type (1980) research design to asses needs for volunteer training. Borich created a method of needs assessment for organizational training by asking the perceived relevance of a particular competency as well as the perceived level of attainment of the same competency. From these two data sets, the difference between the current skill level and need was calculated to find which competencies needed training.

The instrument measured seven competencies that the literature review suggested are important for leaders: (1) identifying problems, (2) gathering information, (3) solving problems in new ways, (4) communicating effectively, (5) understanding other roles in the organization, (6) understanding others' attitudes, and (7) adapting behavior to work with others. Each competency was measured twice to satisfy the first two objectives. First, nonprofit executives were asked on a five-point scale to evaluate the perceived level of volunteers' competencies. Next, respondents were asked to evaluate on a five-point scale the importance of each of these competencies in the volunteer's work.

The last part of the instrument includes questions that was intended to collect data about the organization's characteristics. This allowed for further description of the organizations studied. Also, the questionnaire data were confidentially linked to the

organizations name so that additional data such as organization's financial size and type of organization can be used. The additional data were taken from the organization's public 990 forms from the Guide Star online database if available.

A Texas A&M professor confirmed the content validity during a graduate level survey design class in the Department of Agricultural Leadership, Education, and Communications. Three committee members in the thesis proposal also reviewed the instrument for content validity. The internal consistency was measured on the data analysis portion of the questionnaire, questions 17 through 30. Cronbach's Alpha was .79 for the fourteen items. Reliability score of .70 or higher is considered adequate for research (Fraenkel & Wallen, 2006).

Data Analysis

The third objective was accomplished by computing scores according to Borich's (1980) model of needs assessment. Following the Borich model, the perceived importance was subtracted from the perceived ability for each competency. This allows the researcher to see which competencies the volunteers' skill level does not meet the needs of the organization. Then, this discrepancy was multiplied by the perceived importance (Borich, 1980). Multiplying by the perceived importance allows scores with the same discrepancy to be ranked based on the importance of the skill to the organization. For example, a volunteer's skill level of 4 with an organization's need of 5 would be ranked over a skill level of 1 versus a need level of 2 even though the

difference for both would still be a one point differential. This number allowed the competencies to be ranked based on the extent of training needed for each competency.

Data Collection Practices

Two letters were sent to each nonprofit organization addressed to the volunteer coordinator or executive director. Once the organizations responded, an interview was scheduled. The data were collected during fifteen to thirty minute interviews conducted at each nonprofit's place of business. Each interview was conducted in the same manner with the same questions and clarifying information used when necessary. Finally, the organizations that participated received a thank you letter along with a summary of the findings.

Sample Characteristics

The twenty-one organizations that participated represented a wide range of nonprofit organizations. The organizations' missions were drastically different since their missions included religious, educational, health, cultural, and financial support. The primary constituents of the organization also varied greatly in age as both children's organizations and elderly organizations were interviewed. Table 1 shows a breakdown of the organizations' NTEE codes.

Table 1.
Sample Organizations Areas of Interest (n=21)

NTEE Code	Description	Number of Organizations	Percentage
A	Arts, Culture, and Humanities	3	14%
B	Educational Institutions	1	5%
D	Animal Related	1	5%
E	Health: General and Rehabilitive	3	14%
F	Mental Health, Crisis Intervention	1	5%
K	Agricultural, Food Nutrition	3	14%
O	Youth Development	1	5%
P	Human Services	3	14%
R	Civil Rights, Social Action, Advocacy	1	5%
T	Philanthropy, Voluntarism, and Grant making	1	5%
X	Religious, Spiritual Development	3	14%

Table 2.
Sample Organizations Financials (n=21)

	Under $100,000	$100,000 to $999,999	$1,000,000 to $4,999,999	Over $5,000,000	No data Available
Number	4	9	4	1	3
Percentage	19%	43%	19%	5%	14%

Furthermore, the organizations ranged in financial resources from under $50,000

to more than $5,000,000. Table 2 shows the number of organizations for each financial

category. No financial data were available for three organizations as two of the

organizations were religious institutions and one organization was in its first year fiscal

year and therefore had no data available.

A repeat volunteer was defined as a volunteer who donated time on at least ten

occasions during a given year. Table 3 summarizes the number of volunteers in each

organization studied. Two organizations used fewer than five repeat volunteers, six

organizations used five to twenty repeat volunteers, seven organizations used twenty-one

to fifty repeat volunteers, and six organizations used more than fifty repeat volunteers in

a year.

Table 3.
Number of Repeat Volunteers for Each Organization Interviewed (n=21)

	Less Than Five	Five to Twenty	Twenty-one to Fifty	Over Fifty-one
Number	2	6	7	6
Percentage	10%	29%	33%	29%

Eleven of the twenty-one organizations, just above half, used some sort of formal

volunteer training or orientation program. Of the organizations with a volunteer training

or orientation program, at least half of the organizations covered each of the training

competencies somewhere in the program. It should be noted that the most liberal

definition of "covered" was used so that organizations that gave even a cursory glance to

each competency were included. Table 4 shows the number of organizations with

volunteer training or orientation programs that covered each competency.

Table 4.
Topics Covered in Volunteer Training or Orientation Program (n=11)

Competency	Covered		Not Covered	
Identifying Problems	91%	(10)	9%	(1)
Gathering Information	91%	(10)	9%	(1)
Solving Problems in New Ways	55%	(6)	45%	(5)
Communicating Effectively	73%	(8)	27%	(3)
Understanding Other Roles in the Organization	91%	(10)	9%	(1)
Understanding Others' Attitudes	73%	(8)	27%	(3)
Adapting Behavior to Work with Others	73%	(8)	27%	(3)

The organizations ranged from having no paid employees to well over 50 paid employees. Table 5 displays the number of employees each organization employs. Nine of the organizations had fewer than five employees, eight of the organizations had five to twenty employees, one organization had twenty-one to fifty employees, and three of these organizations had more than fifty employees.

Table 5.
Number of Paid Employees for Each Organization Interviewed (n=21)

	Less Than Five	Five to Twenty	Twenty-one to Fifty	Over Fifty-one
Number	9	8	1	3
Percentage	43%	38%	5%	14%

Finally, seventeen of the interviewees were paid employees. Of these interviewees, only four were dedicated solely to human resources development, volunteer training, and volunteer recruitment. The volunteer coordinator was mainly an informal role in a larger position.

CHAPTER IV

FINDINGS AND RESULTS

This chapter seeks to analyze the data to fulfill the objectives of the study. The objectives of this study were to:

1.   Determine what leadership skill sets volunteers at nonprofit organizations already have,

2.   Identify what leadership skills nonprofit organizations need from their volunteers,

3.   Determine what leadership training will most help nonprofit organizations achieve their goals.

Findings Related to Objective One

The first goal of the research was to determine what leadership competencies volunteers at local nonprofit organizations already have. Questions 17 – 23 on the instrument measure the volunteer coordinator's or executive director's perceived skill level of each of the seven leadership competencies identified in the literature: (1) identifying problems, (2) gathering information, (3) solving problems in new ways, (4) communicating effectively, (5) understanding other roles in the organization, (6) understanding others' attitudes, and (7) adapting behavior to work with others. Table 6 shows the number of organizations rating their current volunteers across each leadership competency. Only two competencies, understanding other roles in the organization and

adapting behaviors to work with others, were listed as high or very high by at least half of the organization and no competencies were listed as high or very high in 75% of the organizations. Furthermore, none of the organizations' volunteers were rated as very low on any of the competencies.

Table 6.
Current Volunteer Skill Level of Each Competency for Each Organization (n=21)

Competency	Very Low	Low	Average	High	Very High
Identifying Problems	0	2	9	9	1
Gathering Information	0	3	9	6	3
Solving Problems in New Ways	0	3	10	7	1
Communicating Effectively	0	1	10	6	4
Understanding Other Roles in the Organization	0	2	7	10	2
Understanding Others' Attitudes	0	1	11	5	4
Adapting Behavior to Work with Others	0	0	6	11	4

Understanding other roles in the organization and adapting behavior to work with others were the two most highly rated competencies since more organizations described these two competencies as high or very high than any of the other

competencies. The highest rated competency was adapting behavior to work with others. Fifteen organizations, (71%), rated their volunteers as having a high or very high skill level and none of the organizations rated this competency as low or very low. Understanding other roles in the organization was also a highly rated competency. Twelve organizations, (57%), believed their volunteers had a skill level of high or very high. Seven organizations described their volunteers as having an average skill level. These top two competencies were rated higher then the other competencies, yet only four organizations rated their volunteers at a very high level for either of these competencies.

Solving problems in new ways was rated either the lowest or was tied for the lowest competency in every calculation. Only one organization's volunteers were rated as very high, tying it with identifying problems. Furthermore, only eight, (38%), of volunteers were rated by their organization as above average, the lowest of any competency. Finally, solving problems in new ways tied gathering information by having three organizations rate their volunteer as having a low skill level. Yet even being rated the lowest competency, 86% of organizations rated solving problems in new ways as at least average.

Findings Related to Objective Two

Questions twenty-four through thirty of the volunteer leadership questionnaire measured the second object: the importance of these competencies to nonprofit organizations. Organizations were asked how important it was for volunteers to be able

to identify problems, gather information, solve problems in new ways, communicate

effectively, understand other roles in the organization, understanding others' attitudes,

and adapting behavior to work with others. Table 7 shows how important each

competency was to each nonprofit organization. All competencies were rated as either

important or very important by at least half of the organizations studied, indicating the

importance of studying these competencies. Furthermore, less then twenty percent of

organizations listed any individual competency as "not very important" or "somewhat

important".

Table 7.
Importance of Competency to Each Organization (n=21)

Competency	Not Very Important	Somewhat Important	Moderate Importance	Important	Very Important
Identifying Problems	0	2	4	6	9
Gathering Information	2	2	5	6	6
Solving Problems in New Ways	2	2	2	9	6
Communicating Effectively	0	0	0	5	16
Understanding Other Roles in the Organization	0	0	5	6	10
Understanding Others' Attitudes	0	0	4	8	9
Adapting Behavior to Work with Others	0	1	0	3	17

Nonprofit volunteer administrators rated communicating effectively and adapting behavior to work with others as the most important competencies for volunteers to have. Every organization rated communicating effectively as either important or very important to their organization. Sixteen of the organizations, (76%), stated that their volunteers' ability to communicate effectively was very important while five stated that it was important. Ninety-five percent of organizations, (all but one organization), rated adapting behaviors to work with others as an important or very important competency for their volunteers. Seventeen organizations, (81%), believed that adapting behaviors to work with others was very important. Only one organization listed adapting behavior to work with others as of only somewhat important.

Gathering information and solving problems in new ways were the two leadership competencies rated least important by nonprofits in regards to their volunteers and the only competencies rated as not very important by any organization. Only 12 organizations, (57%), rated gathering information as either important or very important. Two organizations rated gathering information as only somewhat important and two organizations listed it as not very important. Only six organizations, (29%), rated solving problems in new ways as very important, tied with gathering information. Also similar to gathering information, solving problems in new ways had two organizations rate its importance as somewhat important and two organizations rate it as not very important. Yet, while being the lowest rated competency, the organizations deemed these competencies as at least important by 57% of the organizations.

Findings Related to Objective Three

The third objective was to identify which competencies needed development and also to rank these competencies based on greatest need. The first step was to determine the difference between the importance of the competency and the current skill level. Each perceived importance score was subtracted from its corresponding skill level score for each organization. The difference was then weighted by multiplying the difference by the perceived importance. Then all competencies were ranked in order of need for each organization. By taking an average of the ranking of each competency, the average ranking can then be ranked to create a final needs assessment for the entire group.

Both the importance and current skill levels were reported on a five-point scale. By subtracting the reported importance by the skill level, it is possible to see where training is needed. If the discrepancy was positive, there was a need for training on that competency in that organization. The higher the discrepancy, the greater the training need. If the discrepancy was zero, there was no training needed since the volunteers were meeting the needs of the organization. If the discrepancy was negative, then the volunteers had skill levels higher then the organization required for that competency and training was also not needed. Table 8 shows the number of organizations that had a training need for each competency.

Table 8.
Organizations Needing Training for Each Competency (n=21)

Competency	Need Training		No Need for Training	
Identifying Problems	57%	(12)	43%	(9)
Gathering Information	29%	(6)	71%	(15)
Solving Problems in New Ways	48%	(10)	52%	(11)
Communicating Effectively	71%	(15)	29%	(6)
Understanding Other Roles in the Organization	43%	(9)	57%	(12)
Understanding Others' Attitudes	52%	(11)	48%	(10)
Adapting Behavior to Work with Others	67%	(14)	33%	(7)

By examining the difference between the importance and the skill level, it is clear what organizations needed training in which competencies. Fifty-seven percent, (57%), of organizations had a positive difference in identifying problems, indicating a need for development in these particular twelve organizations. Twenty-nine percent, (29%), of organizations had a positive difference in gathering information which indicated a need for development in those six organizations. Forty-eight percent, 10 organizations, needed training in solving problems in new ways. Seventy-one percent of organizations, 15, needed to improve effective communication skills. Forty-three

percent of organizations, 9, describe a need to train their volunteers in understanding other roles in the organization. Fifty-two percent of the organizations, 11, indicated a need for their volunteers to understand others' attitudes. Finally, 14 organizations, (67%), indicated a need for developing volunteers' ability to adapt behavior to work with others.

While some organizations could use training in all of the competencies, ranking the competencies shows which trainings would be prudent to develop first. The competencies are ranked in the following order from the most needed to least needed:

1. Communicating effectively

2. Adapting behavior to work with others

3. Identifying problems

4. Understanding others roles in the organization

5. Understanding others attitudes

6. Solving problems in new ways, and

7. Gathering information.

Importance and Relevance

This research was important because it created three sets of useful data that had not previously been known. First, this study gave insight into the current skill level of volunteers at twenty-one Bryan/College Station nonprofit organizations. Second, this study determined the volunteer leadership needs in those twenty-one organizations. With this information, this study determined a starting place to develop leadership-training

programs for volunteers in these twenty-one organizations and capacity building

organizations in Bryan/College Station. Finally, this exploratory study provided a

methodology and a starting point for future volunteer leadership research.

Table 9.
Organizations Expecting Volunteers to Perform Each Competency (n=21)

Competency	Expected		Not Expected	
Identifying Problems	95%	(20)	5%	(1)
Gathering Information	81%	(17)	19%	(4)
Solving Problems in New Ways	86%	(18)	14%	(3)
Communicating Effectively	100%	(21)	0%	(0)
Understanding Other Roles in the Organization	95%	(20)	5%	(1)
Understanding Others' Attitudes	95%	(20)	5%	(1)
Adapting Behavior to Work with Others	100%	(21)	0%	(0)

The relevance of the study was confirmed through a series of interview

questions. The interviewer asked the individuals which leadership skills are volunteers

expected to perform either explicitly or implicitly while performing their volunteer jobs

or activities. The results are displayed in Table 9. Over eighty percent of organizations

asked their volunteers to perform each skill. All twenty-one organizations asked their

volunteers to communicate effectively and to adapt their behavior to work with others. Twenty organizations, (95%), asked their volunteers to identify problems, understand other roles in the organization, and understand others' attitudes.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A review of the literature indicated volunteer development could increase the recruitment, retentions, and productivity of volunteers working in nonprofit organizations. For this to happen, the training would need to provide both a benefit to the organization as well as a benefit to the volunteer that could be transferred to other situations. A skills approach to leadership was chosen based on its leader centric focus and universal need.

The purpose of this study was to understand the volunteer leadership training needs of nonprofit organizations in Bryan/College Station area. Nonprofit volunteer coordinators and executive directors were interviewed to determine their perceived organization needs for each competency and their perceived evaluations of volunteer skill level. The competencies were then ranked based on the competencies that needed training most.

Leaders in twenty-one organizations were interviewed, and quantitative data were collected to find what volunteer leadership training competencies were most needed. The data indicated that all of the competencies were important to most organizations and volunteers were mostly rated as average to high on every competency. From the most training need to least, the competencies were ranked as: Communicating effectively, adapting behavior to work with others, identifying problems, understanding

other roles in the organization, understanding others' attitudes, solving problems in new ways, and gathering information.

Conclusions

The literature review indicated seven leadership competencies that theoretically should be beneficial for the volunteers of nonprofit organizations: identifying problems, gathering information, solving problems in new ways, communicating effectively, understanding others roles in the organization, understanding others' attitudes, and adapting behavior (Northouse, 2007). The importance of these skills was confirmed by the study. Over eighty percent of the organization indicated they expect their volunteers to perform these competencies. Furthermore, of the 11 organizations that had a volunteer training program, each of these leadership competencies were covered in over half of the training programs. Finally, over fifty percent of the organizations listed each competency as important or very important for the volunteers to be able to perform.

Currently, volunteers in the nonprofit sector in the Bryan/College Station area are in general competent. Organizations that participated in the study generally described their volunteers as having an average or high skill level for each of the seven leadership competencies. This is a sign of strength for the quality of volunteers that these nonprofit organizations attract.

Yet, despite this being a positive sign, there is room for improvement since only a few organizations rated their volunteers as having a very high level for any competency. All competencies had training needs in at least one-fourth of the

organizations. This finding extended the literature that indicates the benefits for volunteer development (Brown, 1999; Coles, 2001; Hager & Brudney, 2004; Mesch, Rooney, Steinberg, & Denton, 2006) by illustrating that skill based leadership training was shown to be a form of volunteer development that would benefit the volunteer based organization. The previous studies focused volunteer development based only on the needs of the volunteer.

Two competencies were shown to have a strong training need in the organizations studied. The highest rated training competency needed was effective communication training in which seventy-one percent, (71%), of the organizations showed a need for training. The second highest need was adapting behavior to work with others as fourteen organizations, (67%), were determined to have this specific training need. These competencies also received the two highest scores out of the seven competencies on the perceived importance scale.

The other competencies showed a lower need for training. Identifying problems, understanding other roles in the organization, understanding others' attitudes, and solving problems in new ways comprised the next group of competencies that had a smaller training need. Between 47 – 57% of organizations showed a need for training in these areas. Gathering information was not a competency that showed much training importance as only twenty-nine percent, (29%), of organizations showed any need for training on this skill. The gathering information competency was also rated as the least important competency by the organizations interviewed. Developing training for these competencies is less of a priority then the two highest competencies.

Limitations of the Study

This was a small study based on only a limited number nonprofit organizations

operating within a small geographic area. The organizations were diverse in size and

mission, but were all located in the same geographic region, Bryan/College Station. In

addition, the organizations were chosen from *IRS Publication 78*, which leaves out some

nonprofit organizations. *IRS Publication 78* included only registered 501(c)(3)

organizations commonly referred to as public charities. Furthermore, religious

organizations and organizations that are under $25,000 in revenue are not required to

register, although some do so anyway and were included in the study. Finally, only 21

organizations were interviewed and the conclusions are based on these 21 data sets.

With such a small and not fully representative sample used for this study, the

conclusions and data analysis should not be inferred to nonprofit organizations as a

whole. More research is needed before the conclusions can be inferred to the larger

nonprofit sector.

Recommendations

The conclusions of this study led to the following recommendations for nonprofit

organizations and nonprofit capacity building organizations in the Bryan/College Station

area:

1. Effective communication and adapting behavior to work with others are the

two competencies that need the most training in the twenty-one organizations studied.

Organizations should look to develop these two skill sets in their volunteers as there is a

demonstrated need for this training. Furthermore, these competencies were viewed as important. Capacity building organizations should also research training methods for these competencies.

2. Identifying problems, solving problems in new ways, understanding other roles in the organization, and understanding others' attitudes are competencies that have a smaller need for development. If an organization or capacity building organization is looking to develop a complete volunteer leadership development program, these competencies should be included. However, most of the energy, time, and resources should be spent developing the top two competencies.

3. There is no need to develop a training program for training volunteers on gathering information. Gathering information has little to no training value as the competency was ranked last in training need with only 29% of organizations' volunteers needing development. It is still important competency, but the overall current volunteer skill level meets the organizational demand.

Recommendations for Future Studies

The literature review and the findings indicate a path for future research on volunteer leadership development in the nonprofit sector.

1. This study should be replicated with more organizations and in more diverse locations. The study should include more organizations across a larger geographic region or multiple studies of nonprofit communities throughout the country. With this data it would be possible to extend the conclusions to a wider range of organizations.

2.   Research should be conducted to determine who should carry out volunteer leadership training. Does volunteer leadership training need to be organization specific or would volunteer leadership training be better carried out through a capacity building organization that is providing training for multiple organizations?

3.   There should be an attempt to measure the gains of volunteer leadership training programs implemented by nonprofit organizations. What amounts of benefits are organizations receiving from the program? What tangible benefits are volunteers receiving from the training and how is that helping them with their goals?

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APPENDIX A

VOLUNTEER LEADERSHIP QUESTIONNAIRE

Organization: _____
Time: _____
Date: _____

1. Does your organization use volunteers?

> Yes
> No (End)

In your organization, are volunteers asked to…

2.	Identify problems	Y	N
3.	Gather information	Y	N
4.	Solve problems in new ways	Y	N
5.	Communicate effectively	Y	N
6.	Understanding other roles in the organization	Y	N
7.	Understand others' attitudes	Y	N
8.	Adapt behavior to work with others	Y	N

9. Does your organization have a volunteer training program?

> Yes
> No (Skip to #17)

Are the following topics covered in your organization's volunteer training program?

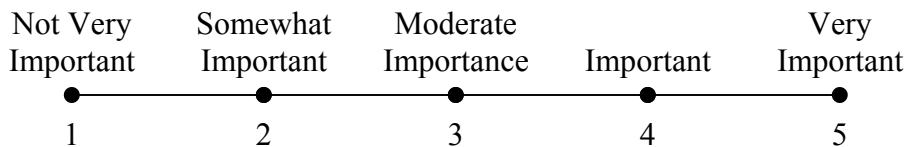| 10.	Identifying problems	Y	N
11.	Gathering information	Y	N
12.	Solving problems in new ways	Y	N
13.	Communicating effectively	Y	N
14.	Understanding other roles in the organization	Y	N
15.	Understanding others' attitudes	Y	N
16.	Adapting behaviors to work with others	Y	N

Organization: _____

Rate the perceived skill level of volunteers in the following areas using the following scale.

Very low	Low	Average	High	Very High
1	2	3	4	5
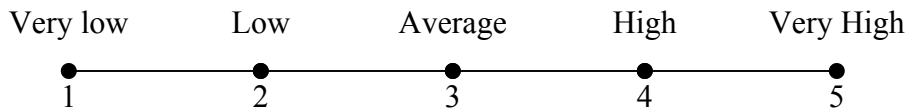
17.	Identifying problems	1	2	3	4	5
18.	Gathering Information	1	2	3	4	5
19.	Solving problems in new ways	1	2	3	4	5
20.	Communicating effectively	1	2	3	4	5
21.	Understanding other roles in the organization	1	2	3	4	5
22.	Understanding others' attitudes	1	2	3	4	5
23.	Adapting behaviors to work with others	1	2	3	4	5

Rate the perceived importance of these competencies for your volunteers in the following areas using the following scale.

Not Very Important	Somewhat Important	Moderate Importance	Important	Very Important
1	2	3	4	5

24.	Identifying problems	1	2	3	4	5
25.	Gathering information	1	2	3	4	5
26.	Solving problems in new ways	1	2	3	4	5
27.	Communicating effectively	1	2	3	4	5
28.	Understanding other roles in the organization	1	2	3	4	5
29.	Understanding others' attitudes	1	2	3	4	5
30.	Adapting behaviors to work with others	1	2	3	4	5

Organization: _____

31. How many repeat volunteers does your organization use in a year (volunteer on at least 10 occasions)?

    Less than 5
    5 to 20
    21 to 50
    51 or more

32. Is there at least one person whose sole job is human resources?

    Yes
    No

33. How many paid employees does your organization have?

    Less than 5
    5 to 20
    21 to 50
    51 or more

34. Are you a paid employee?

    Yes
    No

Any additional comments?

APPENDIX B

QUESTIONNAIRE SCALES

Skill level of volunteers

Very low   Low   Average   High   Very High

1   2   3   4   5

Importance of these competencies

Not Very Important	Somewhat Important	Moderate Importance	Important	Very Important
1	2	3	4	5

APPENDIX C

CONTACT LETTER WITHOUT LETTERHEAD

March 11, 2008

<Organization Name>
<Street Address>
<City, State, Zip>

Nonprofit Volunteer Coordinator or Executive Director:

I am contacting you for your expertise and experience in the nonprofit field. I am researching volunteer leadership needs in nonprofit organizations in Bryan/College Station like your own in hope to find what training would be most beneficial to your organization and organizations like yours. Both organizations with and without volunteer training programs will be valuable to this study.

This study will measure the perceptions of nonprofit volunteer managers, like you, concerning skills nonprofits need in volunteers, the perceived competencies of volunteers in these skills, and the current training offered in these areas. It is a goal that this research will be used to create training programs that increase volunteerism and volunteer longevity.

Participation is voluntary and requires you to allow me to interview you for 15-30 minutes on questions about your organization's needs and volunteers. I will be as flexible as possible to work around your schedule to meet at a time and location that is convenient for you.

As always, your individual responses will be kept confidential and data will only be released in a summary form where no individual organizations can be identified. If you have any questions or choose to participate, please contact me by e-mail, ByronSnapp@tamu.edu, or phone, 979-777-2804. If you wish not to participate in the study or your organization does not use volunteers, please respond and let me know and you will not receive any further contact from me.

Thank you for taking time out of your busy day to read my request.

Sincerely,

Byron Snapp
Graduate Student

P.S. If you would like for me to share the results with you, please send me an e-mail and I will gladly share my findings with you

VITA

Candidate:	Byron W. Snapp
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