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Managing Human Resources: Mapping the Knowledge Base of Nonprofit Management in the Human Services

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ABSTRACT

The nonprofit sector has undergone enormous changes over the past several decades that have altered the recruitment, retention and management of the nonprofit workforce. This literature review maps the knowledge base of nonprofit human resource management including paid personnel and volunteer management, worker well-being, diversity, and workforce education and training.

KEY WORDS: Nonprofit employees, volunteers, worker well-being, workforce training, social work education.

Managing Human Relations

Introduction

The nonprofit sector has undergone enormous changes over the past thirty years in relation to environmental forces (e.g., political, economic and social) that have altered how nonprofits finance and deliver services. Nonprofits have adapted to external changes, increasing contract requirements and other environmental pressures by modifying their organizational systems and the ways in which they develop and manage their paid and volunteer workforce. A wealth of literature has emerged over the past several decades to help guide the understanding of nonprofit human resources. Special attention is given to workforce well-being, employee informal and formal education and training, the management and supervision of workers, as well as the recruitment, supervision and retention of volunteers. Also considered is workforce diversity and the role that it plays in the functioning and wellbeing of the nonprofit workforce.

To better understand the many changes that the nonprofit sector has experienced in relation to human resources, it is helpful to review the literature on nonprofit organizations in three major journals published over the past thirty years. This analysis, one of five (Schwartz & Austin, 2008a; Schwartz & Austin, 2008b; Schwartz & Austin, 2008c; Srivastava, Schwartz & Austin, 2008d), addresses the topic of nonprofit management by reviewing the literature, identifying themes, and specifying implications for research and practice. The research agenda evolving from the five working papers was developed to guide the future work of the new Mack Center on Nonprofit Management in the Human Services at the University of California, Berkeley, School of Social Welfare. In addition, this comprehensive analysis provides the foundation for a searchable database accessible to practitioners and students (see www.mackcenter.org).

Methods

This literature review is based on all of the article titles and article abstracts published in *Administration in Social Work* (first published in 1977), *Nonprofit Management and Leadership* (first published in 1990), and *Nonprofit and Voluntary Sector Quarterly* (first published in 1972) up to and including 2007. These three nationally recognized journals were selected based on their history of focusing on nonprofit management in the human services. Using the University of California's library internet search engine, two independent raters conducted an initial sort of the total sample of 1857 article titles and abstracts to identify major categories that would facilitate the mapping of the knowledge base of nonprofit management in the human services. As part of the sorting process, a set of 23 categories emerged.

These categories were used to sort the 1857 abstracts, resulting in 79% inter-rater reliability. Disagreements during the sorting process were primarily a result of different interpretations and definitions associated with similar topics. For example, one researcher placed all of the university education abstracts into the education and training category while the other researcher placed these same abstracts in the personnel category. These differences were identified, discussed and full agreement was easily obtained for the remainder of the abstracts and the categorization process was completed.

The categories were then clustered into five overarching themes that are illustrated in *Figure 1*, with the theme of Managing Human Resources being the subject of this review.

Figure 1: Mapping the Major Topics on Nonprofit Management

Leading and Managing Nonprofits	Financing and Evaluating Nonprofits	Managing Nonprofit Human Resources	Managing Different Types of Nonprofits		Managing NGOs Worldwide
Nonprofit History	Financial Management	Personnel	Research and Classification of Nonprofits		Leading and Managing NGOs
Nonprofit Organizations – Theory	Philanthropy	Workforce Diversity	Membership Associations		Financing and Evaluating NGOs
Governance	Fundraising	Workforce Education and Training	Citizen/Political Nonprofits		Managing NGO Human Resources
Leadership	Social Enterprise	Volunteers	Community Development Nonprofits		Managing Different Types of NGOs
Management	Evaluation and Information Management		Nonprofit Service Sectors		
Managing External Relations					
Marketing Nonprofit Services					
Policy, Law, and Ethics					

The major five themes are defined as:

- *Leading and Managing Nonprofits* includes organizational history and theory, leadership, management, governance, communications and marketing, and managing inter-organizational relationships, including the external environment (e.g., the law, public policy, professional associations, and the community at large).
- *Financing and Evaluating Nonprofits* includes the financial management of nonprofits, fundraising and philanthropic sources of revenue, social enterprise, accountability requirements, management information systems, and program evaluation.
- *Managing Human Resources* includes articles addressing the management of personnel (including supervision and performance appraisal), employee wellbeing, workforce diversity, employee education and training, and volunteer workforces
- *Managing Different Types of Nonprofits* includes the classification of nonprofit organizations, membership associations, community development nonprofits and citizen/political nonprofits, and different service sectors in the United States.
- *Managing NGOs Worldwide* includes the management of nonprofits in different countries around the world related to managing and leading, financing and evaluating, human resource management, and service sectors.

There are three major limitations in this method of research. First, while it is assumed that the majority of articles on nonprofit management are published in these three journals, it is well-known that other journals, domestic and international, publish articles on nonprofit and nongovernmental organizations (NGOs). Secondly, a thorough review of all of the articles, as opposed to relying on the published abstracts, could have expanded the rating process. Lastly, inter-rater reliability would have been enhanced by the involvement of additional raters.

Overview

The ultimate goal of the knowledge mapping project was the development a series of working papers to assist with the formation of a research agenda for the new Mack Center on Nonprofit Management in the Human Services at the University of California, Berkeley, School of Social Welfare. This analysis reviews the 388 abstracts that address the human resources theme of nonprofit management. The abstracts capture the growing interest in recruiting, retaining and managing an employed and volunteer workforce for the delivery of nonprofit human services. This paper begins with a consideration of personnel management, addresses the role of workforce diversity, considers employee education and training, and concludes with an analysis of the literature on nonprofit volunteers.

Personnel

The delivery of effective and efficient human services includes the development and retention of a dependable workforce. Human resource management is an important responsibility of organizational leaders and includes management, supervision, performance appraisal and attending to worker well-being and satisfaction.

Management of Personnel

A major theme in the personnel management literature is employee compensation and its contribution to employee retention. Financial and non-financial incentives are considered one form of compensation that attract and motivate workers (Alvarado, 1996; Nelson, 1991; Preston, 1990). The role of compensation is addressed for nonprofit management positions as well as direct service providers (Gibelman, 2000; Gray & Benson, 2003). Another form of compensation relates to work flexibility. Flexible work schedules have been linked with staff retention, morale, and performance (Hohl, 1996; Wittenberg, 1988). The use of work-life

programs (Pitt-Catsouphe, Swanberg, Bond, & Galinsky, 2004) and family sensitive policies also attract and retain skilled employees (Fernandez, 1990).

The management of workforce relationships focus on the roles and interactions among employees as well as between paid staff and volunteers (Huber, Netting, & Patton, 1993; Netting, Nelson, Borders, & Huber, 2004; Netting, O'Connor, Thomas, & Yancey, 2005). Additional attention is given to the relationships between management and staff within the context of unionization (Karger, 1989; Karger, 1989; Karger, 1988), the impact of job declassification on the delivery of human services (Millar, 1986; Tambor, 1983; Wyers, 1981), and managing relationships between employees related to conflict and workplace discrimination issues (Poverny, 2000; Strom-Gottfried, 1999).

The roles that managers play in motivating human service workers (Latting, 1991) include reducing work-related stress (Drake & Washeck, 1998) and restructuring work tasks to improve employee working conditions (Glicken, 1980; Sherer, 1986). Strategies to enhance employee satisfaction and performance include promoting organizational empowerment (Shera & Page, 1995), encouraging work autonomy (Buffum & Ritvo, 1984) and offering staff development opportunities (Weiner, 1987). Some of the more challenging aspects of managing personnel relate to facilitating corrective action (Sharon, 1991) and policies that involve staff dismissals and resignations (Pruger, 1979; Raber, 1996; Rivas, 1984; Tambor, 1995).

Supervision

A prominent theme in the nonprofit management literature is the topic of supervision. Supervisory styles are examined in relationship to the educational backgrounds of supervisors (Cohen & Rhodes, 1977; Granvold, 1977). Empirical research is presented on supervision style (Russell, Lankford, & Grinnell, 1984), including a finding that facilitative supervision may be

more effective than supportive supervision in the context of a public welfare agency (York & Hastings, 1985/98). One abstract advocates for a theoretical model of social work supervision with a style that incorporates elements of both the managerial grid and situational leadership models (Latting, 1986).

Supervisors can play an important role in preventing or alleviating supervisee stress and burnout. Stress-reducing supervisory techniques are outlined (Davis & Barrett, 1981) and the role that supportive supervision plays in buffering the effects of worker stress and enhancing worker satisfaction is explored (Himle, Jayaratne, & Thyness, 1989; Ruktis & Koeske, 1994).

Supervisor role conflict is considered, particularly for middle managers (Erera, 1991) and in a context of job insecurity (Perlmutter, Netting, & Bailey, 2001). Also explored is the role that supervisors play in mentoring staff (Kelly, 2001), in the transfer of training knowledge (Gregoire, Propp, & Poertner, 1998), in providing feedback (Delbecq & Ladbrook, 1979), and in supervising case management (Bowers, Esmond, & Canales, 1999). Additionally, the supervisor role involves optimizing worker autonomy (Buffum & Ritvo, 1984) and serving as a mediator of the organizational climate (Bunker & Wijnberg, 1985).

Performance Appraisal

Evaluating employee performance, especially in relationship to compensation (Carroll, Hughes, & Luksetich, 2005), can challenge even the most seasoned nonprofit manager (Usher, Locklin, Wildfire, & Harris, 2001; Wiehe, 1980). Two performance appraisal instruments, the behaviorally anchored rating scale (BARS) (Millar, 1990) and the management by objectives and results (MBO/MOR) approach (Pecora & Hunter, 1998) are assessed.

There is growing evidence that the regular use of feedback systems to monitor performance makes important contributions to the employee learning processes (Taylor, 1987).

A caseload development tool can be used to assure equitable caseload distribution (Lechman, 2006) and graphical feedback can be used to increase the productivity of social workers employed in public mental health programs (Robinson & Dow, 2001). The assessment center technique is suggested as method for identifying individuals for promotion (McGee & Crow, 1982) and a functional job analysis is introduced as a tool for personnel management and evaluation (Austin, 1977).

Employee Behavior and Wellbeing

A significant portion of the personnel management literature addresses staff behavior and wellbeing. The multiple job performance variables associated with employee job satisfaction (Barber, 1986) include participation in decision-making (Idson & Ullmann, 1991; Packard, 1989), being challenged at work (Jayaratne & Chess, 1983), job tasks and opportunities for professional development (Poulin, 1995; Poulin, 1994), and clarity of job roles and work-related functions (Erera, 1989; Hagen & Wang, 1993; Itzhaky, 1995; Schoderbek, Schoderbek, & Plambeck, 1979; Zunz, 1995). Considerable attention is given to the relationships between job satisfaction and employee characteristics (e.g., gender, age, experience, attitudes, occupational status and union membership) (Koeske & Kirk, 1995; Lightman, 1978; McNeely, 1984; Mirvis, 1992; Petty & Odewahn, 1982; Tambor, 1979). There is also a focus on the context of the work environment and its relationship to organizational citizenship behaviors, socialization, work-group dynamics, and loyalty to the organization (Gummer, 2001; Haynes, 1979; Hopkins, 2002; Jaskyte, 2005; Nurius, Kemp, & Gibson, 1999).

Employee commitment to an organization and its values is associated with high employee performance and retention (Brown & Yoskioka, 2003; Freund, 2005; Packard, 2001). Employee motivation is related to both job satisfaction and commitment (McLean & Andrew, 2000;

Schepers, De Gieter, Pepermans, DuBois, Caers, & Jegers, 2005). Financial incentives and rewards are generally not considered to be factors related to worker satisfaction or intrinsic motivation (Borzaga & Tortia, 2006; Deckop & Circa, 2000). Non-salary variables associated with employee commitment, satisfaction, and intent to remain employed include work empowerment (Guterman & Bargal, 1996; Turner & Shera, 2005; Wallach & Mueller, 2006), employee confidence (Jagannathan & Camasso, 2006), professional autonomy (Henry, 1990), and perceptions of leadership behavior and organizational arrangements (Jaskyte, 2003).

With regard to employee retention, the initial selection process of employees may make a difference (Gummer, 2002) as well as human resource practices (Perlmutter, Deckop, Konrad, & Freely, 2005; Vinokur, Jayaratne, & Chess, 1994) and workplace support (Nissly, Mor Barak, & Levin, 2005). A combination of both personal and organizational factors can influence employee retention (Giffords, 2003; Wesbrook, Ellis, & Ellett, 2006).

In contrast to retention strategies, employee work stress can lead to reduced job satisfaction, burnout, and intent to leave (Harrington, Bean, Pintello, & Mathews, 2001). Specific work stressors include the work environment itself (Gellis, 2001; Sundet & Cowger, 1990; Vmokur-Kaplan, 1996), work-family conflicts (Lambert, Pasupuleti, Cluse-Tolar, Jennings, & Baker, 2006), and exposure to difficult situations and critical events in child welfare (Regehr, Chau, Bruce, & Howe, 2002), and clientele (Koeske, Lichtenwalter, & Koeske, 2005). The protective factors associated with workforce resilience are examined such as organizational loyalty, social support, self-efficacy, coping skills, occupational welfare services sponsored by the organization, recognition for talents, and a sense of ones' own professional mission (Gellis, 2002; Hoffmann, 2006; Shamir & Bargal, 1982; Vmokur-Kaplan, 1996; Zunz, 1998).

By identifying the multiple roles that employee assistance staff can play in the world of work (Bargal, 2000; Bargal & Karger, 1991; Kurzman, 2000; Mor Barak, 2000; Mor Barak & Bargal, 2000), research focuses on assisting staff in declining organizations (Bargal, Back, & Ariav, 1992), in the use of computers (Root, 1996), and the dynamics of promoting employment equity for staff diagnosed with serious mental illness (Akabas & Gates, 2000).

Diversity

Workplace diversity plays an important role in the functioning and wellbeing of the nonprofit workforce. Diversity has many definitions and understandings. For the purposes of this review, the description of diversity is divided into topics about women, communities and organizations, and workforce diversity.

Women

The literature focuses on the relationships between the formal and informal employment activities of women (Klobus-Edwards, Edwards, & Watts, 1984) and role strain and conflicts faced by female administrators (Hanlan, 1977). Female administrators face many opportunities and barriers in predominantly male-dominated organizations, including behavioral dynamics and male attitudes towards female administrators (Collins, 1984; Curlee & Raymond, 1978; Kravitz & Austin, 1984; Odewahn & Ezell, 1992). Strategies to help female administrators prepare for the variety of issues that they often face are offered (Chemesky, 1979; Healy, Havens, & Chin, 1990; Kerson & Alexander, 1979). In addition to examining the variables associated with the initial movement of women into managerial positions (Ezell & Odewahn, 1980), a framework describes the workplace barriers of Latina administrators (Rincon & Keys, 1982), a model details self-directed learning specific to female administrators (Weil, 1983), and a female management model that combines leadership perspectives and feminist theory is introduced (Padgett, 1993).

Gender discrimination within nonprofit human service organizations (Gibelman, 2000) is an important theme as it relates to organizational position (Shaiko, 1996), organizational rewards (Chemesky, 2003), class culture dominance in community leadership roles (Covelli, 1985), sex dimensions (Chemesky, 1983), and issues faced by women moving up the managerial ladder (Thompson & Marley, 1999). One study addresses racism among women in the workforce (Klobus-Edwards & Edwards, 1979) and another focuses on improving female prospects for leadership roles by taking race/ethnicity into account (Martin & Chemesky, 1989). Other studies seek to explain why women enter the workforce as volunteers (Stephan, 1991, Tiehen, 2000), the role that female emotions play in nonprofit volunteerism (Beres & Wilson, 1997), the incentives and propensity for female voluntary political action and activism (Caputo, 1997; Flynn & Webb, 1975), and how volunteer skills can be transferred to the workplace (Janey, Tuckwiller, Lonquist, 1991).

Diversity in Communities and Organizations

Different cultural dimensions of diversity in nonprofit organizations are addressed in relationship to African-American (Blau, 1996; Stanfield, 1993), Portuguese-American (Cabral, 1978), and Latino (Koldewyn, 1992) nonprofit organizations. Other factors include ethnic awareness (Holley, 2003), socio-economic heterogeneity and geographical issues that require adaptation (Hutcheson & Dominguez, 1986), developing social capital (Weisinger & Salipante, 2005), and staff diversity (Fishmann, 1988; Hostetler, 2000).

Another focus is on the emergence of hybrid forms of ethnic organizations where women, blacks and other minority groups form voluntary associations for political action (Minkoff, 2002) as well as the different responses of diverse organizations (Meinhard & Foster, 2003). There is an important relationship between cultural status and youth socialization (Raskoff & Sundeen,

2001) as well as the ethnic dimensions of self-empowerment in spite of community biases (Rodgers & Tartaglia, 1990).

Diversity in the Workforce

The challenges associated with managing workplace diversity are considerable (Delgado, 1979; Jarrett, 1975; Seck, Finch, & Mor Barak, & Poverny, 1993) and include the role that minority administrators play in influencing management (Arguello, 1984), conceptual models for diversity management (Mor Barak, 2000), the influence of work-related racism and sexism (Perimutter & Alexander, 1977; Swanson & Brown, 1981) and the participation of African-Americans in voluntary associations (Florin, Jones, & Wandersman, 1986). The focus on worker diversity includes motivational differences, effects of racism, perceptions of social support, and job satisfaction in the human services (Abu-Bader, 2005; Jayaratne, Brabson, Gant, Nagda, Singh, & Chess, 1992; McNeely, 1989; Swanson & Brown, 1981).

Gender issues in the nonprofit sector include the stereotyping of sex roles at the management level (York, 1988), gender similarities of social work managers (Ezell, 1993), gender differences in voluntary sector leadership (Thompson, 1995), gender differences and perceived competence (Snyder & Bruning, 1979), sexual biases that influence promotional decisions (York, Moran, & Denton, 1989), and gender differences in scholarly productivity (Wilson, Hossain, Lubin, & Malebo, 1999). Other studies focus on sexual orientation discrimination practices (Hostetler & Pynes, 2000), the influence of race, gender and marital status on volunteering behaviors (Mesch, Rooney, Steinberg, & Denton, 2006), and the importance of incorporating diversity characteristics (e.g., race, gender, and culture) into nonprofit sector research (Carson, 1993).

The formal and information education and training of nonprofit employees is identified as a factor that plays an important role in the recruitment, management and retention of nonprofit employees. Specific human resources management issues in relation to employee education and training are detailed in the following section.

Employee Education and Training

The education and training of nonprofit employees is an important element of personnel management. In-service training and pre-service management education programs (prior to or after employment in human service organizations) include three primary domains: 1) in-service training and staff development opportunities designed to develop the human service nonprofit workforce, 2) education on nonprofit management offered in formal social work graduate education programs, and 3) education on nonprofit management topics in undergraduate and graduate public administration or business administration programs.

In-Service Staff Development and Training

The literature reflects a growing need to provide employee development opportunities and training in human service nonprofits (Doueck & Austin, 1986; Hahn & Raley, 1998; Pecora, Schinke, & Whittaker, 1983) as well as cultural sensitivity and awareness trainings (Fong & Gibbs, 1995; Gutierrez, Kruzich, Jones, & Coronado, 2000; Hyde, 1998). In addition to describing successful training programs to increase the competence of the nonprofit workforce (Doueck & Bondanza, 1990; Gleeson, Smith, & DuBois, 1993; Petty & Bruning, 1980; Ross & Wright, 2001), examples are provided that did not substantially influence staff practice (Reid & Beard, 1980) or reflected significant challenges in training implementation (Anisfeld, 1978; Root, 2000).

Considerable attention is given to the skills and knowledge needed to manage nonprofit human service organizations (Egan & Bendick, 1977; Flynn, 1990; Glisson, 1981; Hart, 1988; Scurfield, 1980), including curriculum frameworks (Harbert, Jones, & Schaupp, 1981; Preston, 2005; Savas, 1977), the educational needs of female managers (Weil, 1983), and the knowledge needed to support the administration of alternative organizations (Perlmutter, 1988). The literature also features the evaluation of management training programs (Dane, 1983; Preston, 2004) and the transfer of learning (Austin, Weisner, Schrant, Glezos-Bell, & Murtaza, 2006; Cashmann, 1978; Dolan, 2002).

Social Work Education

The primary focus in this area relates to the planning and administration programs in graduate schools of social work (Edwards & Kirk, 1986; Mayadas & Duehn, 1977) and the skills needed for specific roles in nonprofit organizations (Dinerman, 1992; Sanchirico, 1995). Attention is also given to the role of other disciplines in providing education in human service administration (e.g., business administration, public administration or public health) (Borrero, 1978; Crow & Odewahn, 1978; Faherty, 1987; Klepinger, 1978; Rimer, 1987). While Hoefler (2003; 1993) notes that the MSW planning and administration degree is appropriate for entry-level management positions, it lags behind the MBA and MPH degrees in preparing students for higher level management positions.

The literature also reflects the long-standing debate over the separation of clinical and administration content in graduate schools of social work, especially the support needed for students with interests in macro-practice (Alexander, 1982; Gummer & Edwards, 1988; Ezell, Chernesky, & Healy, 2004; Iacono-Harris & Nuccio, 1987; Katz, 1982; McNutt, 1995; Neugeboren, 1990; Neugeboren, 1987; Neugeboren, 1986; Perlmutter, 1982; Rimer, 1991;

Schwartz & Dattalo, 1990). Others argue that since clinicians and administrators share a similar knowledge and value base, developing a shared skill set through the infusion of both micro and macro content could strengthen the profession as a whole (Hart, 1984; Raymond, Teare, & Atherton, 1996; Skidmore, 1978).

The experiences and outcomes of students who received an MSW with a concentration in administration and planning are explored in relationship to program design and content (Biggerstaff, 1978; Hairston, 1980; Healy & Weinter, 1988; Macarov, 1977; Packard, 2004; Slavin, 1977), curriculum development (Edwards, 1987; Gummer, 1979; Hyde, 1989; Perlmutter, 1984), textbooks (Austin & Kruzich, 2004), and teaching approaches (Netting & O'Connor, 2005).

The literature also focuses on blending community practice, policy practice, and management practice into a single curriculum that prepares students for careers in different organizational settings (Austin, 1986; Jansson, 1987; Mulroy, 2004; Spengel, 1977). Particular attention is given to social policy practice (Ziter, 1983), for-profit practice (Lebowitz, Zischka, Mahon, & McCarley, 1982), mental health delivery systems (Raiff & Shore, 1982), and community practice (Dodd & Gutierrez, 1990; Rivera, 1990). Special topics for macro practice curriculum include time management (Nichols, 1983), fiscal management (Hackshaw & Robertshaw, 1988), organizational relationships (Dane, 1985), and research methods (Epstein & Tripodi, 1978).

The types of field placement activities appropriate for the development of management skills are addressed (Neugeboren, 1980; Pawlak, Webster, & Fryer, 1980; Pflanczer & Gummer, 1981) along with alternative field instruction models (Cox & Paulson, 1980; (Ellis, 1978) and

student fieldwork experiences (Mor Barak, Travis, & Bess, 2004; Santore, Warren, & Arbogast, 1980).

Nonprofit Education Programs

The development of nonprofit management education programs is described from an historical perspective (O'Neill, 2005) and a demographic perspective regarding the variations in these programs (Fletcher, 2005; Haas & Robinson, 1998; Mirabella & Wish, 1999; Wish & Mirabella, 1998). The literature also focuses on the management needs of the nonprofit sector and the role of service learning (Gibboney, 1996; Salipante, 2003).

The nonprofit workforce plays an important role in the delivery of human services. This workforce includes not only paid employees, but volunteers also comprise a significant component of the nonprofit workforce. The recruitment, management and retention of volunteer workforces are addressed in the following section.

Volunteers

Volunteerism is a major component of nonprofit management (Brudney, 1997; Brudney, 1997; Cnaan & Amroffell, 1994; Cnaan, Handy, & Wadsworth, 1996; Ellis, 1985; Peters, 1973), especially measuring the impact of volunteering on nonprofit human service organizations (Brudney & Kluesner, 1992; Steinberg, Rooney, & Chin, 2002). The broad themes of volunteerism include demographics and motivations, volunteer roles, volunteer management, and the work environments of volunteers.

Volunteer Demographics and Motivations

The demographics of volunteers include the volunteering trends over time in the United States (Brudney & Gazley, 2006; Chambre, 1989; Goss, 1999; Schindler-Rainman, 1982). The factors associated with volunteering include parental and individual socioeconomic status,

attitudes towards volunteering, participation in formal volunteer organizations, and volunteer perceptions of personal connections to the organization benefiting from volunteer efforts (Palisi & Jacobson, 1977; Rohs, 1986; Smith & Baldwin, 1974). For example, one study found that volunteering in police departments is more extensive in smaller, higher income, predominantly white communities than in larger, lower-income, ethnically mixed communities (Sundeen & Siegel, 1987).

The personality traits and attitudes of people who volunteer vary across service sectors. For example, people who volunteer in community health programs are found to have different personality characteristics than those who do not (Allen & Rushton, 1983) and these attributes are linked with the volunteer's psychological connection with their voluntary efforts (Liao-Troth, 2005). People who volunteer often have different personal goals and attitudes towards charity and government, political self-efficacy, and leadership skills than those who do not volunteer (Sundeen, 1992; Townsend, 1973)

There is a relationship between the social and work experiences of volunteers and their volunteering behaviors (Heidrich, 1990; Puffer & Meindl, 1995; Ross, 1972). Part-time employment and unemployment are associated with greater volunteerism for women, but less for men (Taniguchi, 2006). Participation in volunteer work in college as well as a father's history of volunteering are associated with higher rates of future volunteerism (Fitzsimmons, 1986). Experience with volunteering helps to develop positive attitudes towards charitable institutions and reinforces volunteerism (Bowman, 2004).

The motivation of volunteers and the rewards that they receive from their volunteerism is important for the effective management of volunteers (Brown & Zahrly, 1989; Omoto & Snyder, 1993; Qureshi, Davies, & Challis, 1979) as volunteer commitment and satisfaction are associated

with performance and pro-social behavior (Mathews & Kling, 1988; Tidwell, 2005). Human service volunteers are often motivated by altruism and a desire to gain a new perspective (Marx, 1999). These altruistic motives are seen as more important than personal reasons for volunteering (Hwang, Grabb, & Curtis, 2005).

Studies on gender differences found that female motivations for volunteering are often related to personal and social rationales, while male motivation is more instrumental in helping to assist those in need (Anderson & Osmus, 1988; Limerick & Burgess-Limerick, 1992).

Volunteers can be motivated by a desire to satisfy psychological needs that are not met by their paid employment (Miller, 1985); however, the motivations and rewards for volunteers and employees in hospitals are similar between the two groups (Liao-Troth, 2001). Furthermore, volunteer motivations are different at different stages in volunteer efforts, suggesting that volunteerism should be viewed as a form of social exchange (Phillips, 1982).

Volunteering can also be viewed through frameworks and perspectives such as economic theory (Govekar & Govekar, 2002; Steinberg, 1990), a leisure perspective (Henderson, 1984; Stebbins, 1996), a cost-benefit analysis related to achieving personal rewards (Smith, 1981; Vaillancourt & Payette, 1986), the achievement of self-actualization (Knowles, 1972), and spirituality (Story, 1992). In addition, a functional inventory of volunteer motivation is used to consider relationships between volunteer motivations and volunteer histories, activities, and demographics (Clary, Snyder, & Ridge, 1992; Clary, Snyder, & Stukas, 1996; Puffer, 1991). Race is also considered as a factor influencing voluntary participation (Davis, 1982; Latting, 1990).

Volunteer Roles

Volunteers play different roles in organizations and in the larger community, especially related to public agencies and nonprofit organizations (Brudney & Warren, 1990; Cnaan & Goldberg-Glen, 1990). Volunteers can serve as linkages between the nonprofit, public, and for-profit sectors (Brudney, 1990; DeLaat, 1987; Reisch & Wenocur, 1982) and also play an advocacy role in social service organizations (Orr, 1982; Vosburgh, 1981).

The hierarchy of roles performed by volunteers can be assessed in terms of leadership roles (Adams, 1980; Pearce, 1983). For example, a volunteer's avoidance of leadership positions may be less a sign of apathy than a reflection of the high cost of accepting leadership responsibilities (Pearce, 1980). In addition, volunteers assume different roles in an all-volunteer organization (Perkins & Poole, 1996).

Management of Volunteers

The oversight and management of volunteers is an important and well-recognized issue in the literature on nonprofit organizations (Naylor, 1985). Educational programs to teach nonprofit administrators about volunteer management (Brudney, 1992; Stubblefield & Miles, 1986) include finding, recruiting, and retaining volunteers (Broadbridge & Home, 1996; Clary, Snyder, Copeland, & French, 1994; Dailey, 1986; Farmer & Fedor, 1999; Moyer, 1990; Watts & Edwards, 1983). Particular attention is given to the education and training of volunteers (Caraway & Van Gilder, 1985; Potter-Efron & Potter-Efron, 1982) and using university resources to support volunteer development (Miller, 1986).

The integration of volunteers into the organizational structure and service delivery systems is a complex topic when it comes to linking agency outcomes with volunteer program outcomes (LaCour, 1977), involvement in the strategic plan (Perlmutter & Cnaan, 1993), and the

cost-benefits of volunteering for an organization (Handy & Srinivasan, 2004). The integration of volunteers into several types of organizations includes public agencies (Walter, 1987), state governments (Brudney & Kellough, 2000), and community development organizations (Daley, 1986). The literature on volunteerism also focuses on the attitudes of paid employees towards volunteers (Brudney & Gazley, 2002; Colon, 1988), including the areas of policy making where volunteers take more initiative than staff but often defer to the authority of staff (Buckholz, 1972).

Models for volunteer evaluation include measuring the economic value of volunteer services by assigning a monetary value per hour of volunteer time (Brown, 1999; Mook, Sousa, Elgie, & Quarter, 2005) and identifying the costs that nonprofits incur in supporting and managing volunteers (Baker & Murawski, 1986; Handy & Srinivasan, 2004). Other evaluations focus on the impact of volunteer programs on service outcomes (Arella, 1984; Gamm & Kassab, 1983; Parkum, 1985), volunteer satisfaction (Gidron, 1983), the reputations of nonprofit organizations (Smith & Shen, 1996) and the generation of social capital (Clary, 1987; Isham, Kolodinsky, & Kimberly, 2006).

Other Volunteer Themes

Other areas of research on volunteerism include senior volunteers (Cutler, 1980; Havis, 1986; Hougland, Turner, & Hendricks, 1988; Seguin, 1982; Smith, 2004), youth volunteers (Edwards, Mooney, & Heald, 2001; Logan, 1985; Sundeen & Raskoff, 2000; Sundeen & Raskoff, 1995; Sundeen & Raskoff, 1994; (Tschirhart, Mesch, Perry, Miller, & Lee, 2001; Mesch, Tschirhart, Perry, & Lee, 1998), women volunteers (Leonard, Onyx, & Hayward-Brown, 2004; Metzendorf & Cnaan, 1992; Smith, 1975), ex-offenders (Hanson, 1985), volunteer firefighters (Perkins, 1989), disaster relief volunteers (Stallings, 1989; Wolensky, 1979),

volunteers in long-term facilities (Litwin, Kaye, & Monk, 1983; Litwin & Monk, 1984; Nelson, Pratt, Carpenter, & Walter, 1995), and those volunteering in anti-poverty programs (Reeves, 1976) and programs for the homeless (Abbott, 1988).

Implications for Research and Practice

Personnel Management and Worker Well-Being

The management of human resources in nonprofit human service organizations includes workforce issues such as employee well-being and retention and includes both the workplace challenges and employee strengths that help develop a resilient and engaged workforce. Future inquiry that builds upon this knowledge could address the following research questions:

- In what ways are managers and workers similar in the way that they conceptualize workplace satisfaction, motivation and engagement? In what ways do they differ?
- How do nonprofit managers effectively identify the organization-specific factors necessary to keep their workforce engaged? What retention strategies and interventions have worked?

Education and Training

The literature reflects considerable interest in the in-service and pre-service education of nonprofit employees. Attention is given to in-service training focused on employee development opportunities and the limited resources of nonprofits to provide such trainings, particularly in relation to nonprofit management. Most pre-service education features social work and public administration programs and improving student preparation for the realities of working in nonprofit human service organizations. Inquiry into the following questions could help future research and practice.

- What is the primary knowledge and skills that nonprofit human service managers need in order to effectively do their jobs?
- Do nonprofit human service managers and staff receive education about relevant knowledge and skills primarily through professional development opportunities and on-the-job training or through formal education programs?

Volunteers

Substantial attention is devoted to volunteerism in nonprofit human service organizations, with an emphasis on volunteers (demographics, motivations, and roles), volunteer management (the challenges of recruiting, training and retaining volunteers), and the ways to effectively integrate volunteers into an organization. Inquiry into the following questions may help to inform future research and practice:

- What strategies are the most effective for recruiting and retaining volunteers in nonprofit human service organizations? Do these strategies differ for different types of organizations?
- What are the most effective ways for incorporating volunteers into the daily life of nonprofit organizations?

Building a Research Agenda

This literature review presents findings from a larger study designed to map the knowledge base of nonprofit management in order to identify major themes for future research. The project reviewed and categorized **1,981** article abstracts published over thirty years in three major nonprofit management journals. This paper presents an analysis of the 388 abstracts relating to the theme of nonprofit human resources management. The changing landscape of nonprofit sector has led to many changes in the ways in which nonprofits manage their personnel

and volunteers, a task that continues to present challenges for nonprofit managers. The most critical research questions in this area of managing human resources include:

1. In what ways have nonprofit human service organizations recruited and retained a skilled and committed paid and volunteer workforce?
2. What are the factors that make employment in contemporary nonprofit human service organizations attractive to the 21st Century workforce?
3. What are the educational and training needs of those employed in nonprofit human service organizations? How have these needs changed over the past thirty years?
4. In what ways have nonprofit human service organizations successfully recruited, retained, and managed volunteers?

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