

You Mean I Can Get Paid to Work Here? The Impact of Happenstance, Socialization, Volunteering,
and Service-Learning on Nonprofit Career Awareness

A Report to the Young Nonprofit Professionals Network

by

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Overview

It is important to learn how workers learn about nonprofit careers. Doing so will allow nonprofit organizations to better target potential populations of candidates in their recruitment efforts, which will ensure that an adequate number of nonprofit professionals are being trained to fulfill future positions of nonprofit leadership. This research utilizes cross-sectional surveys to address the particular experiences nonprofit employees had prior to their entry into the nonprofit workforce. Are nonprofit careers a matter of “right place, right time”, or an intentional choice informed by previous types of exposure to and experiences in the nonprofit sector?

Previous research tells us that a variety of factors influence how we learn about various careers, and especially how we decide that a particular career path is one we might enjoy pursuing. Factors like gender, our social economic status, where we live, the environment in which we are raised (both in terms of family and larger community), and seeing others enjoy or dislike their careers all influence not only the career choices available to us, but also how we perceive careers in general (Krumboltz, Mitchell & Jones, 1976; Mitchell, Jones & Krumboltz, 1979).

These various socialization factors can also lead us to opportunities to interact with the nonprofit sector. As illustrated below, parental and role model socialization contribute both to volunteering and service-learning in children and young adults. A substantial branch of academic research has shown that volunteering is a socialized activity, initiated by peers, educational institutions, and family (Bekkers, 2007; Eyler & Giles, 1999; Finkelstein, Penner & Brannick, 2005; Flanagan, Bowes, Jonsson, Csapo & Sheblanova, 1998; Grimm, Dietz, Spring, Arey, Foster-Bey, 2005; Hall, McKeown & Roberts., 2001; Hodgkinson & Weitzman, 1996; Hofer, 1999; Hustinx, Cnaan & Handy, 2010; among a host of others). Similarly, service-learning participants tend to come from families who engage in service themselves, indicating patterns of socialization to helping behaviors.

As the sector grows and the Boomer generation retires, it will require more professionals to help maintain service provision. There is a population of individuals who experience work in a nonprofit agency regularly with service-learning participation or volunteer engagement. They are more engaged in their communities than previous generations, and are engaged in different ways (Astin et al., 2002; Kiesa et al., 2007). Generally, these individuals hold the same ideals and motivations as current nonprofit employees: altruism, desire for an intrinsic benefit in their daily work, low desire for pecuniary benefit as a main reward of their job, and a need to make the world a better place. Perry and Wise (1990) indicate that individuals with certain qualities and motivations are more likely to actively seek out employment in organizations that complement those qualities. However, these individuals aren't necessarily aware of how to find work within the nonprofit sector (Light & Light, 2006).

Additional research has shown that those already working in the nonprofit sector tend to volunteer more than those in other sectors (Hansen et al., 2003; Lee & Wilkins, 2011; Light, 2002; Park & Word, 2009; Rotolo & Wilson, 2006; Word & Carpenter, 2010), and have a particular set of motivations and preferences (Drucker, 1990; Flanagan, 2010; Gabris & Simo, 1995; Jeavons, 1992; Light, 2002; Mirvis & Hackett, 1983; Mize Smith et al., 2006; Rose-Ackerman, 1996; Word & Carpenter, 2010), similar to those who volunteer regularly. It would then seem fitting for nonprofits to look to young volunteers as a target pool for recruitment. If young people are engaged in service from an early age, and socialized into helping behaviors, they may be likely candidates for careers in helping industries like social work or nonprofit management.

As individuals interact with nonprofit organizations, they not only gain an awareness of the sector and how it operates, they gain a greater appreciation for the work of nonprofit employees. One respondent to Astin and colleagues' study illustrates a prime example of the eventual impact service-learning participants may make on the nonprofit community:

“The service thing kind of turned on the light. There was so much more out there that I didn’t even know existed. The nonprofit agency – that never occurred to me. I think job, I think putting on nice clothes, waking up at 8:00 in the morning, going to some office-type setting, sitting at a desk. That’s what I always saw in a job” (2000, p. 64).

This student (although perhaps misinformed about the 8:00am wake-up call) clearly indicates the prime importance of engagement to the nonprofit community. Service-learning, volunteerism and socialization to the sector open new doors to those who had previously failed to consider the third sector as a future employer. Because of the ideological similarities between the groups, nonprofit organizations should begin to actively recruit these individuals from local universities. Edwards, Mooney and Heald note that some of the potential benefits of interacting with student volunteers is the, “pre-employment opportunity to evaluate and train potential staff members” (2001, p. 447).

Key Findings:

- Because of the non-random sample used for this research project, the results here are not able to be generalized to anyone outside the respondent pool
- The younger the respondent began volunteering, the more likely they were to be aware of nonprofit careers at a young age
- If a respondent had more than one role model working in the nonprofit sector when they were young, they were more likely to be aware of nonprofit careers at a young age
- If a respondent’s parents encouraged them to give and volunteer at a young age, they were more likely to be interested in a helping career at a young age
- Service-learning, as measured both in quantity and quality, had no impact on nonprofit career awareness
- Most respondents felt as though some type of unplanned event influenced their nonprofit career

The accidental nonprofiteer

Sometimes there are unpredictable events that have an impact on career awareness and eventual career decisions (Betsworth & Hanson, 1996; Bright et al., 2005a; Bright et al., 2005b; Roe & Baruch, 1967). People are subject to unpredictable environmental events that shape not only our opportunities, but also the way we perceive and react to situations. One of the questions addressed in this research is the issue of “intentional nonprofiteer” versus “accidental nonprofiteer” – are those working in the nonprofit sector there by happy accident, or did they intentionally pursue a nonprofit career?

A little over half (56.68 percent, n=191) of the respondents indicated that they have always wanted to work in the nonprofit sector. However, over half (67.60 percent, n=228) of the respondents reported that they were unaware of careers in the nonprofit sector when they were younger. Because the respondents to this research were, by and large, employees or job-seekers in the nonprofit sector, these data indicate a potential lack of career awareness, as well as no “typical” path to entry in the nonprofit workforce. These results are not particularly surprising - we do not typically hear kids say that they want to be program managers and development officers when they grow up.

Impact of Serendipitous Events on Respondents' Careers

	% No Influence	% Some/A Great Deal of Influence
<i>Unplanned influence</i>		
Right place / right time	12.75	87.25
Exposure to work <u>did</u> find interesting	13.07	86.93
Volunteering at an organization	29.08	70.92
Exposure to work <u>did not</u> find interesting	40.39	59.61
Service-learning experience	45.64	54.36

Respondents most commonly indicated that simply being in the right place at the right time, or being exposed to work that they found interesting, had an impact on their nonprofit careers. Statistical analysis shows that individuals who didn't indicate that they have always wanted to work in the nonprofit sector found their nonprofit careers to be a product of happenstance ($X^2=4.932$, $df=1$, $p<.05$). Intuitively, this makes sense – if you haven't planned on pursuing a nonprofit career, it would be considered an unintentional career choice. Additional analysis shows that various types of exposure to the work of the nonprofit sector through socialization to the nonprofit sector, exposure to service-learning, and early volunteering, did not lead to fewer reports of serendipitous careers. In other words, having service-learning experience, being socialized to the nonprofit sector, and early volunteering didn't lessen the chance of reporting an unplanned nonprofit career.

Many unplanned events have impacted the career trajectories of the participants in this research, and likely most readers of this report. These respondents' careers are, by and large, a result of unplanned events. A substantial proportion of the respondents noted that they had unintentional exposure to work they found interesting, that volunteering at an organization had provided an unplanned influence on their career selection, or that simply being in the right place at the right time created a career opportunity for them. These findings are interesting in that although certain factors like family socialization and volunteering helped respondents become aware of nonprofit careers at a young age, their individual nonprofit careers were not necessarily planned.

This indicates a needed connection between knowing that nonprofit careers exist, and how you might attain one.

Volunteering and nonprofit career awareness

Young people are initially socialized into volunteering, either through their family, role models, schools, or other influential individuals (Bekkers, 2007; Eyler & Giles, 1999; Hustinx et al., 2010; among others). Their community and family's values help communicate and instill a set of values congruent with serving others. Additionally, younger generations are volunteering more (Lopez & Marcelo, 2007), which may contribute to increased awareness of the nonprofit sector.

Volunteering might be yet another means to socialize individuals to the nonprofit sector, but allowing them to enact their values of helping others, as well as allowing them to see the work of the sector being carried out in a professionalized manner. As individuals have good or bad experiences volunteering, they are able to determine whether they enjoy that activity, and whether they would like to continue pursuing it. If a volunteer works closely with nonprofit staff, they are then able to make judgments about whether that particular career is one that might be of interest to them.

Descriptive volunteering statistics

	Means (SD)
Age began volunteering	13 (4.60)
Hours volunteered in the last year	11-20 hours (1.41, median – over 20 hours)
Number of organizational memberships	2 (1.28)
Volunteering helped facilitate nonprofit career awareness	4 ¹ (1.16)

The impact of volunteering on nonprofit career awareness was assessed in two ways: by addressing encouraged voluntary behavior (parental encouragement to volunteer when younger), as well as enacted voluntary behavior (actively giving and volunteering at a young age). Encouraged volunteering was found to be a significant predictor of desire for a helping career at a young age ($b = .141, t = 2.392, p < .05$), and there is a significant correlation between encouraged volunteering and nonprofit career awareness ($r = -.232, p < .01$). Those who were encouraged to volunteer at a young age were not only more interested in helping careers, they were more likely to know that they could be employed in the nonprofit sector. Volunteering age was also a significant predictor of nonprofit career awareness ($b = .160, t = 2.874, p < .05$). The younger the respondent begins volunteering, the more likely they are to be aware of nonprofit careers at a young age. Both predictors explain only a small amount of variance in the dependent variables ($r^2 = .022$ and $r^2 = .027$, respectively), though, which indicates that there are other elements that have a greater influence on nonprofit career awareness.

Several respondents alluded to the important role volunteering did play in making them aware of the nonprofit sector as a potential career path. Says one respondent, "First of all, it squelched the rumor that people who work at nonprofits don't get paid. Second, it exposed me to the different aspects of running a nonprofit (fundraising, community outreach, etc.). It opened up a whole world to me that I didn't really know much about before the volunteer experience." Another respondent offers a similar sentiment, "I volunteered one Christmas at a friend's work – a nonprofit

¹ This was measured by a Likert-scale item measuring levels of agreement. In this case, "4" corresponds to "agree".

in Northern California. I didn't know you could be PAID (emphasis is respondent's) to work in nonprofits!" Both indicate that volunteering provided them with a glimpse into the professionalized workforce that they were previously unaware of, and these results support prior research indicating that volunteers seek employment in the nonprofit sector after meaningful and successful volunteer experiences (Houston, 2006; Lee, 2009).

These respondents note that volunteering provides them a view into the *paid* working world of the nonprofit sector. They are able to see the various facets of nonprofit work, be it development, program implementation, or administration. Many of the respondents indicated in their qualitative responses that they were completely unaware, and sometimes shocked, that people could be compensated for work in the nonprofit sector. It seems as though paid employment in the nonprofit sector is still somewhat of a myth, unless an individual has a role model working in the nonprofit sector when they were younger, or is interacting with nonprofit organizations in some meaningful way on their own.

Early exposure to the work of the nonprofit sector has helped introduce respondents to the idea of nonprofit careers, which reinforces the need for well-managed volunteer programs. Nonprofits can engage in good volunteer management practices that help provide more sophisticated experiences for volunteers, and hopefully showcase the day-to-day life of someone with a nonprofit career. Says one respondent of her well-managed volunteer experience: "I volunteered at a local arts organization as a junior in college, which was my first taste of truly volunteering for a nonprofit ... The org (sic) that I volunteered for really cared about facilitating my personal and professional growth, and allowed me to take charge of one program. I was pleasantly surprised at the amount of responsibility I was given and the amount of trust and faith that they had in me. This experience grew my skill set and also made me realize that this is the kind of work I want to do."

Nonprofit staff, whether in leadership positions or not, can take time to mentor young people who are volunteering for their organizations, and have discussions about future careers in the sector, or even encourage job shadowing programs to help promote awareness of nonprofit jobs. In addition, organizations that provide high-quality volunteer experiences for individuals who are working-aged have an opportunity to "audition" potential staff in a low-cost manner (Edwards et al., 2001).

Service-learning and nonprofit career awareness

This research also examined the implications of service-learning experience, as it provides a structured interaction with nonprofit organizations, when implemented correctly. Like volunteering, service-learning has been identified as a socialized behavior (Astin & Sax, 1998; Beckman & Trozzolo, 2002; Eyster-Walker, 1997; Sax et al., 1996), and service-learning students begin to define themselves by a standard of service to others and continue this service beyond their undergraduate careers (Astin et al., 1999; Fenzel & Peyrot, 2005; Jones & Hill, 2003; Misa et al., 2005; Stukas et al., 1999; Warchal & Ruiz, 2004). Further, service-learning is an opportunity for students to identify and articulate career goals (Astin et al., 2000; Jones & Abes, 2004; Vogelgesang & Astin, 2000), and to enact those goals in the nonprofit setting.

Only 114 (33.83 percent) of the respondents had participated in service-learning coursework while in college. However, of those who were exposed to service-learning curricula, they took an average of 1 service-learning course ($M = .68$, $SD = 1.094$), and had some ($M = 3.10$, $SD = .805$) prior volunteer experience. Seventy-four percent had either “some” or “a great deal of” volunteer experience prior to their service-learning coursework ($n = 85$), which supports previous work on service-learning participants (Astin & Sax, 1998; Sax et al., 1996).

<i>Service-Learning Participation</i>		
	% of Respondents	Means (SD)
Number of s-l courses taken		.68 (1.09)
Service-learning participants	33.83	
Quality service-learning experience	37.72	
Generic service-learning experience	62.28	

Acknowledging the idea that not all service-learning curricula are created or implemented equally well, the impact of service-learning was tested both through quantity and through quality, as defined by Fenzel and Peyrot (2005). However, this research found that neither amount of service-learning coursework ($b = .107$, $t = 1.124$, $p > .05$), nor quality of service-learning coursework ($t = .055$, $df = 113$, $p > .05$) had a significant impact on nonprofit career awareness, as facilitated by the service-learning experience. The only variable that had a significant correlation with service-learning inspired nonprofit career awareness is participating in service-learning projects that had a perceived value to the nonprofit host site ($b = .234$, $t = 5.064$, $p < .05$).

The data above show little support for service-learning as a means of nonprofit career awareness, in general. However, the relationships between parental socialization to service-learning, as well as the relationships between volunteering and service-learning participation are indicative of the relative importance of environmental conditions on service-learning experiences (Krumboltz et al., 1976; Mitchell et al., 1979).

Service-learning participants tend to come from families who volunteer, and are volunteers themselves prior to their service-learning experience. These findings are supported in the data presented in this research as well. However, service-learning participants are not connecting curricula to career; they are socialized to the idea of nonprofit careers through other means. This

leaves opportunity in the hands of both educators and service-learning host sites. With more intentional implementation, students might begin to connect the dots between their applied coursework and an actual career trajectory, sending architects to work for Habitat for Humanity, and engineers to work for Water.org.

There was no difference in nonprofit career awareness among those with “quality” or “generic” service-learning programs, reinforcing the disconnect between service-learning curricula and exposure to the working world of nonprofit careers. However, those who reported that their service-learning project was valuable to the organization felt as though the service-learning experience helped them think about the nonprofit sector as a place of employment. Although not tested, this could be indicative of better nonprofit-managed service-learning experiences, as there are varying levels of involvement from class to class. Perhaps those who work more closely with the staff of the nonprofit are then able to see a nonprofit “in action”, where those working more distantly are simply working on just another course project.

Role models and nonprofit career awareness

Social learning theory of career decision-making indicates that individuals tend to learn about career opportunities because of the environment in which they are raised, and the values that are espoused and enacted at home, in school, and in the immediate community (Biggerstaff, 2000; Bright et al., 2005b; Brown & Mann, 1991; Krumboltz et al., 1976; Niles & Harris-Bowlsbey, 2002; Palladino Schultheiss et al., 2005; Scherer et al., 1991). As such, both family and role models play an important role not only in helping young people understand the family or community's values and priorities, but also in helping young people learn about the various careers that are available to them (Aronson, 1999; Erikson, 1968; Hackett, Esposito & O'Halloran, 1989; Kelman, 1961). This research tested and supported prior work in the area of socialization to nonprofit careers. In this study, family and role model socialization to nonprofit careers was examined both through the number and type of role model working in the nonprofit sector, as well as the environment in which the respondent was raised. These contextual elements were then compared to feelings of socialization to engagement and helping behavior.

Many of the participants were socialized into nonprofit service and helping behaviors at a relatively early age. One respondent remarks, "Having a mother from a third-world country, I grew up in a family/community-centric atmosphere that valued the wellness of the whole over the success of an individual. My father took me along on volunteer projects from a young age and was highly involved in volunteerism." Another states, "I was highly influenced by the Jewish value of 'Tikun Olam' [healing the world] and knew I wanted to do something that made a difference and contributed to the greater good." Influenced by community socialized values, these respondents sought careers in which they could enact those values professionally.

Different types of socialization to the nonprofit sector by participants

	% of Participants in Group
<i>Type of socialization: Encouraged</i>	
In my family, we've always helped each other	81.00
My parents frequently discussed moral values with me	71.81
My parents told me I should be willing to lend a helping hand	71.21
<i>Type of socialization: Enacted</i>	
My parents urged me to get involved with volunteer projects	48.66
My family regularly donated to charitable causes	33.23
My family actively participated in volunteer organizations	32.64
My parents urged me to donate money to charities	23.74

Respondents indicated a high level of both encouraged and enacted behaviors consistent with what is typically found among the nonprofit workforce, as shown in the table above. The average respondent began volunteering themselves when they were 13 years old (SD = 4.60). Further, there is a strong relationship between being encouraged to volunteer at a young age and the age the respondent began volunteering ($b = -.524, p < .01$). Respondents whose parents encouraged them to volunteer began volunteering when they were younger.

This study found that socialization, when measured by a composite socialization scale, predicts nonprofit career awareness ($b = -.225, t = -4.112, p < .05$). However, although there is a relationship, it does not seem as though these values and early-life experiences alone necessarily translate into an understanding of careers in the nonprofit sector. One interesting discovery is that the composite socialization scale correlated moderately with reports of family helping the respondent think about the nonprofit sector as a place of employment ($r = .463, p < .001$). The

correlation shows that families engaged in service are, at the very least, also engaged in conversation surrounding the respondent's nonprofit career. Another respondent notes that, "They helped me make decisions about where to take my academic and career paths based on facets of my personality that aligned with nonprofits..."

As young people see family and role models engage in various career opportunities, they notice whether that role model is having a positive or negative experience in that occupation. That young person then begins to form positive or negative opinions of that occupation, based on the feedback received from their parent or role model working in that capacity. One respondent articulates this point concisely, "My mother worked in the public sector and with nonprofits, and had a very successful career. My father worked a variety of dead end corporate jobs that left him tired and bitter."

Means and Standard Deviations on the Career Awareness Measure in Relation to the Number of Influencers Working in the Nonprofit Sector When Respondent was Young

	% of Participants in Group	Nonprofit Career Awareness
<i>Employed in nonprofit</i>		
Nobody	63.10	3.57 (1.34)
Parent	8.97	3.15 (1.32)
Sibling	1.03	3.33 (1.16)
Other family member	4.83	2.86 (1.29)
Role model, non-relative	8.97	3.15 (1.29)
Multiple role-models	13.10	2.50 (1.25)

About one-third of the respondents (36.80 percent, n = 124) report having at least one parent or role model working in the nonprofit sector when they were younger. Regression analysis supports the notion that having influencers working in the nonprofit sector led to greater awareness of nonprofit careers (b = -.230, t = -4.166, p < .05), although this, like socialization to helping behaviors, explains only a small piece of the puzzle called nonprofit career awareness (r² = .053).

Further analysis uncovered that it was not, in fact, *who* (parent, role model, other family member) is working in the nonprofit sector when the respondent is younger, but instead, *how many* people are working in the nonprofit sector that impacts nonprofit career awareness F (5, 336) = 4.760, p < .05). The number of influencers working in the nonprofit sector correlated moderately with reports of family helping the respondent think about the nonprofit sector as a place of employment (r = .374, p < .001). What seems to matter most is having multiple parents or role models working in the nonprofit sector when the respondent was younger. As respondents have greater socialization to the work of the sector, and to helping or altruistic behaviors, they are better able to see the nonprofit sector as a place of employment. One respondent reports, "My mother, who is an executive director of a nonprofit serving the elderly, is my hero and I have always wanted to help people in the same way that she has helped our community." They see their parent making a difference in the community, feeling good about the impact she has in others' lives through her profession, and want to have a similar experience in their own career.

This notion of role model socialization into helping behaviors and careers in the nonprofit sector builds on Perry's (1997) work, which indicates that socialization leads to higher public service motivation. Not only does socialization lead to behaviors and values that are preferred for

public and nonprofit sector work, watching role models working in the nonprofit sector makes individuals aware of the sector as a place of employment. People are often exposed to the “work” of the nonprofit sector for the first time through their role models. They are then able to see career options within the nonprofit workforce and assign meaning to “nonprofit careers”. Perhaps those working in the nonprofit sector are leaving a legacy in a couple of different ways – both through their own work, and through encouraging the next generation of the nonprofit workforce.

Appendix A

Descriptive Statistics of YNPN Member Respondents by Chapter Membership

	YNPN Chapter					Total (n=337)
	San Diego (n=132)	Denver (n=76)	Kansas City (n=39)	Research Triangle (n=40)	Other (n=50)	
<i>Highest Level of Education</i>						
% PhD or equivalent	0.00	2.60	0.00	0.00	0.00	0.50
% Medical Degree	1.50	0.00	0.00	0.00	0.00	0.60
% Law Degree	0.70	0.00	0.00	0.00	0.00	0.20
% Master's Degree	31.10	38.20	33.30	45.00	28.00	34.40
% Bachelor's Degree	61.40	56.60	64.10	45.50	68.00	59.10
% Associates Degree	0.70	1.30	0.00	5.00	4.00	2.10
% Vocational School	1.50	0.00	0.00	0.00	0.00	0.50
% HS Diploma/GED	3.00	1.30	2.60	5.00	0.00	2.40
<i>Gender</i>						
% Male	12.90	9.20	15.40	12.50	22.00	13.40
% Female	87.10	90.80	84.60	87.50	78.00	86.60
<i>Generation</i>						
% Gen X or older	22.00	27.60	30.80	17.50	24.00	24.30
% Gen Y	78.00	72.40	69.20	82.50	76.00	75.70
<i>Ethnicity</i>						
% African American	1.50	0.00	2.60	5.00	0.00	1.50
% AIAN	0.70	0.00	0.00	0.00	6.00	1.20
% Asian	10.60	1.30	2.60	0.00	20.00	6.50
% Caucasian	72.70	88.20	89.70	90.00	56.00	78.90
% Hispanic	6.00	6.60	0.00	0.00	14.00	5.90
% NHPI	1.50	11.30	0.00	0.00	4.00	1.50
% Multi-Ethnic	6.80	2.60	5.10	5.00	0.00	4.50

Appendix B

Mission Categories and Budget Sizes of Respondents' Organizations by YNPN Chapter Membership

	YNPN Chapter					
	San Diego (n=132)	Denver (n=76)	Kansas City (n=39)	Research Triangle (n=40)	Other (n=50)	Total (n=337)
<i>Mission Category (6 largest)</i>						
% Human Services/Multipurpose	10.91	18.16	22.05	6.50	6.00	12.58
% Health & Rehabilitation	8.94	10.26	5.64	6.00	12.40	9.02
% Environment/Conservation	5.15	3.95	8.72	14.50	6.40	6.59
% Education: Colleges & Universities	4.55	9.21	10.77	3.00	4.80	6.17
% Arts & Culture	9.24	4.47	7.69	2.50	1.60	6.05
% Youth Development	7.58	6.84	4.10	2.50	5.20	6.05
<i>Budget Size</i>						
% Under \$250,000	8.33	7.89	7.69	15.50	3.20	8.25
% \$250,000 to \$499,999	7.27	10.00	3.59	13.00	10.80	8.66
% \$500,000 to \$999,999	14.55	13.42	15.90	11.00	13.20	13.83
% \$1,000,000 to \$2,499,999	19.55	22.37	30.77	18.50	20.40	21.48
% \$2,500,000 to \$4,999,999	12.73	22.63	12.31	17.00	12.80	15.43
% \$5,000,000 to \$9,999,999	10.91	4.21	10.26	9.00	17.20	10.03
% \$10,000,000 to \$24,999,999	8.64	8.42	10.77	4.50	17.60	9.67
% \$25,000,000 and over	18.03	11.05	8.72	11.50	4.80	12.64