

Valuing Volunteer Management Skills

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Foreword

Nick Hurd MP, Minister for Civil Society

Government is committed to enabling the development of a new era of people power and volunteering is a key part of this. Big Society is all about empowering people to become actively involved in their neighbourhoods and communities to bring about the changes they know are needed.

In order to create the Big Society we must work together to enable charities, social enterprises and voluntary organisations to function as effectively as possible. As part of this, it is essential that volunteer-involving organisations invest in the development of their volunteers and ensure that they are well supported and valued. Only by doing so will the experience be as satisfying and productive as possible for both sides.

People with volunteer management responsibilities, who are often volunteers themselves, have a challenging job. They need to be able to inspire people to give their time freely, maintain their motivation, ensure that they match skilled people with relevant roles, and ensure that paid staff and volunteers are able to work well together.

This research highlights the skills needed and the importance of valuing them. It identifies and celebrates good practices in volunteer management as well as the key challenges. It also highlights the need to think strategically about how volunteer managers are trained and supported. This is vital, whether they are engaged in work to empower and enhance their local communities or to deliver complex public services.



Nick Hurd MP,
Minister for Civil Society

Foreword

Justin Davis Smith, Chief Executive of Volunteering England
Jane Slowey, Chair of Skills – Third Sector

Skills - Third Sector and Volunteering England are delighted to see the publication of this important new report by the Institute for Volunteering Research on volunteer management skills in the voluntary sector. With nearly 17 million individuals in England giving time by volunteering in an organisation, it is little wonder that the task of managing them is considerable and complex. Indeed, volunteer management is increasingly recognised as a distinct and vital role across organisations of all sizes in the voluntary sector. The coalition government's 'Big Society' agenda is about drawing on the skills and expertise of people across the country to respond to the big challenges facing Britain today. Volunteering is a key part of that agenda and such voluntary effort will need to be coordinated and supported.

The Commission on the Future of Volunteering suggested, in 2008, that more attention should be paid to volunteer support and management. Government responded by investing in support for people who manage volunteers through its £3 million Volunteer Management Programme. A key element of this work, the Value Volunteer Management Campaign managed by Volunteering England, aims to increase awareness of the value and importance of investing in volunteer management among key decision-makers in volunteer-involving organisations.

Research from Skills - Third Sector has highlighted that the management of volunteers remains a skills gap in many voluntary organisations, particularly small ones. In response, volunteer management has been identified as one of four priority skill areas in Skills - Third Sector's framework for a national skills strategy for the voluntary sector. It also recently renewed the national occupational standards in volunteer management, which are a useful guide to practice and also form the basis of a number of qualifications. An important strand of the Volunteer Management Programme is the roll-out of a training programme leading to qualifications based on these national standards, meeting widespread demand from people who want to develop knowledge and careers in volunteer management.

We welcome this report as a valuable follow-up to the Institute for Volunteering Research's 2008 study Management Matters, which was the first national survey of volunteer management capacity. This new report fills an important gap in our knowledge of the skills and development needs of people who manage volunteers. We are pleased that the report reveals that there is a lot of good practice in volunteer management across the sector but note that it also highlights the need for training and development to plug key skills gaps among people who manage volunteers. It also identifies that volunteer management remains undervalued and under-funded in many organisations, including those with the largest incomes. Although this research focused on organisations in the voluntary sector, volunteering takes place across the public, private and voluntary sectors and we feel sure that the report will help both our organisations ensure that information, advice and the national occupational standards of good practice are shared more widely. We also hope it will be a valuable evidence base for those working with and supporting volunteers.



Justin Davis Smith,
Chief Executive of Volunteering England



Jane Slowey,
Chair of Skills – Third Sector

Executive Summary

This report explores the skills gaps and development needs of people who manage volunteers and the volunteers they support in the voluntary sector.

The report is based on research conducted in the spring of 2010 which included a quantitative survey of 1,004 individuals who manage volunteers across the range of organisations in the voluntary sector, and ten biographical interviews with people who manage volunteers, to enable in-depth exploration of careers, skills and development needs.

Good practice

Overall, there is a high incidence of good practice in volunteer management across all sizes of organisations in the voluntary sector. Broadly, organisations with larger incomes tend to have more of the good practice indicators in place, although a significant proportion of both large and small organisations do not have these practices in place.

The role of volunteer manager is likely to be a part-time function of a more general manager and rarely the sole responsibility of one person within an organisation. People who manage volunteers often have a wealth of experience to draw upon, but their experience of formal training and learning can be very mixed.

Across the voluntary sector difficulties persist around recruiting volunteers, particularly volunteers with the skills or experience organisations most need (and more frequently among those in unpaid positions and those in organisations with small incomes). However, volunteers are greatly valued and bring specialist skills that many organisations cannot acquire elsewhere.

Training and learning

Volunteers' training or learning is important to many organisations' volunteer programmes, although only around half have a training and development plan in place for volunteers. While the provision of some training for volunteers is common much of this can be classified as 'informal, in-house training'.

There is strong demand for additional training and skills development across the range of functions outlined in the National Occupational Standards in the management of volunteers.

The main source of support and advice for people who manage volunteers is through managers or other colleagues. Many also rely greatly on the local and national volunteering infrastructure for advice and support, particularly on local Volunteer Centres. Access to Volunteer Centres is proportional to the size of the organisation and more available to people in paid positions.

Networks

Positive reinforcement occurs between involvement in volunteer management networks and respondents' desire to undertake training. Respondents who are members of networks are considerably more likely to access other forms of training and support than those who are not members.

Very small organisations (with low incomes or few members of paid staff) often exist in isolation from other organisations. People who manage volunteers in such organisations often do not feel a need for training or good practice support and advice.

Barriers to training and learning are experienced differently by people who manage volunteers in organisations of different sizes. Respondents in better-resourced organisations are more likely to identify lack of resources as a barrier.

Volunteer management remains an undervalued function even within some quite high income organisations.

Implications

The main implication for policy is a greater focus on how people managing volunteers in small, volunteer-involving groups might be better supported, given that their needs seem to be distinct from those in larger organisations.

The main implications for practice include fine-tuning support for particular groups; further rolling out of the National Occupational Standards; ensuring volunteer management is championed at the Board level; and encouraging networking which builds on support within an individual's own organisation.

The main implications for research are the need to further explore the trend of using volunteers to manage other volunteers; the differing skills sets required for managing volunteers in different size organisations; and whether the types of volunteer role or the area of operation of an organisation affect the skills needed by people who manage volunteers, and their training and development needs.

Chapter One: Introduction

1.1 Background

With nearly 17 million individuals in England who volunteer their time through an organisation (Department of Communities and Local Government, 2009: 71)¹, the task of managing them is clearly considerable and complex. Ensuring that their contribution is fully utilised, acknowledged and sustained raises a number of challenges and as such debate over the management of volunteers has increased considerably in recent years. In line with recommendations made by the Commission on the Future of Volunteering (2008) about the need to invest in volunteer management, efforts have been made to refocus the attention of the volunteering sector and policy makers on volunteer support and management. Government has responded with investment in support for volunteers and their managers, most notably through the £3 million Volunteer Management Programme. Announced in June 2009 and administered through CapacityBuilders, it will focus on training and support for people managing volunteers (CapacityBuilders, 2009). A key element of this work is the Value Volunteer Management Campaign, managed by Volunteering England, which aims to increase awareness of the value and importance of investing in volunteer management, targeting Chief Executives, Director Generals, Vice Chancellors and other key decision-makers in volunteer-involving organisations.

Although it is widely recognised that the way volunteers are involved and managed impacts significantly on their experience and the way they undertake their work, there remains a lack of evidence on the skills and training needs of people who manage volunteers (Venter and Sung, 2009). In a literature review on the subject commissioned by Skills - Third Sector, Venter and Sung (2009: 91) conclude that the main research gaps for voluntary sector researchers are both 'volunteer managers and their skills' as well as 'volunteering in general'. Clark (2007) likewise notes that the management of volunteers is recognised as a key skills gap amongst many voluntary sector organisations, particularly those which are small.

This report seeks to address some of the remaining gaps in our knowledge around the skills needs of people who manage volunteers. In 2010 the Institute for Volunteering Research (IVR) was commissioned by Skills - Third Sector

to explore the skills gaps and development needs of both the people who manage volunteers as well as the volunteers they support in the voluntary sector.

The research objectives were to:

1. Identify the skills gaps of people who manage volunteers, their access to training and development and barriers to training and professional development;
2. Identify the perceived skills gaps of volunteers and barriers to their training and development;
3. Identify key areas of action for addressing skills issues and development needs in voluntary and community organisations;
4. Make suggestions for future qualitative research based on these findings.

1.1.1 Report structure

This report is divided into four chapters. Chapter one summarises the volunteer management literature and introduces the methodology and terminology used in the report. Chapter two draws out the key themes that have emerged from the research and their significance for policy, practice and research. The subsequent two chapters offer more detailed analysis of the research findings upon which the key themes are based. Chapter three looks at managing volunteers in the voluntary sector while chapter four focuses on the skills and development needs of people who manage volunteers. Further detail about the methodology and results are included in the appendices.

¹ This is the total figure for formal volunteering – defined as giving unpaid help to a group, club or organisation to benefit others or the environment.

1.2 Context

This opening section summarises what is already known about the skills and development needs of people who manage volunteers and introduces the remaining issues that this report seeks to address.

1.2.1 Role of volunteer manager

Recognition of the distinct functions of volunteer management has emerged relatively recently in the voluntary sector. It was only in 2007 that the Association of Volunteer Managers (AVM) was formally established (AVM, 2010) although similar groups have existed in other sectors for longer, notably the National Association of Voluntary Services Managers (NAVSM) for volunteer managers in health and social care since 1968. Many hundreds of volunteer coordinators and managers are now employed across the voluntary sector. Over two in five employers in the voluntary sector report that they have paid staff undertaking a volunteer management function (Clark, 2007), with many more involved in a voluntary capacity as trustees, management committee members and in other volunteer roles (Machin and Ellis Paine, 2008).

Helping Out: The National Survey of Volunteering and Charitable Giving, suggests that the last decade has witnessed noteworthy improvements in the organisation of volunteering programmes (Low et al, 2007). In the 1997 National Survey of Volunteering 71 per cent of volunteers felt that their volunteering could be better organised (Davis Smith, 1998). This figure was down to 31 per cent in the 2007 survey. However, there remained many areas for improvement. For instance, four out of every five volunteers (79 per cent) did not receive any training in their volunteer role, although 25 per cent of regular volunteers had received training compared to just ten per cent of occasional volunteers (Low et al, 2007: 48).

The limited knowledge we have on volunteer management capacity comes from IVR's 2008 Management Matters report, which undertook an analysis of volunteer management in order to address the question of whether volunteer-involving organisations have the capacity to absorb new volunteers against a background of efforts to increase the numbers of people volunteering (Machin and Ellis Paine, 2008: 2).

On the basis of a survey involving telephone interviews with 1,382 individuals who had responsibility for managing or organising volunteers within their organisations, the report found that the role of the volunteer manager is normally a part-time function of a more general manager. Volunteer management was a full-time occupation for only six per cent of the study respondents. Forty per cent worked part-time for the organisation and one quarter were in unpaid positions, either full- or part- time (Machin and Ellis Paine, 2008: 6).

Given that the function of volunteer management is rarely a standalone position, and only recently seen as a profession, there has been very limited analysis of the type of skills required for the role and how they can be developed. This is not to suggest that those who fulfil the role are unskilled. Indeed the Management Matters survey found out that those who held the role had very significant levels of experience (over one-third - 37 per cent - had been managing volunteers for over ten years) and were evidently performing to a very high standard; most reporting that they were implementing policies and procedures generally recognised as good practice in volunteer management (Machin and Ellis Paine, 2008: 8). However, what it does suggest is that the skills-set required has not been sufficiently identified, documented, and therefore transferred to those who are new to the role. This has hindered the development of training opportunities, with only half of respondents to the Management Matters survey having attended training or education courses in managing volunteers (Machin and Ellis Paine, 2008: 6).

1.2.2 Skills required of the volunteer manager

While a fair amount of analysis has been conducted around the skills required and skills gaps in the voluntary sector as a whole there is little specifically about people who manage volunteers (Venter and Sung, 2009: 5-6).² In this overview of skills gaps in the sector generally, the only evidence that specifically relates to people who manage volunteers is a Canadian study on IT skills (Venter and Sung, 2009: 44-5). The Management Matters survey also focuses on a limited range of functions of volunteer management such as recruitment and retention and also the implementation of good practice, but less on the specific skills required to do these effectively (Machin and Ellis Paine, 2009: 33-7). Questions around training needs were more about the form of training - formal or informal, long or short - than the content (Machin and Ellis Paine, 2009: 24-5).

Another study of the provision of volunteer management training in London analyses the overall supply and demand for this training, and addresses issues of accreditation,

cost, quality, structure, but again with relatively little about content (Freshminds, 2008). This study suggested that volunteer managers value flexible courses with a modular structure, and a varied content, though with quite limited analysis on the most important issues that should be addressed (Freshminds, 2008: 18-19).

² Venter and Sung argue that key areas of skills shortages that have been identified in existing reports are the higher level strategic management and management skills including: staff supervision, decision making, project planning, performance management, analytical skills, human resource management skills, people management skills, interpersonal skills, along with skills for promoting and managing diversity. Other more specific skills that consistently emerge as skills shortages or skills gaps are marketing and promotion skills, team working and team building skills, legal knowledge, fundraising skills, IT, ICT and strategic IT skills.

1.3 Summary of the methodology

This section provides a very brief summary of the methodology used. For a more detailed discussion, please see the technical appendix (appendix A).

The research project used a mixed quantitative and qualitative approach. The main element of the research was a quantitative survey of 1,004 individuals who manage volunteers. While volunteering takes place across the public, private and voluntary sectors, this survey focused on organisations in the voluntary sector. The questionnaire was modelled on that used as part of the 2008 Management Matters study. All respondents were screened to ensure that their organisation involved volunteers other than on the Board, governing body or management committee and to ensure that their role involved managing volunteers or organising volunteers at least some of the time. The target respondent was the main person responsible for volunteers within each organisation. In total 9,145 people were contacted in March 2010 resulting in 1,004 completed interviews.

Following completion of fieldwork, the data were weighted by income band and Government office region to ensure a representative sample of the population (using statistics provided by GuideStar). All tables and figures in the main body of this report show weighted data, however base sizes are unweighted. Unless otherwise stated the figures in this report exclude don't know responses and missing values. Occasionally the figures in the tables will not add up to exactly 100% as the figures have been rounded to the nearest whole number.

In addition to the quantitative survey, ten biographical interviews were undertaken in March and April 2010 with people who manage volunteers to enable in-depth exploration of careers, skills and development needs (for a discussion of the method used please see the technical appendix). The methodology allowed the research team to explore routes into volunteer management which took into account experiences gained through informal and voluntary roles as well as in more formal paid positions.

1.4 Note on terminology

In this report we are using the term 'managing volunteers' as shorthand for a number of activities that include recruiting, co-ordinating, leading, supporting, administering and organising volunteers and/or having responsibility for strategic planning for volunteering. We therefore adopt the terms 'people who manage volunteers' to capture the function of volunteer

management that exists within many paid and unpaid roles in the voluntary sector, whilst recognising that many of the individuals surveyed may not have volunteer manager in their job title.

Chapter Two: Valuing volunteer management: An overview

The voluntary and community sector in England is large, heterogeneous and difficult to categorise. It is inhabited by a diverse range of individuals with a broad set of motivations, experiences, needs and aspirations. This chapter summarises the complex picture of volunteer management and skills needs

in the voluntary sector uncovered through this research. It then draws out some of the implications of the research for policy, practice and research. Subsequent chapters explore these findings in more detail. In addition more information and further tables are available in the appendices.

2.1 Good practice

Overall, there is a high incidence of good practice in volunteer management across all sizes of organisations in the voluntary sector. The majority of organisations have reached a basic level of volunteer management: 80 per cent of respondents provided an induction for all volunteers, 71 per cent had a written policy in place and 57 per cent offered group supervisions and 60 per cent one-to-one supervisions to all of their volunteers.

The results also indicate a small increase in the prevalence of good practice in volunteer management among organisations with lower incomes since our earlier study, *Management Matters*, was published in 2008 (Machin and Ellis Paine, 2008). Then, only 50 per cent of small organisations had a written policy on volunteer involvement, for example, whereas this has now risen to 61 per cent for organisations with an income of less than

£10,000. Broadly, organisations with larger incomes tend to have more of the good practice indicators in place, although a significant proportion of both large and small organisations do not have these practices in place.

Across the sector difficulties remain around recruiting volunteers, particularly volunteers with the skills or experience organisations most need (57 per cent of respondents report difficulties with this), and more frequently among unpaid volunteer managers and those in organisations with small incomes. Respondents have greater difficulty recruiting volunteers for some roles than for others, with campaigning, IT support, fundraising, handling money, leadership/project roles, research and policy work being the key areas of skills gaps among volunteers.

2.2 The added-value of volunteers

Respondents were generally positive about the added-value of volunteers, believing that they bring specialist skills that the organisation cannot acquire elsewhere (70 per cent). Over half (53 per cent) consider volunteers' training or learning to be very important to their volunteer programme and a similar proportion (54 per cent) have a training and development plan in place for volunteers. The provision of some training for volunteers is common although much of this can be classified as 'informal, in-house training'. Nearly three-quarters (71 per cent) of respondents had arranged some training for volunteers in the previous 12 months.

Although this research did not speak directly with volunteers, those managing them were broadly positive about volunteers' skills levels. Indeed a small minority (9 per cent) of respondents suggested volunteers had more skills than they needed to perform their roles. Unsurprisingly the greatest barrier to offering training or learning opportunities to volunteers is a lack of resources, including a lack of specific funding for training, lack of cover for volunteers and a lack of willingness to invest in volunteers who may not stay in the organisation. People who manage volunteers also perceive some lack of demand for training, learning and development opportunities from volunteers themselves.

2.3 Experienced but undervalued

The survey confirms the earlier findings from *Management Matters* that the role of volunteer manager is likely to be a part-time function of a more general manager. It is rarely the sole responsibility of one person within an organisation. Those who manage volunteers often have a wealth of experience to draw upon but their experience of formal training and learning can be very mixed. The more paid staff in the organisation, the more likely staff members are to receive training that helps in work with volunteers. Moreover, respondents in organisations with incomes over £1 million were more likely to access training more regularly.

There is strong demand for additional training and skills development across the range of volunteer management functions outlined in the National Occupational Standards (NOS). As expected, such skills gaps vary between people who manage volunteers in different types of organisation. Key areas where respondents would value further training included 'obtaining funds for volunteering' and 'developing strategies and policies that support volunteering'.

2.4 Supportive environments

The main source of support and advice for people who manage volunteers is through managers or other colleagues (76 per cent), that suggesting they may work in supportive environments. However, those who manage volunteers also rely greatly on the local and national volunteering infrastructure for advice and support, particularly on local Volunteer Centres. Such access to Volunteer Centres is proportional to the size of the organisation, with respondents based in organisations with higher incomes more likely to access their services. Sixty-one per cent of paid respondents accessed support from Volunteer Centres compared to 41 per cent of unpaid respondents.

One of the most significant findings is the positive reinforcement that occurs between involvement in volunteer management networks and respondents'

desire to undertake training. Although there is a relatively low level of membership of volunteer managers' networks (29 per cent take part in a face-to-face networks and 16 per cent online), those involved in networks are more likely to have taken part in training and to desire further training. Respondents who were members of networks were considerably more likely to access other forms of training and support than those who weren't members (74 per cent compared to 49 per cent). This suggests the central place of face-to-face and online networking in embedding learning and also identifies the potential for local infrastructure in supporting and facilitating such groups. However, it is important to recognise that membership of such a network is not a substitute for adequate support within an individual's own organisation.

2.5 Isolation of volunteer-led groups

The research further confirms that very small organisations (with low incomes and few paid staff members) often exist in isolation from other organisations. Indeed, it is striking that people who manage volunteers in such organisations often do not feel a need for training or good practice support and advice. While this disengagement does reflect their different needs, it also suggests that there is a lack of awareness of the range of functions involved in managing volunteers. As might be expected, awareness of the National Occupational Standards in

management of volunteers is lowest among unpaid people who manage volunteers and those in smaller organisations; for example, just 27 per cent of respondents in organisations with no paid staff were aware of NOS. This raises questions both about the relevance of the standards to small, volunteer-led groups and the need for local and national infrastructure to make themselves more accessible to smaller groups and to raise awareness of their services.

2.6 Raising the profile of volunteer management

Barriers to training and learning are experienced differently by people who manage volunteers based in organisations of different sizes. Respondents in better-resourced organisations were more likely to identify lack of resources as a barrier (68 per cent in organisations with incomes over £1 million compared to 57 per cent with incomes under £10,000). Larger organisations experience a different set of barriers to training or learning that are perhaps associated with their more formalised structures, greater accountability to funders and larger numbers of paid staff positions.

Volunteer management remains an undervalued function, even within some quite high income organisations. There is a clear need to raise the profile of volunteer

management as a profession and for standardised qualifications in volunteer management. While such professional recognition may not be appropriate or desirable for many people who manage volunteers in a part-time, unpaid capacity, it is likely they could benefit from membership of a network. Indeed many respondents identified that the fact that volunteer management was not a significant enough part of their role was in itself a barrier to accessing additional training and learning (38 per cent overall, rising to 45 per cent of respondents in organisations with incomes under £10,000). Involvement in such networks is a good way of identifying training needs as well as opening up access to training.

2.7 Implications

The voluntary sector is diverse in many different ways, and this research has attempted to identify those differences that have the greatest effect on managing volunteers. The most important seem to be the organisational income and whether the person who is managing volunteers is paid or unpaid. These two variables have a significant impact upon volunteer management practices, access to skills development, development needs and the barriers faced. The skills and development needs of people who manage volunteers must remain an issue high on the policy, practice and research agendas in the light of the continued push by government to get more people

involved in their communities. Moreover, while this study has illuminated some areas of volunteer management, it also raises further questions, or opens new horizons as we seek to understand the landscape of volunteer management better. This section outlines some of the implications of the research for policy, practice and research.

2.7.1 Implications for policy

Volunteer management is a widespread and necessary function across the voluntary sector. However, since the role of volunteer manager is likely to be a part-time function of a more general manager and rarely the sole responsibility of one person within an organisation there can be no 'one-size-fits-all' approach to volunteer management. Indeed, we should remain aware of the danger that 'formalisation and professionalisation might crowd out more informal types of volunteering and limit the inclusiveness of volunteering' (Hutchison and Ockenden, 2008: 10). This should be better reflected in the training, support and advice available to those who manage volunteers. In particular:

- The study shows that groups with lower incomes and fewer members of staff do not access the information and support that larger organisations do, raising questions for policy makers about how such small, volunteer-involving groups might be brought together, perhaps focused around the areas they are most interested in, such as gaining funding for volunteer programmes;
- National and local volunteering and voluntary sector infrastructure bodies need to develop information and advice services on volunteer management in general and the National Occupational Standards in particular that are more relevant to small groups and do not deter people by using language that is overly formal.

2.7.2 Implications for practice

The findings suggest considerable scope for continuing the recent development of volunteer management practice around formal training, encouraging networking and the roll-out of National Occupational Standards. However, there are clear differences between those who manage volunteers in organisations of different sizes. Other research has indicated that smaller groups 'often felt strongly that imposing more formal systems of volunteer management on them would be inappropriate and ineffective' (Ockenden and Hutin, 2008: 2). In particular:

- It is important to explore what kinds of specialist support volunteers who manage other volunteers may need. This study found that unpaid respondents were less likely to implement good practice compared to those in paid roles. This is closely related to unpaid respondents' lack of access to training and support and advice from both the local and national volunteering infrastructure. It may be that the support currently offered is inappropriate to their needs;

- National Occupational Standards are an important tool for those in paid positions seeking to raise the profile of volunteer management as a profession comparable with, yet distinct from, human resources management, and need to be further rolled out;
- One way to raise the profile of volunteer management within the voluntary sector would be to ensure it is considered at Board level. This may take the form of a 'volunteer champion' sitting on a management committee or Board;
- Lack of formal training or learning is not necessarily a negative thing as long as those who manage volunteers are aware of how to access support and advice should they need to;
- The research confirms that membership of a volunteer managers' network can bring benefits to individuals such as support, advice and access to information about training. People who manage volunteers (whether paid or unpaid) should be strongly encouraged to form or join such groups and be supported in doing so. Local Volunteer Centres may be best placed to facilitate such networks, and to encourage individuals in unpaid positions and those based in very small organisations to form support groups.

2.7.3 Implications for research

This study, based predominantly on a quantitative survey and drawing exclusively from the perspectives of people who manage volunteers, could be further built upon by both expanding the qualitative element and also diversifying the respondents. The views of volunteers could be particularly illuminating – what support do they feel they need and what do they perceive to be the skills and training needs of those who support and manage them? In particular, the results point to a number of issues which we know to be critical but which require further exploration, including:

- The growing trend to utilise volunteers to manage and support other volunteers. Such involvement may bring potential benefits for all parties, but there are associated challenges in ensuring the quality and consistency of management and also implications for paid staff as they deal with delegating to and equipping volunteers who will take on that management role;

- Distinctions between the skills set required for managing volunteers at a larger scale compared to coordinating volunteers in a very small organisation. The results suggest that people who manage volunteers in smaller organisations feel less need for training, but what is not clear is whether this is due to the specific nature of such roles or a lack of awareness of good practice and the potential benefits of networking and training;
- How far do the types of role volunteers undertake or the area of operation of an organisation (e.g. health, education, sport) affect the skills needed by people who manage volunteers, and their training and development needs? We know some roles are more difficult to recruit for; particularly campaigning, IT support, fundraising, and leadership and management roles, but we do not know the implications for ongoing supervision and support. Volunteers fulfilling more skilled functions would most likely require a higher level of support, but how exactly that shapes the volunteer management role is yet to be explored.

Chapter Three: Managing volunteers in the voluntary sector

This chapter discusses the profile of the people who manage volunteers in the voluntary sector and explores their career routes. It then explores good practice in volunteer management and discusses issues of volunteer recruitment, retention and capacity. Finally it looks at volunteers' skills and training needs.

3.1 People who manage volunteers

People who manage volunteers: A profile of respondents

- Only 15% are in roles classified as 'volunteer coordinator' or 'volunteer manager' with the rest primarily in general management or administration.
- 63% are in paid roles, with the remaining 38% in unpaid roles as trustees or as other volunteers.³
- Managing volunteers is usually part of a wider role. Just 14% spend more than three-quarters of their time organising volunteers and 56% spend less than a quarter of their time doing this.
- There is a considerable amount of experience amongst respondents: 65% have been managing volunteers for more than five years.

The survey confirms the earlier findings from Management Matters that the role of volunteer manager is likely to be a part-time function of a more general manager. Fifteen per cent of respondents were in roles classified as 'volunteer coordinator' or 'volunteer manager' compared to 40 per cent whose roles were classified as general managers. Thirty-eight per cent of the respondents were in unpaid roles, either as trustees or members of management committees (21 per cent) or as other volunteers (17 per cent). The findings reflect the fact that even quite large organisations often involve volunteers as volunteer managers: 13 per cent of respondents in organisations with more than 50 staff were unpaid. While the role of volunteers as managers, supervisors and coordinators of other volunteers is not a new idea, it may be a growing trend in larger organisations. The qualitative interviews suggest that some organisations are now looking to build their volunteer management capacity through the involvement of volunteers in more supervisory, coordination or management roles and to offer training and support to volunteers taking on these roles.

Moreover, for most respondents volunteer management was only a small part of their role. Just 14 per cent of those interviewed indicated that they spent over three-quarters of their time organising volunteering. Over half of respondents (56 per cent) spent less than

a quarter of their time organising volunteering, the same as the proportion reported in our earlier Management Matters survey (Machin and Ellis Paine, 2008: 20).

Also echoing the findings of the Management Matters survey, it was found that respondents brought a lot of experience in managing volunteers to their roles. Sixty-five per cent of survey respondents had been managing volunteers for over five years. Those in unpaid roles were likely to have been in the role for a significant period of time: 49 per cent had over ten years experience. However there was more turnaround amongst those in paid roles with 20 per cent having been in their current role for less than 12 months. The study confirms our understanding that the routes into volunteer management vary widely. Respondents were asked to indicate the role they had been doing previously, but the reported job titles proved too diverse to categorise, although key sectors of work included education, administration and having been a volunteer themselves. Qualitative interviewees described how they had gained experience of working with volunteers in several previous jobs before building up the experience that would get them a role as a manager of volunteers:

³ Figures have been rounded to nearest whole number so percentages may not add up to 100%

‘Like many other volunteer managers I sort of fell into the job. An interesting opportunity came up at the right time... I knew about being a volunteer but not about actually managing them.’

‘In a way I’m almost like the generation before the volunteer managers who have these opportunities open to them. And it’s really my experience and whatever skills I have, have come from on-the-job rather than by being taught.’

Several interviewees suggested that working alongside volunteers could be in itself inspiring and motivational. Some emphasised the many differences they saw between managing paid staff and volunteers, for example identifying differences in terms of motivation, recruitment methods, attendance at meetings / holidays, boundaries between paid and volunteer roles and the need to deal with mental and physical decline as volunteers got older.

The people we interviewed who manage volunteers felt strongly that there was a need for volunteer management to be seen as a more clearly defined profession distinct from but similar to HR. Responses included:

‘When the Association of Volunteer Managers came into being I signed up for that and I went to the first meeting because I really do think it is important that it’s seen as a profession, its seen as something quite different from managing paid staff.’

‘Until we get professionalised and we get recognition for that, I think volunteers suffer because we’re not valued or viewed as having particular skills.’

‘I craved some sort of professional recognition of the role...that it was worthwhile, and yes it wasn’t a cop out job but that it was a worthy job.’

3.1.1 Levels of operation

- 83% of respondents are involved in ‘planning for volunteering’ in their organisation. This figure is higher for paid (91%) than unpaid (72%) managers of volunteers.
- 35% of respondents would welcome additional training or skills development in securing support for volunteering at senior management/ Board level.

We were interested to find out the level at which people who manage volunteers operated within their organisations. We also asked about whether they were involved in ‘planning for volunteering’, by which we meant creating or developing a volunteering programme. Ninety-one per cent of paid respondents indicated that they were involved in these activities, compared to 72 per cent of unpaid respondents. Respondents also indicated that they would welcome additional training in ‘securing support for volunteering at senior management / board level’: this was a skills gap for 39 per cent of paid volunteer managers and slightly fewer (30 per cent) unpaid volunteer managers. Demand for this type of training was also correlated to organisational income with those organisations with an income of less than £10k (20 per cent) less likely to demand it than those organisations with an income over £1m (47 per cent). Interviewees reported:

‘I don’t actually work face-to-face at the strategic level in this organisation, that’s done by my boss. I don’t sit on a senior management team, she represents me on that, so I’m not always as keyed into the strategic stuff as it might be good to be.’

‘We actually had a reference to [volunteering] in the [organisation’s] corporate plan that ran for three years. And we actually looked at how we grew our volunteering and it did grow quite significantly over the three year period because people were focused on the fact that it was something we wanted to do.’

‘I think the status of volunteer managers within a lot of organisations is fairly low...There are a very large number of volunteer managers [that] have volunteer management bolted on to the end of an already busy job.’

3.2 Good practice in volunteer management

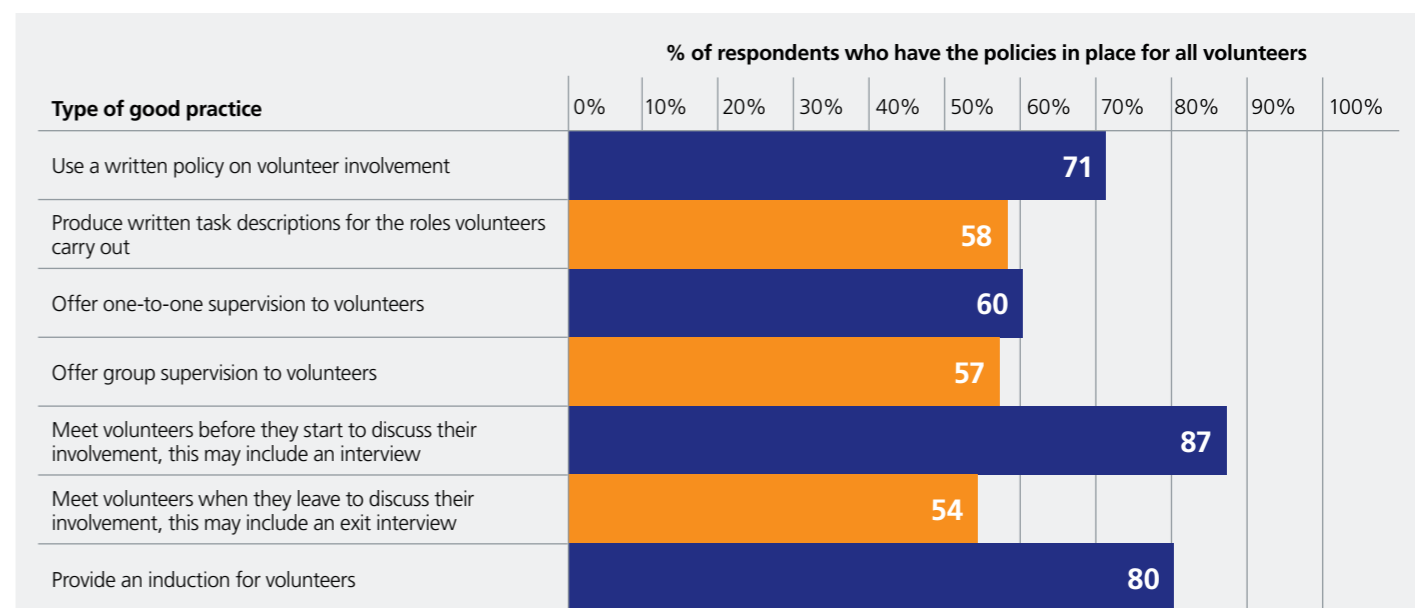
- Levels of good practice are generally high. The majority of respondents have policies in place for all of their volunteers. The figures are especially high for meeting volunteers before they start (87%) and inductions (80%), although the rates are slightly lower for exit interviews (54%), group supervisions (57%) and one-to-one supervisions (60%).
- The higher the organisational income the more likely the respondent is to have these good practices in place for all volunteers. For example, 68% of those in organisations with an income less than £10,000 use an induction compared to 93% for those with an income over £1m and 61% compared to 88% for having a written policy for volunteer involvement.
- There are significant differences between paid and unpaid respondents in key areas: having a written policy for volunteer involvement (83% for paid, 51% unpaid); producing written task descriptions (69% for paid, 40% for unpaid); and offering induction (90% for paid, 63% for unpaid).
- Regression analysis identifies key factors that predict levels of volunteer management practice. Whether the respondent was paid or unpaid is the greatest predictor with job title, number of paid staff and the proportion of time spent organising volunteering also being important factors. Government office region and length of time as a manager of volunteers are not important predictors.

Respondents were asked whether they had in place a number of specific volunteer management practices, based on good practice indicators drawn from the National Occupational Standards in management of volunteers and the Investing in Volunteers quality standard.⁴ See appendix B for a copy of the questionnaire. These included having in place a written policy on volunteer involvement, written task descriptions, one-to-one supervisions, inductions and exit interviews.

We phrased questions deliberately to pick up the volunteer management practices that respondents may not recognise such as ‘exit interview’.

⁴ <http://iiv.investinginvolunteers.org.uk> and http://www.skills-thirdsector.org.uk/national_occupational_standards/management_of_volunteers_standards/

Chart 1: Volunteer management practices



Overall, the survey suggests that there is high incidence of good practice in volunteer management across the voluntary sector. Seventy-one per cent of respondents had a written policy on volunteer involvement in place for all volunteers with a further six per cent for some volunteers – a figure very similar to the 77 per cent identified in Management Matters. As might be expected, organisations with a higher income were more likely to have adopted such practices. For example, 80 per cent of respondents offered an induction programme to all volunteers: this rose to 93 per cent for organisations with an income over £1 million but only 68 per cent for organisations with an income under £10,000.

The results also indicate some developments over time - although these should be treated with caution. Sixty-one per cent of respondents from organisations with an income under £10,000 had a written policy on volunteer involvement in place for all volunteers. This represents an increase since the Management Matters survey when only 50 per cent of these small organisations had a policy in place (Machin and Ellis Paine, 2008: 29).

There was significant variation between the levels of these volunteer management practices between those who were paid and those who were unpaid. Paid volunteer managers were more likely to carry out these practices for all or some volunteers. The largest discrepancies were found for having a written policy on volunteer involvement (87 per cent for paid compared to 59 per cent unpaid), producing written task descriptions for the roles volunteers carry out (80 per cent paid compared to 52 per cent unpaid) and exit interviews (79 per cent paid compared to 59 per cent unpaid).

Other factors were also seen to affect the level of management practices in place in an organisation. The greater the proportion of respondents' time spent managing volunteers and the greater the number of paid staff within the organisation were factors positively correlated to levels of management practice. There was also some correlation between job title and levels of management practice with those called 'volunteer coordinator' or 'volunteer manager' more likely to indicate that such practices were in place.

In exploring the influence of various factors upon levels of management practice, a number of interesting results emerged. We tested the significance of a number of variables as predictors of levels of volunteer management practice including: Government office region; organisational income; length of time in volunteer coordinator function; number of paid staff; whether the respondent was paid or unpaid and the proportion of respondents' time spent organising volunteering.

We found that whether the participant was a paid member of staff or a volunteer was the most significant predictor of levels of management practices, although the difference between paid and unpaid staff was not dramatic. Other significant predictors were participant job title, the number of paid staff and the proportion of respondents' time spent organising volunteers. In contrast, Government office region, organisational income or length of time in a volunteer coordinator role were not strong predictors of levels of management practice.

3.3 Recruitment and retention of volunteers

- A majority of respondents have difficulties in recruiting enough volunteers (55%) and recruiting volunteers with the skills/experiences they need (57%). 34% also have difficulties retaining volunteers.
- Respondents have more difficulty recruiting volunteers from some sectors rather than others. The top five areas where organisations needed more volunteers are campaigning (50%), IT support (49%), fundraising, handling money (48%), leadership/project roles (48%) and research, policy work (47%).
- Unpaid volunteer managers and those in organisations with small incomes are more likely to experience difficulties around recruitment

We asked respondents about their experience of recruiting, providing induction/training to and retaining volunteers. One-fifth (21 per cent) of all respondents to the question noted that recruiting enough volunteers with the necessary skills/experiences was a major problem.

Recruiting enough volunteers was perceived to be more of a problem by unpaid managers of volunteers (64 per cent) than paid (49 per cent). However, there was little difference between paid and unpaid people who manage volunteers on issues of retention. Table 1 shows a more detailed breakdown of the key problems.

Table 1: Extent to which the organisation has difficulties with the following by organisational income and respondent role ('a little' and 'a lot' combined)

	All respondents	<£10k	£10k-£100k	£100k-£1m	>£1m	paid	unpaid
In recruiting enough volunteers	55	66	57	46	42	49	64
In recruiting volunteers with the skills/experiences you need	57	58	59	53	53	53	63
In having more volunteers apply than you can involve	36	27	31	45	55	41	27
In providing sufficient induction and/or training to volunteers	27	17	31	26	32	28	24
In retaining volunteers	34	29	36	33	41	34	34
Base	1,004	220	452	240	92	628	365

We asked respondents which areas of activity they needed volunteers for and whether they were able to recruit the necessary numbers for each role. The areas in

which recruitment was most difficult were campaigning, IT support, fundraising, and leadership and management roles (see table 2).

Table 2: Volunteer recruitment by type of role

	Not able to recruit the right numbers of volunteers %	Able to recruit the right numbers of volunteers %	Base (total number indicating this was an area they needed volunteers)
Campaigning	50	50	197
IT support	49	51	323
Fundraising, handling money	48	52	577
Leadership / project management roles	48	52	177
Research, policy work	47	54	182
Driving, providing transport	43	57	202
Organising, publicising, helping run events	41	59	566
Managing volunteers	40	60	148
Secretarial, administrative, clerical	36	64	397
Giving advice, information, counselling	36	64	218
Teaching, training or coaching	35	65	265
Visiting, befriending / mentoring people	31	69	259
Running activities for children or young people	31	70	310
Caring for people and animals	29	71	155
Gardening, decorating, environmental work	27	73	197

We also asked respondents about the capacity to involve the volunteers that applied to their organisations. Forty-one per cent of paid respondents indicated that they had more volunteers apply than they could involve compared to 27 per cent of unpaid respondents. The issue was also more

pronounced among those who spent more than half of their time managing volunteering: one-fifth (20 per cent) of whom reported they had 'a lot of difficulties' having more volunteers apply than they can involve.

3.4 Volunteers' learning and development

- 54% of respondents have a training or development plan for volunteers in place and 59% have a budget for volunteer training in their organisation.
- Only 39% always assess whether volunteers have gaps in their skills.
- 71% of respondents offered some form of training or development to their volunteers in the last 12 months.
- Informal in-house training (71%) is the most common form of training. Externally provided training is far less common. This includes both training that does not lead to a nationally recognised qualification (29%) and that which leads to a nationally recognised qualification (29%).
- Organisations with a higher income are more likely to offer training to their volunteers for all forms of

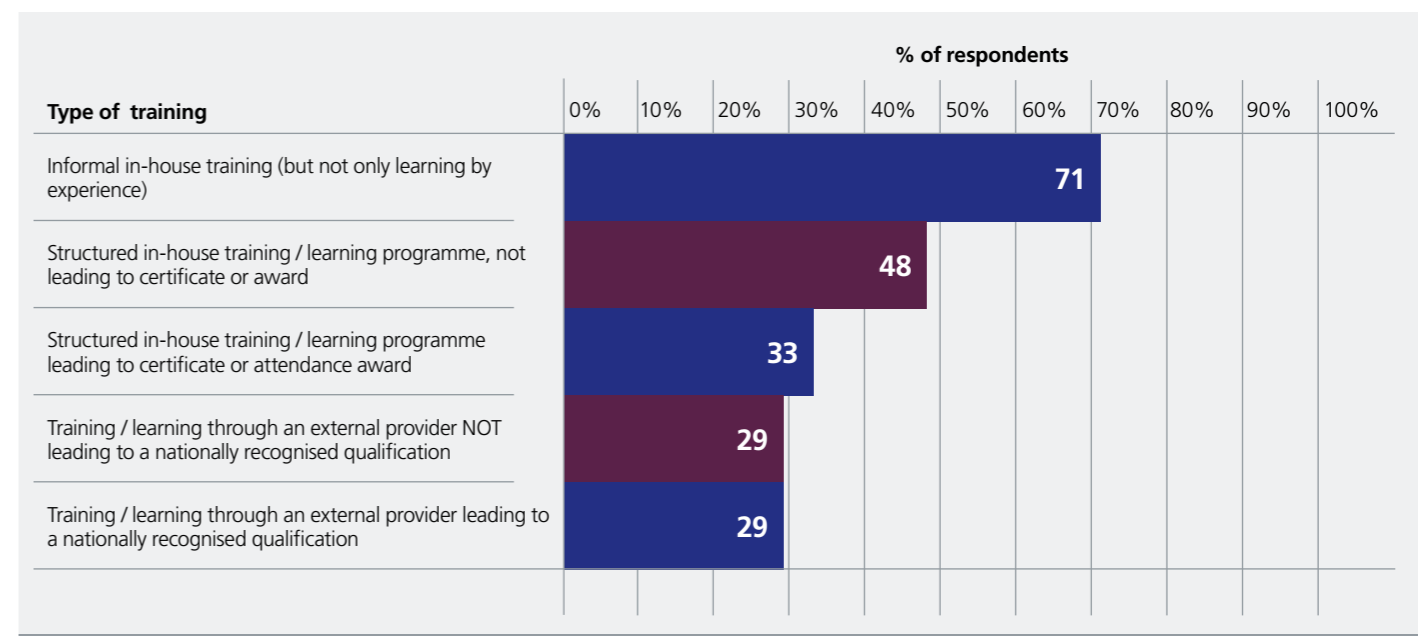
training. Only 64% of organisations with an income less than £10,000 offered any training in the last year, compared to 93% of organisations with an income over £1 million.

- Paid volunteer managers are more likely to offer training to their volunteers than unpaid volunteer managers, however, this is primarily for in-house training.
- 70% of respondents agree that volunteers bring specialist skills the organisation cannot access elsewhere.
- Only 39% of respondents agree that it is better to recruit volunteers who can already do the role than train them.

Developing volunteers' skills, knowledge and competence is one key area of the National Occupational Standards (NOS) considered in detail in this survey. Of the total sample, 54 per cent had a training or development plan for volunteers in place. Such a plan was something that those in paid positions were more likely to report:

63 per cent of paid staff compared to 43 per cent in unpaid roles. However, only 39 per cent always assess whether volunteers have gaps in their skills. Fifty-nine per cent reported that funds or a budget were available within the organisation for volunteers' training.

Chart 2: Type of training arranged for volunteers in last 12 months



Nearly three-quarters (71 per cent) of respondents had arranged some training for volunteers in the previous 12 months. This proportion rose to 93 per cent of respondents from organisations with an income over £1 million. Of those who had arranged some form of training a majority (71 per cent) had arranged 'informal, in-house training' and just over half (51 per cent) indicated that this was the most frequently arranged form. Twenty-nine per cent indicated that they had arranged external training leading to a qualification for their volunteers, although just seven per cent indicated that this was the most frequent form of training offered. Where external providers are used the most popular type was an independent trainer (63 per cent), followed by Volunteer Centres (37 per cent), other infrastructure agencies (21 per cent) and further education colleges (15 per cent).

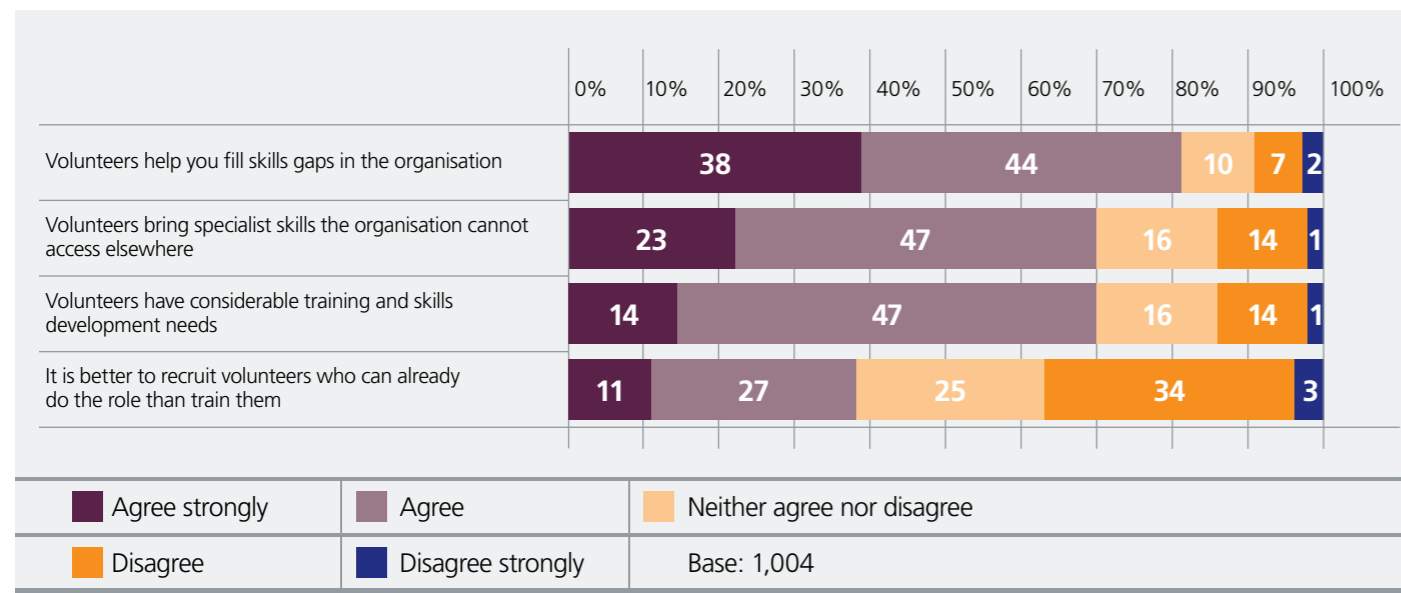
In addition, respondents were asked to assess whether volunteers in their organisation had the necessary skills to perform their roles effectively. Three-quarters of respondents (76 per cent) believed that their volunteers had sufficient skills with nine per cent suggesting volunteers had more skills than they needed to perform their roles. These views on volunteer skills did not vary

very much by profile of respondent. So for instance, respondents who spent more than half their time organising volunteering were only slightly more likely to judge that volunteers needed additional skills: 16 per cent compared with 13 per cent who spent under half their time organising volunteering.

3.4.1 Attitudes to volunteers' training and learning

We asked people who manage volunteers some questions about attitudes to developing volunteers' skills, knowledge and competences. In general respondents were positive about the added-value of volunteers. Seventy per cent agreed with the statement that 'volunteers bring specialist skills that the organisation cannot acquire elsewhere'. Fifty-three per cent consider volunteers' training or learning to be 'very important' to their volunteer programme; this rose to 70 per cent of respondents from organisations with incomes over £1 million. Despite this commitment one-third (33 per cent) of respondents from organisations with an income over £1 million did not report having a training and development plan in place for volunteers.

Chart 3: Percentage of respondents who agreed with the following statements about volunteer recruitment (%)



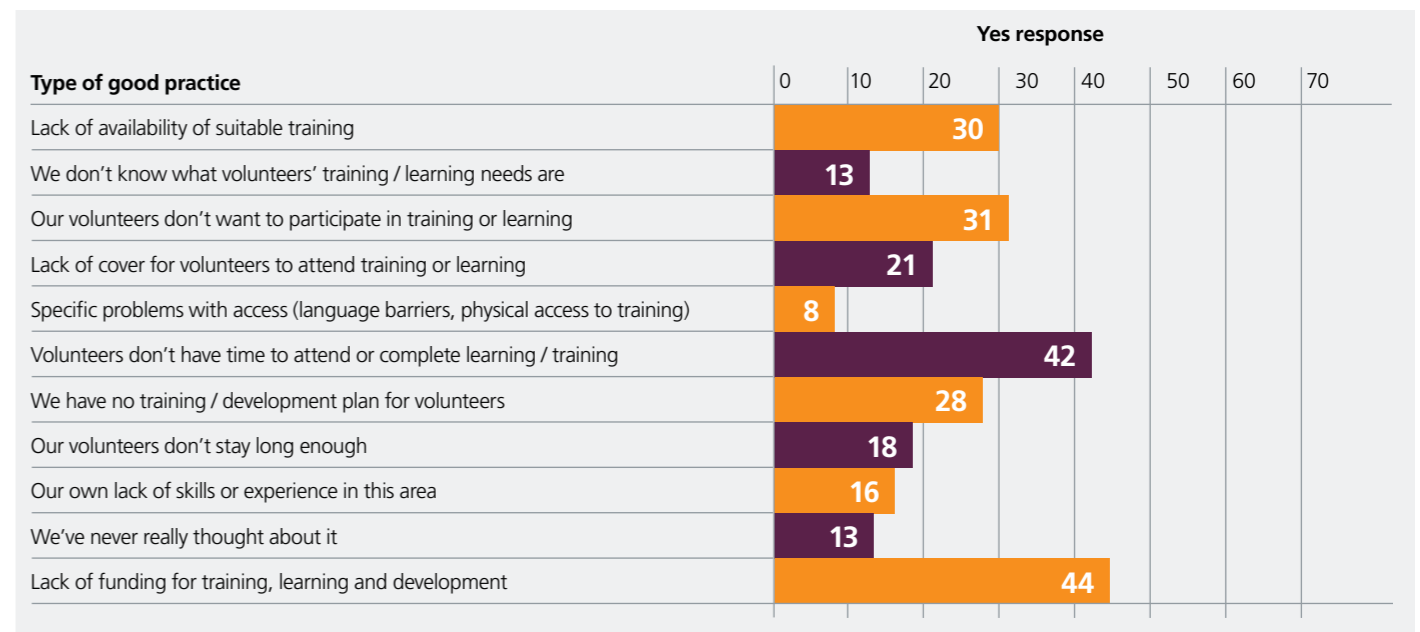
3.4.2 Barriers to offering volunteers training

- Lack of funding (44%) and volunteer time (42%) are the main barriers to offering training to volunteers. The belief that volunteers don't want to participate (31%) and the lack of availability of suitable training (30%) are also important factors.
- Respondents in organisations with a large income (over £1m) are more likely to identify a lack of availability of suitable training (34%), volunteers not having time to attend (54%) or not staying long enough (24%) and a lack of funding for training, learning and development (49%) as barriers compared to those in organisations with a lower income.
- Organisations with a small annual income (under £10,000) are more likely to see 'not knowing what volunteers' needs are' (19%), 'volunteers don't want to participate' (33%), having no training/development plan for volunteers (29%), their own lack of skills or experience in this area (21%) or that they've never really thought about it (14%) as barriers compared to organisations with a higher income.
- Generally, respondents in organisations with no paid staff identify fewer barriers although they are also more likely than average to indicate that never really thinking about it (22%) or not having a training/development plan for volunteers (34%) were reasons for not offering training.

Respondents were also asked to think of some of the reasons that may prevent them from offering training or learning opportunities to volunteers. As chart 3 shows, the greatest barrier to offering training or learning opportunities is a lack of resources.

This includes a lack of actual funding for the training (44 per cent), lack of cover for volunteers (21 per cent) and a lack of willingness to invest in volunteers who may not stay in the organisation (18 per cent). Another key barrier was the lack of demand for existing training opportunities from volunteers either because they didn't want it (31 per cent) or didn't have the time to participate (42 per cent).

Chart 4: Barriers to offering training to volunteers



A further set of barriers respondents identified centred around a lack of awareness of what the volunteers need (13 per cent) or a more general lack of awareness through simply not having thought about it (13 per cent). The lack of availability of suitable training (30 per cent) is also an

important barrier for many including around specific access problems (eight per cent). Supporting the development of volunteers' knowledge and skills was one key skills gap among people who manage volunteers: 60 per cent reported that they would welcome additional training in this area.

Chapter Four: Skills and development needs

This chapter examines the skills and development needs of people who manage volunteers in the voluntary sector.

It explores barriers to training and learning and considers skills gaps among people who manage volunteers.

4.1 Training and learning

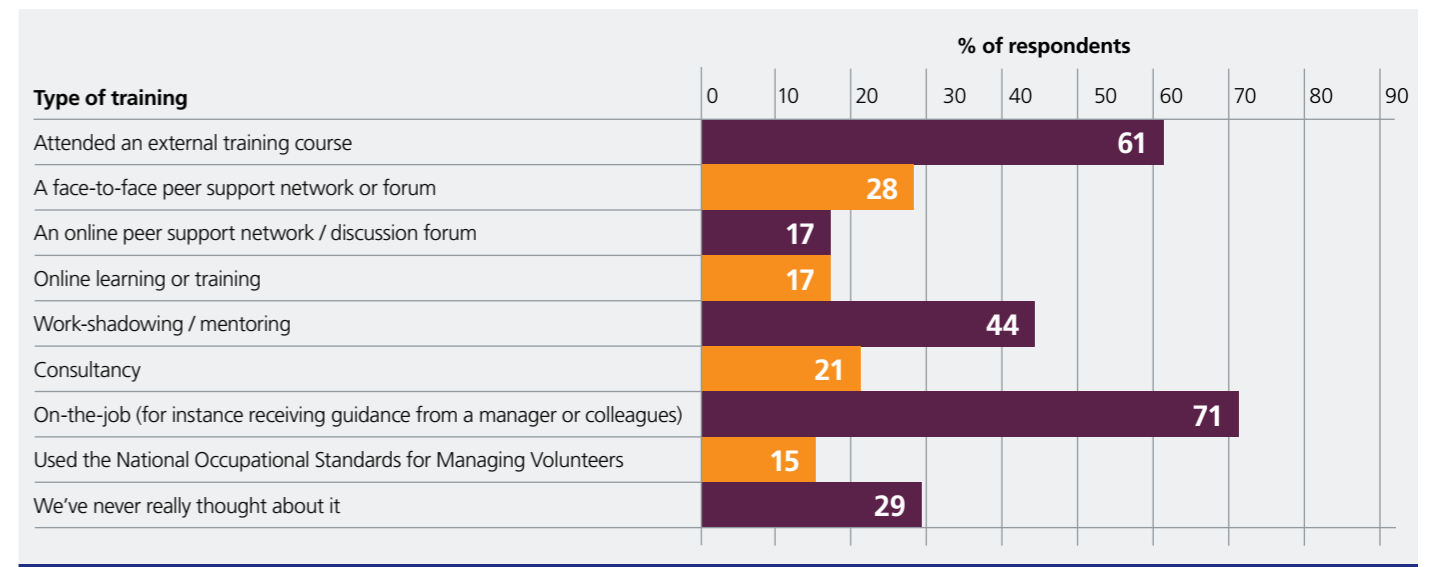
- 58% of respondents had received some training related to their role as manager of volunteers. This figure increased with organisational size as 80% of those in organisations with more than 50 staff had received some form of training.
- Respondents were more likely to have received training the greater the length of time they had been in a volunteer coordinator function, the greater the proportion of their time spent organising volunteering and if they had volunteer coordinator or manager in their job title.
- Surprisingly, whether the respondent was paid or unpaid and the income of the organisation were not important predictors of receiving training.
- Less than half (47%) had a budget for such training.
- 61% of paid volunteer managers had received some training or learning compared with 52% of unpaid volunteer managers.
- 40% of respondents were aware of the National Occupational Standards.

We asked respondents to indicate whether they had received any training or learning that would help in their work with volunteers. The question was phrased to capture all forms of training or learning that might help in the role, not just specific volunteer management training or learning. Fifty-eight per cent of the respondents had received some training. However, less than half (47 per cent) reported that their organisation made a budget or funds available for volunteer management training and personal development. The larger the organisation, the more likely its staff had received training that helped their work with volunteers. For example 80 per cent of respondents whose organisation had more than 50 paid staff had received training. Of those who had received any training or learning, nearly half (49 per cent) had taken it in the previous twelve months. Sixty-eight per cent of

people who manage volunteers in organisations with incomes over £1 million had received their most recent training in the previous twelve months.

People who manage volunteers in paid positions were also more likely to receive more regular training. Sixty-one per cent of paid respondents had received some training or learning compared with 52 per cent of unpaid volunteer managers. Moreover, 71 per cent of unpaid volunteer managers did not have access to funds or a budget for training and personal development. Over a quarter (26 per cent) of unpaid volunteer managers who had received training hadn't had any for more than five years. The types of training are indicated in chart 4 below.

Chart 5: Types of training, learning and personal development undertaken by respondents



People who manage volunteers reported a range of other sources of training or learning which they considered had helped in their work with volunteers including attending conferences; reading and self study; first aid training; accessing Volunteering England's resources; networking; and general management courses.

We asked respondents about their awareness of the National Occupational Standards in management of volunteers. Overall, 40 per cent of respondents were aware of the NOS, although this fell to 31 per cent of those in organisations with incomes under £10,000.

Forty-four per cent of those in paid positions were aware of the NOS. This rose even higher for volunteer managers who had received some training, 47 per cent of whom were aware of the standards. The use of NOS as a method of training for managing volunteers was considerably higher among paid staff, those in organisations with high numbers of paid staff, those organisations with higher income, those respondents who have 'volunteer coordinator' or 'volunteer manager' in their job title and those in role with a volunteer coordination function for longer.

'I've got all of that [the National Occupational Standards] in a file, that's my bible and I was very pleased when that was published... I think that's a really useful tool and it's very useful for me to take to the Chief Executive and to the trustees and say, these are the national standards and this is the way we should be working.'

4.1.1 Factors affecting access to training and learning

We explored which factors affect respondents' access to training and learning.⁵ We explored the significance of a range of variables as predictors of access to training and learning including: Government office region; income of organisation; length of time in volunteer coordinator function; number of paid staff in the organisation; whether the respondent was paid or unpaid and the proportion of time spent organising volunteering. We found that the most significant predictors of access to training and learning were the length of time in a volunteer coordinator function, the proportion of time spent organising volunteers and the organisational income. Other variables, including whether the participant was paid or unpaid, were not statistically significant.

There were a number of factors which were correlated with the level of learning, personal development or training accessed. Many of these factors are ones we would expect. For example, the greater the number of paid staff in an organisation, the greater the general levels of learning, personal development or training. Likewise, the greater the length of time in a volunteer coordinator function, the greater the general levels of learning, personal development or training. The greater the proportion of the participants' time that is spent organising volunteering, the greater the general levels of learning, personal development or training.

⁵ Using multiple linear regression, see appendix A.2.

Moreover, those who have ‘volunteer coordinator’ or ‘volunteer manager’ as a job title have greater general levels of learning, personal development or training, especially compared to those in administrative positions. However, perhaps most surprising was the relative unimportance of these factors on respondents’ level of access to learning, personal development and training. The differences mentioned above were significant but by no means dramatic, and there was very little difference between paid staff and unpaid staff or the income of the organisation.

The two types of learning, personal development and training that were mainly affected by these factors were whether the respondent had taken a university or college course leading to a qualification, and whether they had used the NOS. The access to Higher or Further Education courses was strongly correlated with the organisational size (the greater the number of paid staff in the organisation and the greater the organisational income the greater the access), the job title (with admin roles having considerably less access) and the length of time the respondent had been in a role with a volunteer coordination function. Our analysis suggests that Higher and Further Education courses are inaccessible for many people who manage volunteers.

Respondents to the biographical interviews identified a range of specific training needs that would help in their work with volunteers, for example around CRB checks, the Independent Safeguarding Authority and employment law. Interviewees also reflected on the wider value of training and learning and the personal development

opportunities training brought. One respondent spoke of how a foundation degree in Managing Community and Voluntary Organisations had broadened her horizons:

‘It’s made me read more widely around the subject, so it’s actually allowed me to stand back and look at the charity sector in which I want to work and think about why it does what it does and how it does itBut also just a really, really practical tool to help me manage a really diverse and a really challenging workload, not only in the volunteer sector but also here has been absolutely, just personal development from that point of view has been really, really cracking, giving me confidence.’

Others were less clear about the sort of training and learning that they would benefit from, but keen for such broader training:

‘I’d just like to be part of something. I think it’s, sometimes you don’t know what you don’t know, and so it is very hard to say what it is I would want training on, but I just want to be part of something that I feel is developing me personally and therefore actually helping my organisation.’

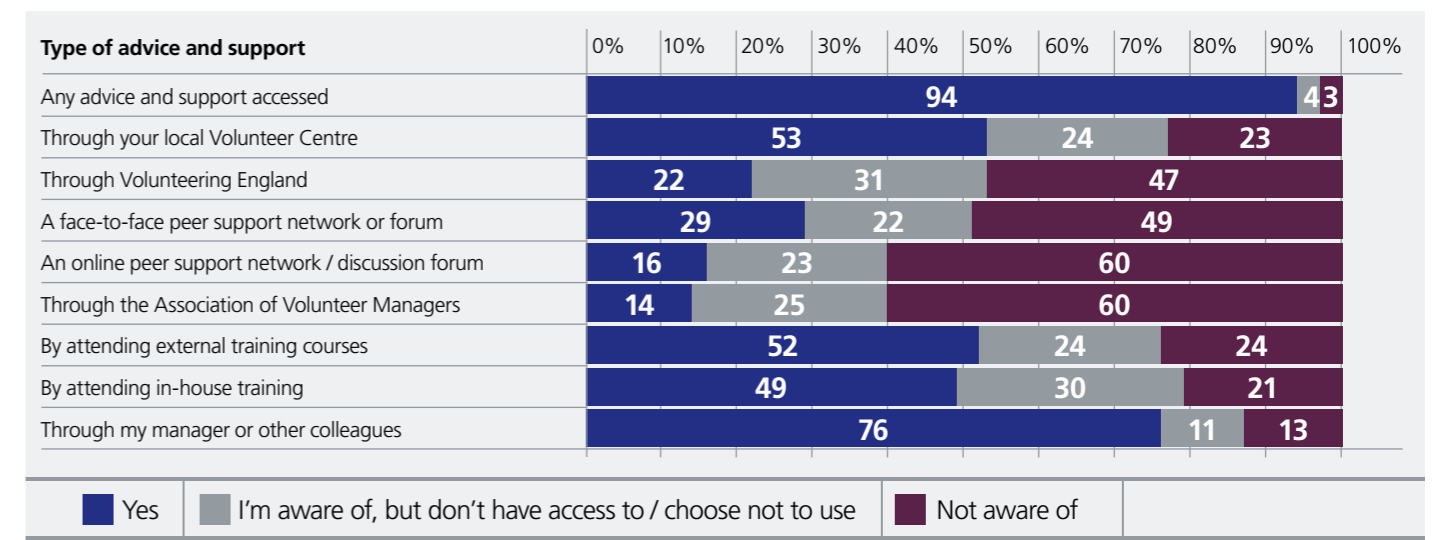
4.2 Sources of good practice advice and support

- The main source of support for respondents is through managers or other colleagues (76%) although Volunteer Centres (53%) also provided support especially for larger organisations. Notably, 42% of organisations with an income of less than £10k are aware of Volunteer Centres but either didn’t have access to or chose not to use their good practice support.
- 14% of respondents access support through the Association of Volunteer Managers while 60% are not aware of the Association.

People who manage volunteers were also asked where they received advice and support that might help in their work with volunteers. The main source of support for all respondents was through their managers or other colleagues (76 per cent). This figure did not change significantly according to the income level or number of paid staff within an organisation. The second ranking source of support was through the respondents’ local Volunteer Centre (53 per cent). Access to Volunteer Centres was proportional to the size of the organisation, with 69 per cent of organisations with an income over

£1 million accessing support and advice. However, 42 per cent of respondents from organisations with an income under £10,000 indicated that they were aware of the work of Volunteer Centres but didn’t have access or chose not to use them as a source of good practice support. There were also some regional variations with Volunteer Centres in the North West, North East and East of England more widely seen as sources of support (69, 67 and 63 per cent of respondents respectively). Awareness of the Volunteer Centres was lowest in the East Midlands.

Chart 6: Sources of good practice support and advice



Unpaid respondents were less likely to find support or advice from either national or local volunteer infrastructure agencies. Sixty-one per cent of paid respondents accessed support from Volunteer Centres compared to 41 per cent of unpaid respondents. This reflects previous research findings that many volunteer-led organisations often exist ‘largely independently from other organisations’ (Ockenden and Hutin, 2008; see also Hutchison and Ockenden, 2008). Even when aware of organisations such as Volunteer Centres or Volunteering England, many respondents did not access the support they offer.

People who manage volunteers also reported a range of other sources of advice and support which they considered had helped in their work with volunteers including NCVO; Age Concern and the Pre-School Learning Alliance. Overall, just 14 per cent of respondents indicated that they accessed support through the Association of Volunteer Managers (AVM) while 60 per cent were not aware of AVM as a source of support. There was little difference in levels of awareness between those who were in paid or unpaid roles. However use of the services provided by AVM was higher among people who manage volunteers in organisations with over 50 staff (29 per cent) and those based in London (23 per cent).

4.3 Membership of volunteer managers' networks

- 29% of respondents take part in a face-to-face peer support network and 16% are members of an online equivalent.
- Membership of a network increased with organisational income, the proportion of time spent organising volunteering and when volunteer coordinator or volunteer manager was in respondents' job title.
- Respondents who were members of networks were considerably more likely to access other forms of training and support than those who weren't members (74% compared to 49%).

The biographical interviews raised the importance of membership and involvement in both face-to-face and online networks for those who manage volunteers. Interviewees reflected on the central importance of online forums and volunteer manager networks to much of their work:

'I did a lot of networking really and a lot of my volunteer management skills, some were learnt though training, but most were learnt through experience and I would say, pinched from my volunteer mangers [in a network of a specialist volunteer forum] that gives us tremendous support. I have some very close colleagues there...We speak to each other, support each other. We are quite a tight group.'

Many of those we spoke to for the biographical interviews were well linked into various national level networks including UKVMPS, OzVPMS (the Australian Volunteer Programme Managers group), the Association of Volunteer Managers, the National Network of Volunteer-Involving Agencies and Volunteering England as well as more local or regional groups. Those with several years of experience felt confident to contribute to debates online and to share their knowledge and experience with other volunteer managers. For example, one volunteer manager in a large national organisation reported that he was often requested to speak at events and to share examples of policies and procedures with others. Others were explicit that one of the main benefits of taking training in volunteer management was the contacts it provided with others working with volunteers or in the voluntary sector:

'Part of the course involved me meeting other volunteer managers and other charity workers that worked as volunteers, so apart from the content of the course, which was really interesting and beneficial, I also had the benefit of networking and sharing stories.'

'Well basically because it [training] was available, but also because I think it's a very important opportunity to engage with other people who are also involved in the same, so it was a way of breaking away from being quite isolated out here and linking with other people.'

Other interviewees showed awareness of the value of networking, but noted significant barriers to accessing it and recognised it could have potential downsides:

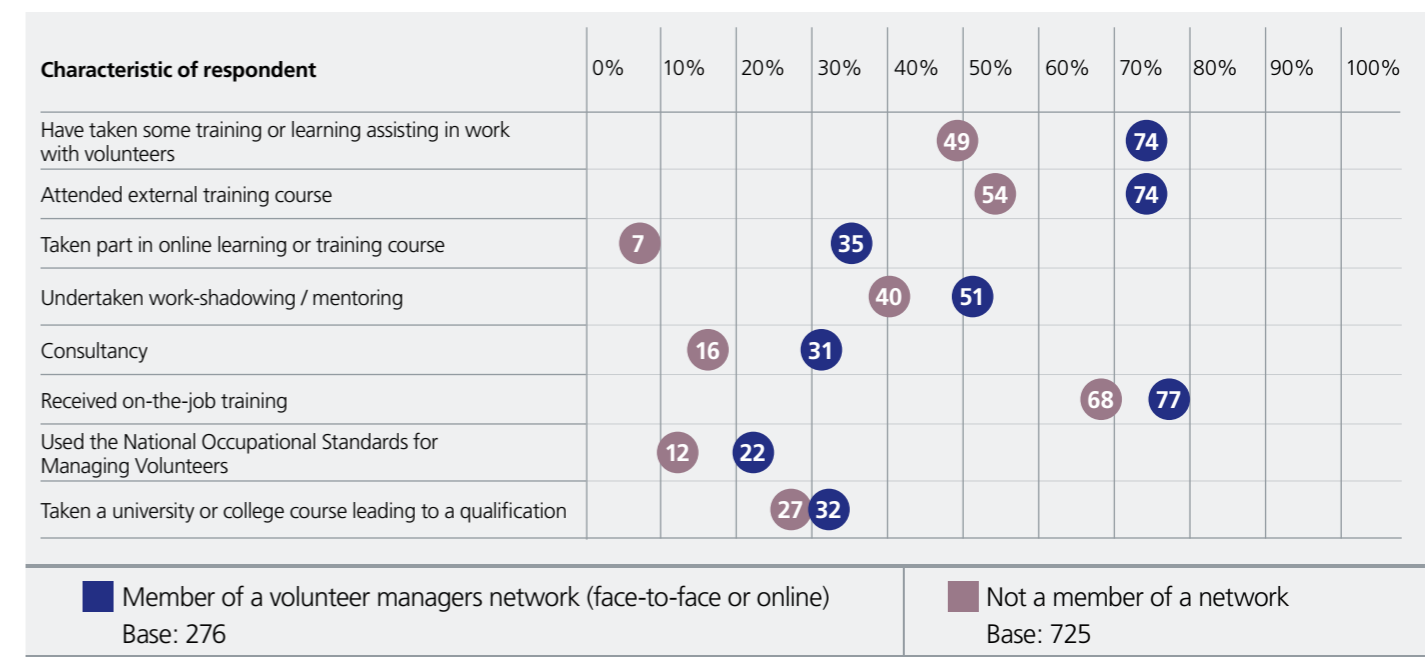
'I just know that it's one of the things that when you're really busy you just don't do, it's pushed to the side and it's a real shame, because I think there are some significant gains that you could have from developing your service in conjunction with other people. Also the pressure from management as slightly wanting to be cagey about not sharing too much information, so that there's a bit of a pull, but I think in terms of developing the best possible practice and delivering a service there's no doubt that it would be absolutely wonderful to have that network of people that you could draw on.'

'I've been a member of groups that I've gone to a few and left because ... people who were very unsupported, and it was specifically about their organisation, would use [the group meeting] as a time to air their grievances and look for emotional support from other people and I personally wasn't finding that useful. So no, I'm not a member... if people aren't well supported by their organisations, or in a good place as individuals, they're not capable of giving support to each other and that's not good.'

Overall the survey revealed a relatively low level of membership of volunteer managers' networks. Face-to-face peer support networks were a source of support for less than a third (29 per cent) of all respondents to the survey and so more popular than online forums (16 per cent). However, survey respondents with certain characteristics were more likely to be a member of a network. In particular, those in organisations with a large income were more likely to have taken part in an online peer support network than no network at all and even more likely to have been a member of a face-to-face peer support network: 39 per cent of those in organisations with over £1 million income. Generally the greater the proportion of someone's role that was devoted to volunteer management and those with the job title of volunteer coordinator/manager were more likely to be members of either network than none at all.

In addition there was a strong correlation between being a member or taking part in a face-to-face or online network and accessing other training and learning opportunities. Those who were members of some kind of network were much more likely to have accessed online training courses, consultancy and used the National Occupational Standards. The direction of causation between these factors is unclear. Are those who go on training more likely to join networks or are those who join networks then more likely to go on training? Either way it is clear that some relationship does exist and there could be a dynamic of reinforcement surrounding the access of training, learning and development opportunities.

Chart 7: Correlation between membership of networks and training and learning



4.4 Barriers to training and learning for people who manage volunteers

- The most common barriers to accessing future training or learning for respondents are cost to organisation (59%), lack of cover (45%) and time taken to attend (44%).
- These 'resource constraints' are felt to be more important barriers in organisations with a higher income (68% in organisations with income over £1 million and 57% in organisations with income under £10,000) and more members of paid staff: 69% for organisations with over 50 staff compared with 49% for organisations with no paid staff).
- Paid respondents are more likely to face at least one barrier to further learning or training: 96% of paid compared with 85% of unpaid people who manage volunteers.

Respondents were also asked about reasons that may prevent them from accessing further learning or training. The most frequently cited reasons were cost to the organisation (59 per cent), time taken to attend training (44 per cent) and lack of cover for work (45 per cent). One in ten (11 per cent) reported that they already had a qualification in volunteer management and so did not need further training. Organisational income played an important role in the types of barriers to training and learning facing people who manage volunteers. Some barriers are faced much more markedly by those in larger organisations than by smaller organisations. People who manage volunteers in organisations with medium incomes were more likely to identify as barriers not feeling well informed about potential training or learning options than those in organisations with incomes under £10,000 or over £1 million.

Somewhat surprisingly, resource constraints were felt to be a much more significant barrier for organisations with a large income than those with a smaller income. We can see that the cost to the organisation, not having enough time to attend training or learning and lack of cover for work are all much greater barriers for larger organisations than for smaller organisations. Indeed the lack of time and cover was seen as a barrier by almost twice as many people who manage volunteers in organisations with incomes over £1 million than those in organisations with an income of less than £10,000. That said, the figures suggest that those in larger organisations are also more likely to have already achieved a qualification in volunteer management compared to those in smaller organisations.

Table 3: Reasons that may prevent respondents accessing further learning or training

	Yes	No
You don't feel you need it	32	69
You don't feel well informed about potential training or learning options	32	68
Cost to your organisation	59	41
You already have a qualification in volunteer management	11	89
Management don't know what your learning needs are	17	83
Volunteer management is not a significant enough part of your role	38	62
Do not have time to attend training or learning	44	56
You are unaware of suitable providers	37	63
Lack of cover for your work	45	55
Base: 1,004		

People who manage volunteers in organisations with smaller incomes were much more likely than those in organisations with larger incomes to feel that they do not need further training or learning (see Table C13 in Appendix c). In addition, more such respondents identified volunteer management as not a significant enough part of their role to merit training or learning. This shows that there is less demand for volunteer management training and learning among respondents in smaller organisations. However, these results cannot tell us whether such respondents are correct in concluding that they do not need further training or learning. It would be extremely useful to explore the perceptions of volunteers themselves regarding the training and learning needs of those who manage them. Finally those in smaller organisations are also likely to be unaware of suitable providers.

The biographical interviewees discussed innovative ways to overcome barriers to accessing training such as working with Volunteer Centres to run very low-cost training, attending training on days off or sharing training between organisations. One respondent talked about how training for unpaid managers of volunteers worked in her network:

'We share our training with people from our [health charity] network, so when I do the volunteer management training I'm not only training volunteer managers within their own [organisation], but there might be volunteer managers from other [organisations], who are coming in for the day just to do that module, or who might be doing the whole of our management training as well, so in that way we do a little, we share our training.'

Some interviews reflected on the difficulties of training volunteers as managers of other volunteers:

'There is a difference with working with [unpaid volunteer managers] because you can ask them to attend a meeting but they can say, no. Whereas probably if it was a member of staff, again, it would be part and parcel of their workload. Generally they do, so I think there's a way of working with them. At present I'm working with a gentleman who line manages a group of volunteers and we're pulling together a business plan... I'm fully engaging with him in the business plan that I'm putting towards hopefully taking on as a project. So, yes, there is a different way of working with volunteers in that situation and he's gone to Tenerife for a month.'

People who are paid to manage volunteers are more likely to face at least one barrier to further learning or training: 96 per cent compared with 85 per cent of unpaid volunteer managers. In particular, paid volunteer managers face greater resource barriers to accessing further training and learning such as cost to organisation (67 per cent to 46 per cent), not having time to attend training or learning (51 per cent to 31 per cent) and lack of cover for work (54 per cent to 30 per cent). Unpaid volunteer managers are considerably more likely to feel that they don't need any further training or learning.

Interviewees identified a number of key barriers to training and learning:

'I want to feel like I am developing in terms of volunteer management and also I still think the biggest thing is a single qualification that makes it, that's recognisable, so that you know what you're working for.'

'[Training] is very London-centred as well which obviously means quite big costs if I'm wanting to access that ... there's not much comes up this way, as obviously for most organisations money's tight, so it's the online resources or the networking resources, they are so important because you can't always afford to get to the other training.'

'I did search for more formal training and couldn't really find any at that time, this was around the year 2000, so I learnt by doing it, which is what volunteer managers do initially don't they?'

'Because I've been part-time I've been able to be quite flexible and I have gone on days when I wasn't working ... but ... because there is so little time to get everything done it is something that you think about twice.'

4.5 The skills gaps and training needs of people who manage volunteers

- 86% of respondents would welcome some form of additional training or skills development. Key areas included 'obtaining funds for volunteering' and 'developing strategies and policies that support volunteering'.
- The need for additional training or skills development for their work with volunteers is greater for paid than for unpaid respondents.
- Respondents from organisations with no paid staff or from organisations with a low income are less likely to demand training around the areas identified in the National Occupational Standards than other respondents.
- People who manage volunteers who have previously accessed some form of training or learning are more likely to welcome it in the future.

As discussed above, there is little existing research about the specific skills gaps of volunteer managers. As part of this survey respondents were therefore asked whether they would welcome additional training or skills development across a number of core aspects of their work. These areas were taken directly from the National Occupational Standards in management of volunteers. Eighty-six per cent of respondents indicated that they would welcome some additional training or skills development. Reflecting widespread concerns around resourcing volunteer management, obtaining funds for volunteering was the most frequently cited area that respondents would welcome support with. As might be expected, many of the areas proved more relevant to respondents who spent more than half their time managing volunteers. The key areas for additional training identified by such respondents were, 'obtaining funds for volunteering', 'developing strategies and policies that support volunteering', 'leading and motivating volunteers' and 'securing support for volunteering at senior management / board level'.

We explored these findings by comparing results for paid versus unpaid managers of volunteers. Despite much similarity across the two groups, however, there were some significant variations. Firstly, the need for additional training or skills development for their work with volunteers was greater for paid people who manage volunteers than for unpaid. Yet again, resources appeared to be of slightly greater concern for paid staff than for unpaid respondents with 31 per cent saying that 'obtaining funding for volunteering' was a major issue. Overall, just one in ten respondents would 'greatly welcome' support for volunteering at senior management / board level, this proportion rose to 24 per cent of respondents in large organisations (over £1 million).

Generally the need for 'securing support for volunteering at senior management / board level' was also slightly higher for those in paid positions.

Table 4: Aspects of work where respondents would welcome additional training or skills development

	Yes, to a great extent	Yes, to some extent	No, don't need	Not relevant
Developing strategies and policies that support volunteering	13	33	50	4
Recruiting volunteers	18	32	47	2
Raising the profile of volunteering in your organisation	18	34	45	3
Inducting volunteers	11	33	53	2
Leading and motivating volunteers	16	37	46	2
Supporting the development of volunteers' knowledge and skills	16	43	40	1
Managing projects or events involving volunteers	15	34	50	2
Developing productive relationships with volunteers or other stakeholders	12	34	51	2
Obtaining funds for volunteering	29	34	35	2
Conducting research or assessing impacts of volunteering	9	33	55	3
Securing support for volunteering at senior management / board level in your organisation	9	26	60	5
Base: 1,004				

In general, respondents from organisations with no paid staff or from organisations with lower incomes did not see the relevance of many of the skills identified through these National Occupational Standards. Some areas were more relevant to people who manage volunteers in larger organisations.

We wanted to explore the role that having received some training might play in respondents' attitudes to future training and learning, exploring whether it might

stimulate respondents' desire to access further training and learning opportunities. While the analysis painted a complex picture it does appear that people who manage volunteers who have previously accessed some form of training or learning are more likely to welcome it in the future.

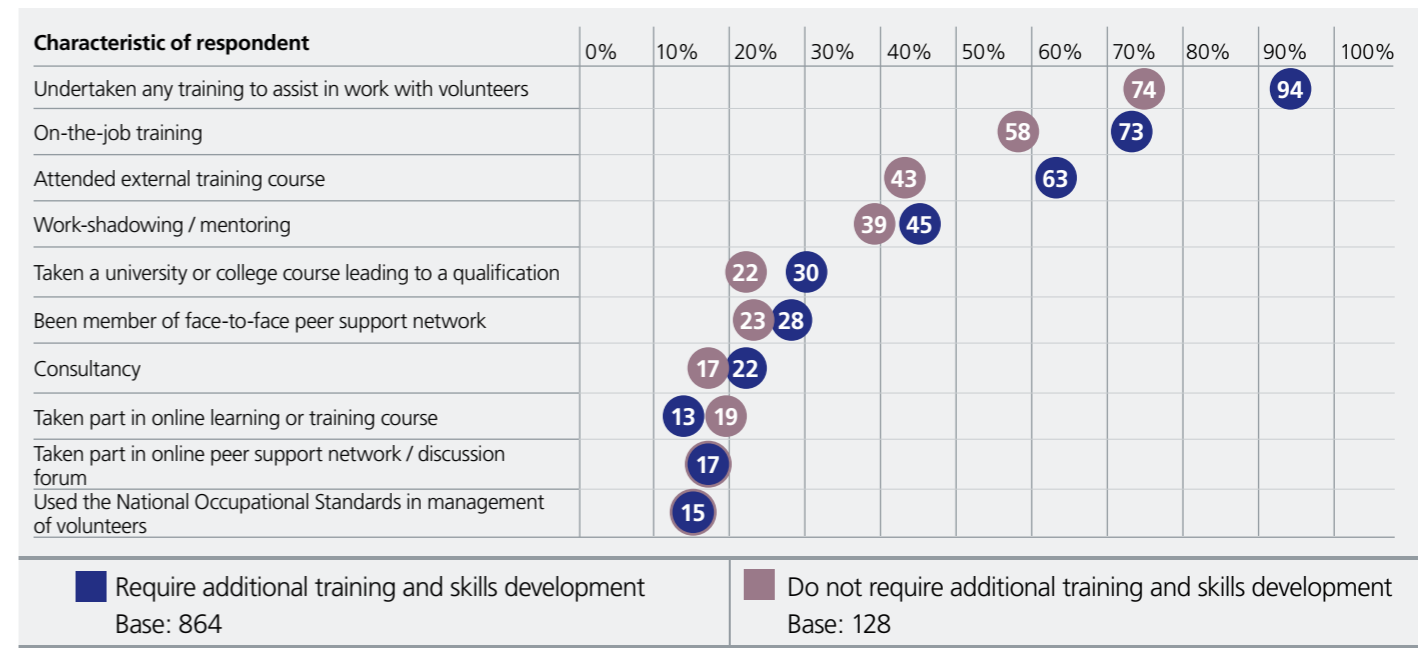
Table 5: How having received training affects attitudes to future training

Area for further training	Yes, would welcome to a great extent		Yes, would welcome to great / to some extent – (combined)	
	Previously received training	Not received training	Previously received training	Not received training
Developing strategies and policies that support organisation	13	14	48	32
Recruiting volunteers	18	28	51	48
Raising the profile of volunteering in your organisation	18	13	54	34
Inducting volunteers	11	13	45	45
Leading and motivating volunteers	16	8	54	41
Supporting the development of volunteers' knowledge and skills	16	15	61	41
Managing projects or events involving volunteers	15	13	50	42
Developing productive relationships with volunteers or other stakeholders	13	9	48	38
Obtaining funds for volunteering	28	40	64	52
Conducting research or assessing impacts of volunteering	10	6	43	32
Securing support for volunteering at senior management / board level in your organisation	10	4	37	25
Additional training or skills development: whether any required			89	64
Base	917	75	917	75

Table 5 shows that people who manage volunteers who feel they require additional training are more likely to have accessed training or learning in the past. For example, 94 per cent of those who require additional training have accessed some form of training in the past compared to only 74 per cent of those who feel they do not require

additional training. This may be because some people who manage volunteers have greater training and development needs overall and are therefore more likely to have demand for training in the past and future. However, it also suggests the possibility that previous training is likely to stimulate the appetite for future training.

Chart 8: Relationship between past training and perception of future training needs (NB: missing values have been excluded from analysis)



Appendices

Appendix A: Technical report

A.1 Telephone survey

The main element of the research was a quantitative survey of 1,004 individuals who manage volunteers. The questionnaire was modelled on that used as part of the 2008 Management Matters study. It was developed by IVR in consultation with Skills - Third Sector, NCVO and BMG Research during January and February 2010 (see appendix B). Drafts were circulated to a number of key stakeholders including the Chair of the Association of Volunteer Managers and key staff working on the Volunteer Management Programme at Volunteering England (VE). The survey was then piloted through cognitive interviewing with ten people who manage volunteers based in the Midlands region during February 2010.

Fieldwork was conducted during February and March 2010 by BMG Research using Computer Aided Telephone Interviewing (CATI). The organisations surveyed were sampled from the GuideStar database (4,785 contacts) and Charity Commission Register (4,360 contacts).⁶ Quotas were set by income band and Government office region to ensure robust sub-group sizes for analysis purposes.

All respondents were screened to ensure that their organisation involved volunteers other than on the Board, governing body or management committee and to ensure that their role involved managing volunteers or organising volunteers at least some of the time. The target respondent was the main person responsible for volunteers within each organisation. The sample was drawn by branches of organisations rather than head office, so there may be more than one respondent from an organisation included. All interviewing took place in February and March 2010. Interviews took place at all times of day including evenings and weekends. Each interview lasted for an average length of 25 minutes.

In total 9,145 people were contacted resulting in 1,004 completed interviews. The outcome of the final telephone call is indicated in table A1 below:

⁶ GuideStar Data Services (CIC) is a repository of information about charities and the voluntary sector owned by the Directory of Social Change.

Table A1: Outcome of telephone call to organisations

Outcome	Number	Percentage of total
Completed interviews	1004	11.0
Refused	1567	17.1
No reply/answer machine/engaged	603	6.6
Unobtainable	1057	11.6
Ring back/busy	1098	12.0
No volunteer managers in organisation	871	9.5
No volunteers involved by organisation	2945	32.2
Total no. of organisations contacted	9145	100

Tables showing the profile of respondents who were surveyed are included in the appendix (tables B1-B6). Following completion of fieldwork, the data were weighted by income band and Government office region to ensure a representative sample of the population (using statistics provided by GuideStar). All tables and figures in the main body of this report show weighted data, however base sizes are unweighted.

A.2 Data analysis

The data from the survey were collated, cleaned and coded before being extracted into an SPSS file. This statistical analysis package allowed the research team to carry out a wide range of searches on the data. Indeed the range of searches that could potentially be carried out was so huge that our approach to analysis had to be systematic and staged. Firstly we analysed the top level responses for each question across the whole population. Secondly we developed a range of key variables that we wanted to test against all the question responses. So we tested all of the responses against some key variables about the organisation (e.g. income, no. of paid staff etc) and the volunteer manager themselves (e.g. length in role and whether paid or unpaid etc).

Testing the significance of each of the variables in explaining the responses to each question made up the third stage of our analysis. For example, we could see that whether the volunteer manager was paid or unpaid was related to the level of good practice, however, we wanted to test how significant this factor was in predicting levels of good practice and whether this relationship was in fact due to other factors e.g. organisational income. In order to test the significance of different variables we carried out a series of multiple linear regressions, which allowed us to see the contribution of each variable to

the observed difference. The fourth stage of analysis built on the first three stages and the qualitative interviews. This stage involved a selection of strategically selected searches around particular areas of interest. For example, we analysed the relationship between membership of networks and the accessing of other forms of training and support and we analysed the relationship between the perceived needs around volunteer recruitment and the respondents' volunteer recruitment practices.

A.3 Qualitative Research

In addition to the quantitative survey, ten biographical interviews were undertaken with people who manage volunteers to enable in-depth exploration of careers, skills and development needs. The interview methodology used a biographical narrative approach which involved asking one question at the beginning to elicit the interviewee's history as a manager of volunteers. This approach allowed the research team to explore routes into volunteer management which took into account experiences gained through informal and voluntary roles as well as in more formal paid positions. Each interview lasted approximately 90 minutes. The interviews were fully transcribed and analysed.

Potential interviewees were identified through existing networks including Volunteering England's membership (1,300 organisations) and the United Kingdom Volunteer Programme Managers (UKVMPS) network (1,300 individuals). Interviews were conducted with people who manage volunteers from different regions of England, from organisations with a range of incomes and with individuals in paid and unpaid roles. This sample was not representative but reflects a diversity of experience in volunteer management.

Questionnaire: Survey for people who manage volunteers

Introduction

When speaking to the receptionist, read out introduction:

My name is _____ from BMG Research. We are working on behalf of Skills - Third Sector and the Institute for Volunteering Research (IVR). We are undertaking a survey to explore the scope and impact of skills shortages and skills gaps amongst volunteer managers and the volunteers they support.

Ask to speak to person who manages volunteers for the organisation at that site:

If more than one 'volunteer manager' at that site, ask to speak to the one who manages the largest number of volunteers.

If necessary read out :

By volunteers, we mean people who spend time, unpaid, doing something that aims to benefit the environment or individuals or groups other than (or in addition to) close relatives. For the purposes of this research, we are not including members of the board (such as trustees) governing body or committee as volunteers.

If necessary read out :

When we say "managing" volunteers, we are including all things like recruiting, co-ordinating, leading, supporting, administering and organising volunteers and/or having responsibility for strategic planning for volunteering. So can we use "managing" volunteers as shorthand for all of that?

If no volunteer managers:

Close if no volunteer managers/appropriate person to speak to – record in outcome of call.

Close if no volunteers – record in outcome of call.

When speaking to 'volunteer manager', repeat introduction :

My name is xxx from BMG Research. We are working on behalf of Skills - Third Sector and the Institute for Volunteering Research (IVR). We are undertaking a survey to explore the scope and impact of skills shortages and skills gaps amongst volunteer managers and the volunteers they support.

S1 First of all, can I just check whether your organisation involves volunteers in its work other than members of its board, governing body or management committee?

Note for interviewers: If just work experience placements, internships or just a Board or committee then close

Interviewee answer		Interviewer response
Yes	1	Continue
No	2	Thanks and close

Note: tell respondent how long the survey will take

S2 Can I also check that your work at this organisation includes managing volunteers or organising volunteering at least some of the time? Read out: We are including all things like recruiting, co-ordinating, leading, supporting, administering and organising volunteers and/or having responsibility for strategic planning for volunteering.

Interviewee answer		Interviewer response
Yes	1	Continue
No	2	Ask to be put through to appropriate person

Note: tell respondent how long the survey will take

S3 Is now a good time to talk to you or would you prefer I call back at some other time?

Interviewee answer		Interviewer response
Yes	1	Continue
No	2	Make appointment
Refuse	3	Close

A: Organisation size and sector

1. How many paid staff does your organisation currently have?

Please tell us the total number of paid employees, including those on fixed-term and temporary contracts as well as full time and part time employees, and include yourself if relevant. Please think about your whole organisation, including anyone based at other locations within your organisation.

Note: Write number in box. Obtain approximation if respondent does not know exact number.

Amount:	
----------------	--

2. How many volunteers does your organisation have?

This might include volunteers that you don't personally manage. Please think about your whole organisation, including anyone based at other locations within your organisation, and include yourself if relevant. Please don't include members of your board or management committee unless they do volunteering work for your organisation outside of their role as a board member.

If necessary, read out: By "volunteers" we mean people who work for your organisation without pay and of their own free choice. We are including all people who volunteer occasionally or on a one-off basis. We are not including members of your board or management committee. Please do not include people on work experience or on placement from colleges, universities etc.

Note: Write number in box. Obtain approximation if respondent does not know exact number.

Amount:	
----------------	--

3. What was your organisation's total income in its last financial year?

Note: Read out and code one only. Obtain estimation if respondent does not know.

Income amount	Code
No income	1
Under £1,000	2
£1,000-£9,999	3
£10,000 - £99,999	4
£100,000 - £999,999	5
£1 million - £9,999 million	6
£10 million or over	7
Don't know (Do not read out)	8

4. We'd like to know the main areas of your organisation's work. I am going to read out a list of activities that voluntary and community organisations may get involved in. Please tell me which activities your organisation is involved in?

Note: Read out and code the primary area of work and possibly 1 or 2 secondary areas of work.

Question	Yes	No	Not at all
Are you involved in the provision or management of housing or facilities?	1	2	3
Are you involved in the arts or crafts industry, or do you provide arts courses/programmes?	1	2	3
Does your work include the heritage of buildings, archaeological work or museums?	1	2	3
Do you provide learning and training opportunities to the community?	1	2	3
Does your work have a predominantly rural nature? Do you work with animals or on environmental or conservation projects or issues?	1	2	3
Do you work with individuals involved in the criminal justice system, those with a high risk of offending or those who have been affected by crime?	1	2	3
Do you work in the health field, either in the provision of medical services, medical research, health improvement or by supporting those with long-term health conditions?	1	2	3
Do you provide any type of care, support or childcare?	1	2	3
Do you have a retail function? (prompt – this may be a shop or retail website?)	1	2	3
Do you work to provide sports and recreational activities, coaching, play work or other outdoor activities?	1	2	3

5. I'd like to ask you a few questions about yourself and your position in the organisation. Are you ...?

Note: Read out and code one only

Question	Code
A paid member of staff	1
An unpaid member of the board/governing body or management committee	2
A volunteer	3

6. What is your full job / role title?

Note: Write in full job title

Job title	
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7. How long have you worked in this role?

Note: Code one only

Time	Code
Less than 6 months	1
6 to 12 months	2
Between 1 and 5 years	3
Between 6 and 10 years	4
More than 10 years	5

8. In total, how long have you worked in a role where your work involves managing volunteers or organising volunteering?

Note: Code one only

Time	Code
Less than 6 months	1
6 to 12 months	2
Between 1 and 5 years	3
Between 6 and 10 years	4
More than 10 years	5

9a. Can you tell me what your role was before you started working with volunteers?

Note: Write in full job title

Job title	
-----------	--

9b. Roughly, how many volunteers are you personally involved in managing or looking after?

If respondent looks after management / training of volunteers count all those he/she is responsible for, even if line management falls to project/programme staff.

Note: Write number in box, prompt for them to estimate.

Amount:	
---------	--

10. Taking your job as a whole, approximately what proportion of the time you spend working for this organisation do you spend organising volunteering?

Note: Code one only. If varies from week to week, prompt for them to estimate.

Time	Code
Less than 25% (around one day a week if full time)	1
About 25% - 50% (up to half your time)	2
About 50% - 75% (over half your time)	3
Over 75% (by far the biggest part of your time)	4
All your time	5

11. Are you involved in planning for volunteering at your organisation? This may include creating/developing a volunteer programme or preparing/updating policies.

Note: Code one only

	Code
Yes	1
No, someone else does this	2
No, no-one does do this	3

B: Volunteer management

12. Can we now turn to questions about your organisation and its recruitment and retention of volunteers?

I'm going to read out some more statements, and this time, I'd like you to tell me whether it applies to your organisation a lot, a little or not at all. First of all, over the last year, to what extent did your organisation have difficulties with each of the following?

Note: Read out and code one for each

Question	A little	A lot	Not at all	Don't know
In recruiting enough volunteers	1	2	3	4
In recruiting volunteers with the skills/experiences you need	1	2	3	4
In having more volunteers apply than you can involve	1	2	3	4
In providing sufficient induction and/or training to volunteers	1	2	3	4
In retaining volunteers	1	2	3	4

13a. Thinking of the roles volunteers undertake in your organisation, can you tell me if you have a need for volunteers in the following areas of work at the moment or will do in the near future?

Where need volunteers for each area of work, ask : Others skip to Q14

Note: Read out and code all that apply

13b. Can you then tell me if you are able to recruit the right numbers of volunteers for each of the roles that you want to fill?

Note: Code one for each

Ask all

	Q13a	Q13b		
	Need volunteers for this role	Able to recruit the right numbers of volunteers	Not able to recruit the right numbers of volunteers	Don't know (do not read out)
Support Services				
Organising, publicising, helping run events	1	1	2	3
IT support	2	1	2	3
Fundraising, handling money (note this includes collecting money on the street or hosting a coffee morning to raise funds)	3	1	2	3
Secretarial, administrative, clerical	4	1	2	3
Service Delivery				
Research, policy work	5	1	2	3
Giving advice, information, counselling	6	1	2	3
Campaigning	7	1	2	3
Visiting, befriending / mentoring people	8	1	2	3
Providing or servicing meals and refreshments	9	1	2	3
Caring for people and animals	10	1	2	3
Running activities for children or young people	11	1	2	3
Teaching, training or coaching	12	1	2	3
Other practical help				
Driving, providing transport	13	1	2	3
Working in a shop	14	1	2	3
Gardening, decorating, environmental work	15	1	2	3
Leadership and Management				
Leadership / project management roles	16	1	2	3
Managing volunteers	17	1	2	3
Other - please specify	95	1	2	3

14. In your organisation, do you undertake or are you developing the following practices? If so, are they available to all volunteers or some volunteers?

Note: Read out and code one for each

	Yes, for all volunteers	Yes, for some volunteers	No	Don't know
Use a written policy on volunteer involvement	1	2	3	4
Produce written task descriptions for the roles volunteers carry out	1	2	3	4
Offer one-to-one supervision to volunteers	1	2	3	4
Offer group supervision to volunteers	1	2	3	4
Meet volunteers before they start to discuss their involvement, this may include an interview	1	2	3	4
Meet volunteers when they leave to discuss their involvement, this may include an exit interview	1	2	3	4
Provide an induction for volunteers	1	2	3	4

15. To what extent do you agree with the following statements? Please answer using the following phrases : 'I agree strongly', 'I agree', 'I neither agree nor disagree', 'I disagree' or 'I disagree strongly'.

Note: Read out and code one for each

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Don't know/not applicable
Volunteers help you fill skills gaps in the organisation involvement	1	2	3	4	5	6
Volunteers bring specialist skills the organisation cannot access elsewhere	1	2	3	4	5	6
Volunteers have considerable training and skills development needs volunteers	1	2	3	4	5	6
It is better to recruit volunteers who can already do the role than train them	1	2	3	4	5	6

C: Volunteer skills, training and development

Now, can we move on to talk about the learning and training needs of your volunteers?

16. How much of a consideration is volunteers' training, learning or personal development to your volunteer programme or to your organisation?

Note: Read out and code one

	Code
Very important	1
Quite important	2
Not very important	3
Not at all important	4
Don't know/not applicable (do not read out)	5

17. In general, would you say that volunteers in your organisation have the necessary skills to perform their roles effectively?

Note: Read out and code one only

	Code
No, your volunteers need additional skills	1
Yes, your volunteers have the necessary skills	2
Yes, your volunteers have more skills than they need	3
Don't know/not applicable (do not read out)	4

18. Thinking about how you might try to address the skills development of your volunteers, do you assess whether volunteers have gaps in their skills always, sometimes or never?

Note: Code one only

	Code
Yes, always	1
Yes, sometimes	2
Never	3
Don't know/not applicable (do not read out)	4

If never, ask Q19, if yes always or sometimes, go to Q20

19. Do you ever think about volunteers' skills in a more informal way? For example, talking it through with volunteers, discussing volunteers' skills or training needs with their manager or colleagues? Do you always do this, sometimes or never?

Note: Code one only

	Code
Yes, always	1
Yes, sometimes	2
Never	3
Don't know/not applicable (do not read out)	4

Ask all

20. Do you have a training/development plan or policy in place for volunteers?

Note: Code one only

	Code
Yes, always	1
No	2
Don't know/not applicable (do not read out)	3

21. Over the past 12 months has any training or development been arranged for your volunteers?

By training I mean both on the job or off the job, but not the sort of learning that could take place all the time.

Note: Code one only

	Code
Yes, always	1
No	2
Don't know/not applicable (do not read out)	3

If yes, ask Q22

22. Which types of training or development have you arranged?

Note: Read out and code all that apply under 'Q22 all'

If answered more than one at Q22, ask Q23

23. Which type have you provided most often?

Note: Read out and code one only under 'Q23 most often'

	Q22 all	Q23 most often
	Code	Code
Informal in-house training (but not only learning by experience)	1	1
Structured in-house training / learning programme, not leading to certificate or award	2	1
Structured in-house training / learning programme leading to certificate or attendance award	3	1
Training / learning through an external provider NOT leading to a nationally recognised qualification	4	1
Training / learning through an external provider leading to a nationally recognised qualification	5	1

If use any external providers (codes 4 or 5 at Q22/Q23), ask others go to Q25

24. If you use external providers, who provides the training?

Note: Read out and code all that apply

	Code
Further education colleges	1
Universities	2
Independent trainer	3
Volunteer Centre	4
Other infrastructure agency - Please specify	95
Other - Please specify	95

Ask all

25. Are funds or a budget available within your organisation for volunteer training?

Note: Code one only

	Code
Yes	1
No	2

26. Does your organisation ever apply for grants or contracts?

	Code	
Yes	1	Ask Q27
No	2	Go to Q28

27. Is a training and development budget built in to grants or contact for paid staff nearly always, sometimes, rarely or never? Is it built in for volunteers?**Note:** Code one for each

	Yes, nearly always	Yes, sometimes	Yes, but rarely	No, never
Paid staff	1	2	3	4
Volunteers	1	2	3	4

Ask all**28. Thinking of the reasons that may prevent you offering training or learning opportunities to volunteers, can you indicate which of the following reasons apply?****Note:** Read out and code one for each

Question	Yes	No	Don't know
Nothing prevents us, we provide extensive training / learning for volunteers already	1	2	3
Lack of availability of suitable training	1	2	3
We don't know what volunteers' training / learning needs are	1	2	3
Our volunteers don't want to participate in training or learning	1	2	3
Lack of cover for volunteers to attend training or learning	1	2	3
Specific problems with access (language barriers, physical access to training)	1	2	3
Volunteers don't have time to attend or complete learning / training	1	2	3
We have no training/development plan for volunteers	1	2	3
Our volunteers don't stay long enough	1	2	3
Our own lack of skills or experience in this area	1	2	3
We've never really thought about it	1	2	3
Lack of funding for training, learning and development	1	2	3
Other - Please specify	1	2	3

D: Volunteer managers**Can we now turn to questions about your own learning and development?****29a. Are you aware of the National Occupational Standards for Managing Volunteers?****Note:** Code one only

	Code
Yes	1
No	2

29b. Have you ever had any training or learning that has assisted you in your work with volunteers?

	Code	
Yes	1	Go to Q30
No	2	Go to Q31

30. When was the most recent training/learning course that assisted you in your work with volunteers?**Note:** Code one only

	Code
During the past six months	1
During the past 12 months	2
Between one and five years ago	3
More than five years ago	4

Ask all**31. I'm going to read out a list of the types of learning, personal development or training you may have experienced which assisted in your work with volunteers. Could you tell me whether you received these or not?****Note:** Read out and code one for each

Continued overleaf.

Question	Yes	No
Attended an external training course	1	2
Been a member of a face-to-face peer support network	1	2
Taken part in online peer support network / discussion forum	1	2
Taken part in online learning or training course	1	2
Work-shadowing / mentoring	1	2
Consultancy	1	2
On-the-job (for instance receiving guidance from a manager or colleagues)	1	2
Used the National Occupational Standards for Managing Volunteers	1	2
Taken a university or college course leading to a qualification	1	2
Other - Please specify	1	2

Note: NOCN (National Open College Network) course counts as a course leading to a qualification

32. Is there a budget / funds for your training and personal development for your work with volunteers?

Note: Code one only

	Code
Yes	1
No	2

33. Where do you currently get advice and support that helps you in your work with volunteers?

Note: Read out and code one for each

Question	Yes	No	Don't know
Through your local Volunteer Centre	1	2	3
Through Volunteering England (If necessary prompt for website / publications / information line / contact with VE staff)	1	2	3
A face-to-face peer support network or forum	1	2	3
An online peer support network / discussion forum	1	2	3
Through the Association of Volunteer Managers	1	2	3
By attending external training courses	1	2	3
By attending in-house training	1	2	3
Through your manager or other colleagues	1	2	3
Other - Please specify	1	2	3

34. Thinking of the reasons that may prevent you accessing further learning or training, which of the following reasons do you consider to apply?

Note: Read out and code one for each

Question	Yes	No	Not relevant
You don't feel you need it	1	2	3
You don't feel well informed about potential training or learning options	1	2	3
Cost to your organisation	1	2	3
You don't feel well informed about potential training or learning options	1	2	3
You already have a qualification in volunteer management	1	2	3
Management don't know what your learning needs are	1	2	3
Volunteer management is not a significant enough part of your role	1	2	3
Do not have time to attend training or learning	1	2	3
You are unaware of suitable providers	1	2	3
Lack of cover for your work	1	2	3
Other - Please specify	1	2	3

35. In what aspects of your work with volunteers would you welcome additional training or skills development?

Please answer whether to a great extent, to some extent for each of the following.

Note: Read out and code one for each

Question	Yes, to a great extent	Yes, to some extent	No, don't need	Not relevant
Developing strategies and policies that support volunteering	1	2	3	4
Recruiting volunteers options	1	2	3	4
Raising the profile of volunteering in your organisation	1	2	3	4
Inducting volunteers options	1	2	3	4
Leading and motivating volunteers	1	2	3	4
Supporting the development of volunteers' knowledge and skills	1	2	3	4
Managing projects or events involving volunteers	1	2	3	4
Developing productive relationships with volunteers or other stakeholders	1	2	3	4
Obtaining funds for volunteering	1	2	3	4
Conducting research or assessing impacts of volunteering	1	2	3	4
Securing support for volunteering at senior management / board level in your organisation	1	2	3	4

Appendix B: Tables showing profile of responses (unweighted)

Table B1: Responses, by Government office region

Government office region	Number of respondents	% of total respondents
East Midlands	74	7.4
London	111	11.1
East of England	192	19.1
North East	60	6.0
North West	112	11.2
South East	163	16.2
South West	105	10.5
West Midlands	90	9.0
Yorkshire and the Humber	97	9.7

Base: 1,004 unweighted data

Table B2: Responses, by total income of organisation

Organisation's income	Number of respondents	% of total respondents
Under £1000	7	0.7
£1000 - £10,000	51	5.1
£10,000 - £100,000	247	24.6
£100,000 - £1 million	377	37.5
£1 million +	322	32.1

Base: 1,004 unweighted data

Table B3: Responses, by sector skills council

Sector Skills Council	Number of respondents	% of total respondents
Asset Skills	319	31.8
Created and Cultural Skills	96	9.6
Grouped Charities	78	7.8
Lantra	86	8.6
Skills for Health	376	37.5
Skills for Care and Development	293	29.3
Skills Active	106	10.6
Lifelong Learning UK	124	12.4
Other	431	42.9

Base: 1,004 unweighted data

Note: Percentages do not add up to 100 because respondents may fall under more than one Sector Skills Council

Table B4: Responses, by number of paid staff

Number of paid staff	Number of respondents	% of total respondents
None	109	11
1	53	5.3
2	55	5.5
3 - 5	151	15.2
6 - 10	160	16
11 - 20	143	14.4
21 - 30	58	5.8
31 - 50	83	8.3
51 - 100	90	9
101 - 200	49	4.9
201 - 500	26	2.6
501 +	18	1.8

Base: 995 Don't know (8) and prefer not to say (1) excluded unweighted data

Table B5: Responses, by area of activity

Area of activity	Number of respondents	% of total respondents
General charitable purposes	211	21.0
Education / Training	357	35.6
Medical / health / sickness	194	19.3
Disability	189	18.8
Relief of Poverty	135	13.4
Overseas Aid / famine relief	40	4.0
Accommodation / Housing	62	6.2
Religious Activities	54	5.4
Arts / Cultures	96	9.6
Sports / Recreation	106	10.6
Animals	22	2.2
Environment / Conservation / heritage	86	8.6
Economic / Community Development / Employment	144	14.3
People of a particular Ethnic / racial origin	82	8.2
People with disability / special need	295	29.4
Children / young people	348	34.7
Elderly / Old People	237	23.6
General public / mankind	297	29.6
Other defined groups	169	16.8
Other charitable purposes	31	3.1
Other charities / voluntary bodies	157	15.6
None of the above	360	35.9

Base: 1,004 unweighted data

Note: Percentages do not add up to 100 because respondents may fall under more than one category

Appendix C: Additional results tables (weighted data)

Table C1: Extent of good practice policies for all volunteers (by organisational income and respondent role)

	All respondents	<£10k	£10k-£100k	100k-£1m	>£1m	Paid	Unpaid
Use a written policy on volunteer involvement	71	61	67	81	88	83	51
Produce written task descriptions for the roles volunteers carry out	58	36	59	69	76	69	40
Offer one-to-one supervision to volunteers	60	42	59	73	73	69	44
Offer group supervision to volunteers	57	58	55	57	61	59	53
Meet volunteers before they start to discuss their involvement, this may include an interview	87	83	85	93	92	93	77
Meet volunteers when they leave to discuss their involvement, this may include an exit interview	54	44	55	58	62	60	44
Provide an induction for volunteers	80	68	78	90	93	90	63
Base: 1,004	1004	220	452	240	92	628	376

Table C2: Type of training offered to volunteers in the previous 12 months

	All (%)
Offered training or development for volunteers over the last 12 months	71
Informal in-house training (but not only learning by experience)	71
Structured in-house training / learning programme, not leading to certificate or award	48
Structured in-house training / learning programme leading to certificate or attendance award	33
Training / learning through an external provider NOT leading to a nationally recognised qualification	29
Training / learning through an external provider leading to a nationally recognised qualification	29
Base: 1,004	

Table C3: Type of training offered to volunteers in the previous 12 months (by organisational income)

	<£10k	£10k-£100k	100k-£1m	>£1m
Any training offered over the last 12 months	64	64	83	93
Informal in-house training (but not only learning by experience)	61	67	79	83
Structured in-house training / learning programme, not leading to certificate or award	48	40	55	60
Structured in-house training / learning programme leading to certificate or attendance award	33	26	39	45
Training / learning through an external provider NOT leading to a nationally recognised qualification	19	29	33	33
Training / learning through an external provider leading to a nationally recognised qualification	21	28	36	28
Base:	220	452	240	92

Table C4: Type of training offered to volunteers in the previous 12 months (by respondent role)

	paid	unpaid
Any training offered over the last 12 months	79	58
Informal in-house training (but not only learning by experience)	76	60
Structured in-house training / learning programme, not leading to certificate or award	54	34
Structured in-house training / learning programme leading to certificate or attendance award	33	34
Training / learning through an external provider NOT leading to a nationally recognised qualification	31	24
Training / learning through an external provider leading to a nationally recognised qualification	28	30
Base:	628	376

Table C5: Reasons that may prevent the offering of training or learning opportunities to volunteers

	Yes	No
Lack of funding for training, learning and development	44	56
Volunteers don't have time to attend or complete learning / training	42	58
Our volunteers don't want to participate in training or learning	31	69
Lack of availability of suitable training	30	70
We have no training/development plan for volunteers	28	72
Lack of cover for volunteers to attend training or learning	21	79
Our volunteers don't stay long enough	18	82
Our own lack of skills or experience in this area	16	84
We don't know what volunteers' training / learning needs are	13	87
We've never really thought about it	13	87
Specific problems with access (language barriers, physical access to training)	8	92
Base: 1,004		

Table C6: Reasons that may prevent the offering of training or learning opportunities to volunteers (by organisational income)

	<£10k	£10k-£100k	100k-£1m	>£1m
Lack of availability of suitable training	21	32	34	34
We don't know what volunteers' training / learning needs are	19	13	10	6
Our volunteers don't want to participate in training or learning	33	31	33	24
Lack of cover for volunteers to attend training or learning	20	24	19	18
Specific problems with access (language barriers, physical access to training)	1	9	13	8
Volunteers don't have time to attend or complete learning / training	41	41	41	54
We have no training/development plan for volunteers	29	33	19	20
Our volunteers don't stay long enough	11	20	17	24
Our own lack of skills or experience in this area	21	15	15	12
We've never really thought about it	14	15	12	5
Lack of funding for training, learning and development	28	45	52	49
Base:	220	452	240	92

Table C7: Reasons that may prevent the offering of training or learning opportunities to volunteers (by no. of paid staff)

	0	1-10	11-20	21-50	51-199	200 plus
Lack of availability of suitable training	22	33	44	22	48	6
We don't know what volunteers' training / learning needs are	13	13	10	6	22	21
Our volunteers don't want to participate in training or learning	23	34	34	27	25	79
Lack of cover for volunteers to attend training or learning	24	22	16	11	32	2
Specific problems with access (language barriers, physical access to training) to training)	2	10	11	13	14	2
Volunteers don't have time to attend or complete learning / training	41	44	42	43	49	28
We have no training/development plan for volunteers	34	27	17	16	38	5
Our volunteers don't stay long enough	10	22	22	25	11	3
Our own lack of skills or experience in this area	16	17	14	13	14	1
We've never really thought about it	22	10	9	9	13	1
Lack of funding for training, learning and development	30	47	65	46	66	33
Base:	277	508	77	62	45	33

Table C8: Training of volunteers (by sector)

	Training/ development plan or policy in place for volunteers	Funds or a budget available for volunteer training	Training or development for volunteers offered in the last 12 months	Any barriers in offering training	Base:
General Charitable Purposes	48	60	75	93	226
Education / Training	50	55	75	91	373
Medical / Health	56	53	78	84	176
Disability	54	58	75	93	197
Relief of Poverty	59	61	77	92	117
Arts / Culture	43	52	68	95	115
Sports / Recreation	44	59	68	92	135
Economic / Community Development / Employment	64	57	87	92	127
Children / Young	53	53	72	89	364
Elderly/Old people	51	55	70	90	226
People with a disability/ Special Needs	52	53	74	90	306
General Public/ Mankind	45	57	70	92	313

Table C9: Types of learning, personal development or training accessed by respondents (by organisational income)

	<£10k		£10k-£100k		£100k-£1m		>£1m	
	Yes	No	Yes	No	Yes	No	Yes	No
Attended an external training course	56	44	59	41	66	34	68	32
Been a member of a face-to-face peer support network	21	79	24	76	39	61	31	69
Taken part in online peer support network / discussion forum	10	90	18	82	21	79	15	85
Taken part in online learning or training course	8	92	20	80	22	78	9	91
Work-shadowing / mentoring	47	53	43	57	44	57	42	58
Consultancy	15	85	24	76	21	79	23	77
On-the-job (for instance receiving guidance from a manager or colleagues)	67	33	69	31	76	24	74	26
Used the National Occupational Standards for Managing Volunteers	8	92	15	85	25	75	13	87
Taken a university or college course leading to a qualification	21	79	30	70	33	67	30	70
Base:	220		452		240		92	

Table C10: Types of learning, personal development or training accessed by volunteers (by respondent role)

	paid		unpaid	
	Yes	No	Yes	No
Attended an external training course	62	38	58	42
Been a member of a face-to-face peer support network	29	71	25	75
Taken part in online peer support network / discussion forum	16	84	17	83
Taken part in online learning or training course	17	83	17	83
Work-shadowing / mentoring	43	57	46	54
Consultancy	21	79	22	78
On-the-job (for instance receiving guidance from a manager or colleagues)	74	26	65	35
Used the National Occupational Standards for Managing Volunteers	19	81	9	91
Taken a university or college course leading to a qualification	29	71	28	72
Base:	628		365	

Table C11: Sources of advice and support accessed by respondents (by organisational income)

	<£10k			£10k-£100k			£100k-£1m			>£1m		
	Yes	I'm aware of, but don't have access to / choose not to use	No	Yes	I'm aware of, but don't have access to / choose not to use	No	Yes	I'm aware of, but don't have access to / choose not to use	No	Yes	I'm aware of, but don't have access to / choose not to use	No
Through your local Volunteer Centre	35	42	23	55	16	29	60	22	18	69	22	9
Through Volunteering England	8	40	52	16	28	56	31	30	39	64	24	12
A face-to-face peer support network or forum	24	21	56	26	23	50	36	23	41	39	20	41
An online peer support network / discussion forum	13	21	66	16	23	61	19	26	55	17	23	60
Through the Association of Volunteer Managers	16	25	60	13	22	65	15	26	60	18	41	41
By attending external training courses	47	27	26	48	23	29	58	23	20	64	27	8
By attending in-house training	49	30	21	44	30	26	54	27	19	57	35	8
Through your manager or other colleagues	77	13	10	73	11	16	81	8	11	81	13	6
Base:	220			452			240			92		

Table C12: Sources of advice and support accessed by respondents (by respondent role)

	paid			unpaid		
	Yes	I'm aware of, but don't have access to / choose not to use	No	Yes	I'm aware of, but don't have access to / choose not to use	No
Through your local Volunteer Centre	61	20	20	41	30	29
Through Volunteering England	30	30	40	9	32	59
A face-to-face peer support network or forum	34	22	44	22	22	56
An online peer support network / discussion forum	16	27	58	18	18	64
Through the Association of Volunteer Managers	15	27	58	13	23	65
By attending external training courses	56	25	20	46	23	31
By attending in-house training	51	30	19	45	29	26
Through your manager or other colleagues	80	9	11	70	14	16
Base:	628			365		

Table C13: Reasons that may prevent respondents accessing further learning or training by organisational income

Characteristic of respondent	<£10k	£10k-£100k	£100k-£1m	>£1m
There is at least one relevant barrier	89	92	93	96
Cost to organisation	56	57	62	68
Not having time to attend training or learning	34	45	44	60
Lack of cover for work	24	50	56	46
Volunteer management not a significant enough part of respondent's role	45	37	XXXX	29
Unaware of suitable providers	39	41	37	20
Not feeling well informed about potential training or learning options	28	33	36	25
Not feeling they need it	39	33	27	19
Management not knowing what respondent's learning needs are	16	18	15	18
Already having a qualification in volunteer management	8	12	9	22
Base:	220	452	240	92

Table C14: Reasons that may prevent respondents accessing further learning or training (by respondent role)

Characteristic of respondent	Paid	Unpaid
There is at least one relevant barrier	96	85
Cost to organisation	67	46
Not having time to attend training or learning	54	30
Lack of cover for work	51	31
Volunteer management not a significant enough part of respondent's role	36	41
Unaware of suitable providers	39	36
Not feeling well informed about potential training or learning options	28	37
Not feeling they need it	32	33
Management not knowing what respondent's learning needs are	17	17
Already having a qualification in volunteer management	11	13
Base: 1,004		

Table C15: Aspects of work where respondents would welcome additional training or skills development (by organisational income)

	<£10k		£10k-£100k		£100k-£1m		>£1m	
	Yes, to a great extent	Yes, to some extent	Yes, to a great extent	Yes, to some extent	Yes, to a great extent	Yes, to some extent	Yes, to a great extent	Yes, to some extent
Developing strategies and policies that support volunteering	11	13	11	40	13	36	26	40
Recruiting volunteers	27	19	16	40	18	30	14	29
Raising the profile of volunteering in your organisation	20	23	15	41	16	33	28	31
Inducting volunteers	10	24	12	40	10	31	13	31
Leading and motivating volunteers	16	25	14	43	18	37	17	38
Supporting the development of volunteers' knowledge and skills	16	29	15	47	17	47	16	49
Managing projects or events involving volunteers	16	26	13	39	18	29	14	42
Developing productive relationships with volunteers or other stakeholders	12	24	11	36	15	37	14	44
Obtaining funds for volunteering	22	26	27	40	40	29	22	41
Conducting research or assessing impacts of volunteering	3	20	8	38	14	34	18	40
Securing support for volunteering at senior management / board level in your organisation	7	13	7	29	9	36	24	23
Base:	220		452		240		92	

Table C16: Aspects of work where respondents would welcome additional training or skills development (by respondent role)

	Paid		Unpaid	
	Yes, to a great extent	Yes, to some extent	Yes, to a great extent	Yes, to some extent
Developing strategies and policies that support volunteering	17	37	6	28
Recruiting volunteers	17	32	22	31
Raising the profile of volunteering in your organisation	19	34	15	36
Inducting volunteers	13	31	9	37
Leading and motivating volunteers	17	36	14	39
Supporting the development of volunteers' knowledge and skills	17	42	13	45
Managing projects or events involving volunteers	15	34	15	34
Developing productive relationships with volunteers or other stakeholders	14	37	10	30
Obtaining funds for volunteering	31	36	24	32
Conducting research or assessing impacts of volunteering	12	37	4	27
Securing support for volunteering at senior management / board level in your organisation	12	37	5	25
Base:	628		376	

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