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## **Assessing intention of volunteers to develop their leadership: creation of an instrument using the theory of planned behavior**

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ASSESSING INTENTION OF VOLUNTEERS TO DEVELOP THEIR LEADERSHIP:  
CREATION OF AN INSTRUMENT USING THE THEORY  
OF PLANNED BEHAVIOR

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy

in

The School of Human Resource Education  
and Workforce Development

by

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August 2012

## DEDICATION

This Dissertation is dedicated

to

Lillian and Carl Fuller -- My heroes, my champions, the superstars of my world.

## ACKNOWLEDGEMENTS

The work described in these pages could not have been accomplished without the assistance of a host of colleagues, near and far, who were willing to invest their time, energy, and careful consideration in a project for which there was no guarantee of success. I was thrilled to have Amelia Lamb as my Muse, with her boundless energy, imagination, and enthusiasm for the empowerment of volunteer leadership. Becky Blumer, Mindy Coolidge and Brenden Butler of HandsOn Greater Portland generously shared their knowledge and experience, as they helped plant the seeds of the idea to create a measurement tool. I also thank Delores Morton for taking a leap of faith when she gave this project the green light on behalf of the HandsOn Network.

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## ABSTRACT

During the current tough economic times volunteers are playing an increasingly important role in making human services widely available and in building collaborative community partnerships. Volunteers are most likely to be productive, to be satisfied with their experience, and to sustain their volunteer service when the opportunities provided to them are aligned with their motives for volunteering, which may include building the kinds of knowledge, skills, and interpersonal awareness that are the cornerstones of leadership. Organizations that purposefully recognize, support, and develop their volunteers' leadership potential generate positive outcomes not only for themselves and their volunteers, but also for the clients they serve, and for whole communities.

Across the country more than 240 affiliates of the HandsOn Network (HON), the nation's largest volunteer network, serve as clearinghouses for individuals seeking both long-term and short-term (episodic) volunteer opportunities, and for nonprofit agencies seeking volunteer services. In its commitment to civic engagement and innovative problem solving, HON is investigating opportunities and technologies for volunteer and community empowerment, and is actively engaged in the inquiry as to how best to serve volunteers who want to cultivate their leadership at every level. In partnership with HON, and using the Theory of Planned Behavior (Ajzen, 1991), an elicitation study was conducted as formative research to determine the most salient factors that predict volunteers' intentions to develop their leadership via their attitudes toward leadership development, subjective norms regarding leadership development, and perceived behavioral control of leadership development. Themes derived from the elicitation study provided the content framework to create a survey tool, which was then administered in a pilot study to HON volunteers across the country. Content analysis of pilot study responses

produced a solution in which items reflecting the respective theoretical constructs of the Theory of Planned Behavior separated with near-exact fit in a six-factor solution. This research resulted in the production of an instrument, the Volunteer Leadership Development Questionnaire (VLDQ), which can identify the factors influencing intentions of HON volunteers to express and develop their leadership. Recommendations are made for ongoing validation and refinement of the instrument.

## CHAPTER 1: INTRODUCTION

The recent economic downturn has touched virtually every American. In addition to the long-standing and ever-growing numbers of underprivileged and disenfranchised in this country, economic adversity has now fallen on many who were recently prosperous. Our society could not function if not for the provision of services to those who lack, or are hindered in, the ability to care for themselves. But, across the United States, the demand for all types of social services has grown beyond what governments, private agencies or individuals are equipped to offer (Goldsmith, 2010). Volunteers are critical to the provision of these services, and the presence of volunteer leadership can make the difference in whether or not a neighborhood or community will survive when hardship strikes.

### **The Call for Volunteerism and Leadership Development**

The Obama Administration has responded to the increasing need for human services by highlighting the importance of volunteering to the health of communities nationwide. In announcing his presidential candidacy, Senator Obama stated, “This campaign has to be about reclaiming the meaning of citizenship, restoring our sense of common purpose, and realizing that few obstacles can withstand the power of millions of voices calling for change” (Levine, 2010). Two and a half years later in April 2009, President Obama signed the Edward M. Kennedy Serve America Act, thereby reauthorizing and expanding the national service programs directed by the Corporation for National and Community Service (CNCS) including AmeriCorps (which tripled in size), SeniorCorps, and Learn and Serve America (Corporation for National and Community Service, 2012a; Levine, 2010). The President then issued a national call for volunteerism as he kicked off the 2009 summer service initiative, United We Serve, designed to encourage all Americans to volunteer locally in any of the four areas most critical to the nation’s economic



recovery: energy independence, health care, economic and community renewal, and education (Corporation for National and Community Service, 2012b; Serve.gov, 2009).

The current administration also created the Office of Social Innovation and Civic Participation, tasked by the President with “... engaging individuals, non-profits, the private sector, and government to foster innovation and work together to make greater and more lasting progress on our Nation’s challenges” (The White House, 2010). In particular, President Obama’s invitation to volunteerism includes this statement: “The Office is focused on doing business differently by promoting service as a solution *and a way to develop community leadership* [emphasis added]; increasing investment in innovative community solutions that demonstrate results; and developing new models of partnership” (The White House, 2010).

The volunteer efforts that fill an increasingly important role in making human services publicly available (Independent Sector, 2012; Jäger, Kreutzer, and Beyes, 2009) also have a serious impact on our national economy. According to the CNCS, 62.7 million Americans -- more than one quarter of the nation’s adult population -- contributed 8.1 billion volunteer service hours in 2010. Using the Independent Sector’s estimate of the dollar value of a volunteer hour, those hours were worth \$172 billion (Independent Sector, 2012).

While economists are challenged to assess the value of charitable goods and services (Govekar & Govekar, 2002), both to the people who receive them and those who donate them (Cnaan, Handy, & Wadsworth, 1996), the impact of a volunteer hour reaches far beyond its worth in dollars alone. Volunteer value comes to an organization via impacts on revenue and increases in the productivity of paid staff (Bowman, 2009). Perhaps more importantly, just as the resources of the organization are enhanced, so are the volunteers themselves (Brown, 1999; Handy & Brudney, 2007). Working as a volunteer can bring a sense of direction and purpose,

and an experience of oneself in relationship to one's community not available elsewhere

(Drucker, 1990; Wilson & Musick, 2000). As stated by Merrill (2006):

Efforts to use monetary valuation techniques to apply a dollar value to the work of volunteers or to include volunteer service in gross national product figures ignore intrinsic values and costs associated with volunteering. Calculating dollar estimates based on economic models ... fails to present the accurate value of reciprocity, connectivity, participation, and citizenship. The danger of using monetary models is that it reduces volunteer work to a single dimension, equating paid work with volunteer service. This fails to value the community building, citizenship development, mutual aid, skills building, personal growth, and self-esteem that occur through volunteer actions. (p. 11)

In the course of their service many volunteers learn, grow and develop as people, they create new relationships, and they influence others as their activities build the capacity for social change (Brennan, 2007; Duguid, Slade, & Schugurensky, 2006). Service opportunities often bring volunteers into contact with populations and conditions of life with which they are not familiar, and which may significantly change their self- perception and worldviews. Shifts like these in volunteers' frames of reference may bring new assumptions and points of view, broader perspectives and more inclusive community horizons (Ilsley, 1990; Mezirow, 1997; Ross-Gordon, 2003). Such transformations of personal perspective can augment the value of a volunteer's time in the form of a fresh outlook on the individual's role in building community relationships, a new commitment to social action, greater involvement in local issues and an expanded capacity for engagement, creativity, and civic entrepreneurship (Freire, 1970/2009; Goldsmith, 2010; Meijs & Brudney, 2007; Mezirow, 1978, 1981).

Organizations that depend on volunteers for service delivery function most effectively when they provide the support that will enable their volunteers to produce the desired results and to feel valued for doing so (Fisher & Cole, 1993; Freeman, 1978). Provision of both task-driven and personal support is particularly important in the volunteer context, given that volunteers are generally not offered remuneration or any tangible benefits for their services (Farmer & Fedor,

1999). Creation of an appropriate volunteer support structure begins by understanding the original and sustaining motives for volunteering (Bussell & Forbes, 2002; Craig-Lees, Harris, & Lau, 2008; Fisher & Cole, 1993; Ilsley, 1990).

The question of motivation is perhaps the most heavily researched topic addressed in studies of volunteerism. In spite of divergent approaches, points of view, and theoretical frameworks, researchers hold one conclusion in common: volunteers' levels of satisfaction, productivity and retention are significantly enhanced when they are given opportunities to serve that are aligned with their motives for volunteering (Bussell & Forbes, 2002; Clary & Snyder, 1999; Cnaan & Goldberg-Glen, 2009; Dolcinar & Randle, 2007; Drucker, 1990; Fisher & Cole, 1993; Freeman, 1978; Hager & Brudney, 2004; Ilsley, 1990; Meijs & Brudney, 2007; Snyder & Omoto, 2008; Thoits & Hewitt, 2001; Wilson, 2000). Clary and Snyder (1999) called this type of alignment the *matching hypothesis*, stating, "... attempts to recruit volunteers will succeed to the extent that they address the specific motivational functions underlying behavior and attitudes ... [volunteers'] intentions to continue serving will also be linked to the matching between experiences and motivations" (p. 158).

In their in-depth analytic review of research and theory on volunteerism, Snyder and Omoto (2008) grouped the most frequently cited motivations for volunteering into categories relating to personal values, concern for community, strengthening of career, growth in understanding, personal development, enhancement of self-esteem, and building of social networks. While *learning*, per se, is not generally identified as a motive for volunteering, the element of learning is common to all the categories identified by Snyder and Omoto (2008). In fact, although researchers have largely ignored the dimension of volunteer learning (Elsdon, 1995; Ilsley, 1990; Schugurensky & Mündel, 2005), learning is inherent in the volunteer

experience (Fiset, Freeman, Ilsley, & Snow, 1987; Fisher & Cole, 1993; Kerka, 1998; Mündel & Schugurensky, 2008), and may well be as closely tied to volunteers' activity as the activity is to their motivation for volunteering (Schugurensky & Mündel, 2005).

Volunteers learn in at least four domains: instrumental skills pertinent to the volunteer setting, skills in working with other people, volunteers' role in society (Mündel & Schugurensky, 2008), and knowledge of the self gained from personal reflection on the volunteer experience (Fisher & Cole, 1993). Some studies have shown that the element of learning has the greatest impact on volunteers compared to any aspect of their participation, with specific mention of volunteers growing in their confidence, feelings of being empowered, their ability to create constructive relationships, and their capacity for new levels of accountability - - outcomes congruent with the motivational categories listed by Snyder and Omoto (2008; see also Elsdon, 1995; Fiset et al., 1987). Learning positively affects self-efficacy (Goleman, 1995), job performance (Reio & Wiswell, 2000) and the sense of oneself as a leader (Drucker, 1989, 1990). Reflection on experience has been noted as a powerful tool for building self-awareness (Goleman, 1995), and for linking learning to self-development and leadership enhancement in the volunteer setting (Mündel & Schugurensky, 2008; Romero & Minkler, 2005; Wituk et al., 2003).

The act of volunteering implies having confidence in the skills necessary to perform service, or one's ability to learn and develop those skills. Volunteering as self-development may therefore be seen as a form of self-actualization, where "... self-actualizing needs will tend to be the source for human energy" (Argyris, 1990, p. 32). Volunteering as a form of self actualization is further supported by Knowles's (1972) suggestion that volunteerism in America be structured such that self actualization *is* its motivational context.

## **Connecting Volunteerism and Leadership**

Purposeful self-development is one of the hallmarks of leadership (Van Velsor, Moxley, & Bunker, 2004; Zenger & Folkman, 2002). Self-awareness has been cited as the single most important quality found to influence leader effectiveness (Dickson, Den Hartog & Mitchelson, 2004; Goleman, 1995; Kouzes & Posner, 2007; Rhodes et al., 2005; Zenger & Folkman, 2002). Without the capacity for self-reflection and awareness a volunteer might have difficulty functioning in the presence of real or perceived threats to the status quo, such as might be encountered at a food kitchen or in a hospital ward. The willingness to try new things, the commitment to service, and the self-awareness that comes from reflecting on one's service and its outcomes can be both precursors and outcomes of striving to make one's neighborhood or community a better place to live (Fisher & Cole, 1993). The qualities that characterize volunteers serving in this context are qualities of leaders (Reave, 2005).

While one might expect the empowerment of volunteer leadership to have an impact on each of the motivational categories identified by Snyder and Omoto (2008), development of volunteer leadership has notable positive effects that may both last beyond the individual's volunteer commitment (Wilson & Musick, 2000), and have impacts beyond the individual volunteers. Developing volunteer leadership benefits the agencies as well: focusing on building volunteers' strengths has been cited by nonprofit leaders as having the greatest impact on smooth operation of their organizations (Jäger et al., 2009). Organizations that purposefully support, develop and recognize their volunteers' leadership skills generate positive consequences not only for themselves and their volunteers, but also for the clients they serve, and ultimately for entire communities (Fisher & Cole, 1993; Lulewicz, 1995; VanWinkle et al., 2002; Romero & Minkler, 2005; Snyder & Omoto, 2008). Community improvement projects can only benefit from

volunteers being given opportunities to develop their leadership abilities, to take on leadership responsibilities and to manage teams for specific goals and objectives (Brennan, 2007).

### **The HandsOn Network**

The Atlanta-based HandsOn Network (HON) is the nation's largest network of volunteer agencies. Coordinated nationally under the auspices of its umbrella organization, the Points of Light Foundation, HON is a network of locally operated, autonomous, yet collaborative agencies that are maximizing the volunteer workforce as a resource for building community partnerships. More than 240 HON Action Centers across the U.S. serve as clearinghouses for individuals seeking both long-term and short-term (episodic) volunteer opportunities, and for nonprofit agencies seeking volunteer services. As stated on its website, the network includes "...more than 70,000 corporate, faith and nonprofit organizations that are answering the call to serve and creating meaningful change in their communities. Annually, the network delivers approximately 30 million hours of volunteer service valued at about \$626 million" (HandsOn Network, 2012a).

Support of volunteer leadership is fundamental to the HandsOn organizational culture. In its commitment to civic engagement and innovative problem solving, HON is investigating leading edge concerns and technologies for volunteer and community empowerment, and is actively engaged in the inquiry as to how best to serve volunteers who want to cultivate their leadership at every level. The (paid staff) Volunteer Coordinator at each Action Center is provided with materials, guidelines and mentoring to train volunteers who want to lead HandsOn-sponsored episodic projects in partnership with local nonprofits. The HandsOn website offers a plethora of tools for use by volunteers, including instruction in project management, worksheets, checklists, sample meeting agendas, timelines, a project evaluation survey, and more (HandsOn Network, 2012b).

HON volunteers are encouraged at every step to be creative, share ideas, and find ways to put their own initiatives into practice. Some Action Centers offer intensive, one-on-one trainings for long-time episodic volunteers who want to act as community change agents. These volunteers are shown how to conduct community needs assessments, identify local resources, bring already-existing community leaders together to collaborate in innovative partnerships, and conduct in-depth evaluations to quantify the difference their efforts are making right where they live (B. Butler, personal communication with the author, 3 March 2010). In fact, all HON volunteers are welcomed to serve through the *Neighboring* model, through which communities are empowered to recognize and support existing community leaders, cultivate local skills and talents, and overcome obstacles to community involvement. This is accomplished by having volunteers get to know community members, then support neighborhood leaders' gifts and talents to accomplish desired improvements that have been identified by local residents (Points of Light Foundation, 2010). The Points of Light Foundation has even created its own definition of leadership within the neighboring model:

In the context of volunteering and community-based volunteer programs, leadership means the ability to lead neighborhoods toward an intended goal, to generate a shared vision of a better community, and to inspire others to work collaboratively toward achieving that vision. (Shrestha, 2004, p. 2)

### **A Presidential Mandate**

President Obama's call to volunteer service is underscored by his Administration's commitment to track and measure the impact of volunteer engagement throughout the country. In support of the CNCS's mission to "...improve lives, strengthen communities, and foster civic engagement through service and volunteering," (Corporation for National and Community Service, 2012c) the CNCS is guided by its responsibility for measuring the effects of its efforts.

According to the public statement on its research policy (Corporation for National and Community Service, 2012d):

The Corporation conducts and supports high quality, rigorous social science evaluation research designed to:

- Measure the impact of the Corporation’s programs and shape policy decisions;
- Encourage a culture of performance and accountability in national and community service programs;
- Provide information on volunteering, civic engagement, and volunteer management in nonprofit organizations; and,
- Assist in the development and assessment of new initiatives and innovative demonstration projects designed to shape future community service policy decisions.

The CNCS clearly recognizes the value and importance of thorough investigation, evaluation and reporting of volunteer endeavors, and the benefits of examining the work of nonprofit organizations through the lens of social science research. The creation and refinement of an instrument to capture volunteers’ motivations to develop their leadership could provide data pertinent to nonprofit management planning and civic engagement efforts throughout the country.

### **Boomer Volunteers**

The CNCS has a particular interest in tracking, supporting and encouraging volunteer services of older Americans. Volunteers today, particularly those who are over 50, are better educated, have stronger professional backgrounds and skills than ever before, and are anxious to put their skills to work in service to their communities (Drucker, 1989; Meijs & Brudney, 2007).



In fact, the post-World War II baby boomers (“Boomers”) constitute the largest generation in U.S. history (Merrill, 2005) and have the highest volunteer rate of any age group, especially in skill-based volunteer roles (Jones et al., 2008; Romero & Minkler, 2005). Older volunteers tend to be characterized by specific motivations, skill sets, and time and health constraints that need to be considered by volunteer organizations wanting to attract and retain their services (Jones et al., 2008).

Boomers may be drawn by opportunities for civic engagement, lifelong learning, leadership development, international and intergenerational relationships, new pathways of participation that were previously reserved for young people, or simply by the chance to contribute hard-earned skills (Wilson & Simson, 2006). All these traits make Boomers obvious candidates for development as volunteer leaders. Volunteering has been shown to enhance the health and well-being of older people (Greenfield & Marks, 2004; Martinez et al., 2006; Musick & Wilson, 2003; Warburton, Terry, Rosenman, & Shapiro, 2001), and when Boomers are given the opportunity to put their professional and life skills to work as volunteers, they are more likely to continue to offer their services (Eisner, Grimm, Maynard & Washburn, 2009). Boomers from diverse backgrounds (especially those who are low-income and non-White) require particular attention and flexibility from organizations in order to fulfill their desire to volunteer (Tang, Morrow-Howell, & Hong, 2008). Whatever their incentive, volunteering among Boomers is likely to continue to increase through the coming decade (Einolf, 2009), and, as the boomer generation ages, volunteering will be increasingly important to older Americans as a means for remaining vital, creative and connected with the greater community (Erikson, Erickson, & Kivnick, 1986).

Surprisingly, while Boomers are more likely to volunteer than anyone else, nearly one-third of Boomer volunteers do not continue volunteering after their first year of service (Corporation for National and Community Service, 2012d). In the interest of reversing this trend, maintaining high volunteer rates and expanding the contribution of older Americans, the CNCS is especially interested in gathering data on the preferences, interests and habits of Boomer volunteers (Corporation for National and Community Service, 2012d).

### **Neighboring**

HandsOn, like all volunteer service agencies, is keenly interested in what motivates people to serve in a volunteer capacity and in how to retain volunteers once they have made the initial commitment to serve. Measurement of volunteer attitudes, desires, intentions and behaviors is especially challenging within the context of the neighboring model. Since 2007 the Points of Light Institute and HON have been engaged in identifying strategies that encourage and strengthen communities through the natural helping that occurs among families and neighbors in times of need. Because this type of service is informal, spontaneous and generally instigated and coordinated among friends, neighbors, church groups or other local organizations, it is generally not considered to be volunteering by the people who do it. Unlike traditional volunteering, neighboring fosters supportive behavior within communities because residents naturally express ownership of, and responsibility for, their local environments, respect for their neighbors, and the creativity and compassion inherent in caring for others when needed (Points of Light Foundation, 2010).

As an organic, within-community phenomenon that pointedly includes disadvantaged population groups (*contra* Hustinx & Lammertyn, 2003), neighboring does not easily lend itself to placement within a formal volunteer framework. However, the Points of Light Foundation

and HON are working to empower people engaged in neighboring practices by providing training and tools for assessing neighborhood needs, identifying local leadership, mapping, implementing and evaluating projects and, in some cases, even offering access to project management software. Researchers and HON managers have noted that if volunteer leaders of short-term projects express the desire for a larger leadership challenge, the next natural step is often for those volunteers to create collaborative community improvement efforts right in their own neighborhoods (Snyder & Omoto, 2008; B. Butler, March 3, 2010, and T. Thompson, December 4, 2009, personal communication with the author).

Projects that are instigated by courageous people who perceive a need in their own community and decide to do something about it are the projects that have the greatest chances of success, and of long-term sustainability (Points of Light Institute, 2010). Community members who take on decision-making roles and actively engage in neighborhood concerns benefit the most from their own volunteer work, as evidenced by increased self-confidence, skills, knowledge and leadership capacity (Brennan, 2007; McBride, Sherraden, & Pritzker, 2004; Ohmer, 2007; Rossing, 1988; Wilson & Musick, 1997). Encouragement of community engagement through volunteering could be particularly beneficial to older people in culturally diverse neighborhoods, as a way of expressing their stake in the community's health (Jones et al., 2008). Having a way to ascertain the leadership attitudes and intentions of local citizens would greatly enhance HON's efforts to support and encourage neighborhood organizers in the personal growth that naturally unfolds when citizens are working to improve their communities and to take care of their own (Snyder & Omoto, 2008). Indeed, these folks are the very definition of leadership, as given by the Points of Light Institute:

“Leaders” are generally defined as individuals who guide and have influence over others. In the context of communities and volunteering, volunteer leaders are community members who inspire, motivate, and mobilize other community members to take action around a particular issue or cause. Leaders are champions and volunteer initiatives depend on such champions to reach, advocate for, and organize residents. (Shrestha, 2004, p. 2)

While local citizens may take on long-lasting, whole community development projects, the work of episodic volunteers also fills critical needs in hundreds of communities (Cnaan & Handy, 2005), and HON would benefit as well from having a deeper understanding of what motivates its episodic volunteers to take on greater accountability over the duration of their service. In 2003 HON’s largest Action Center, New York Cares, set a goal to substantially increase its volunteer workforce and, in doing so, to find “more volunteers with the capacity and desire to become deeply engaged community leaders” (Gibson, 2009, p. v). In their effort to improve volunteer engagement and retention, New York Cares created the Volunteer Engagement Scale<sup>SM</sup> to measure volunteer commitment and how that commitment changes over time (Gibson, 2009).

Although the New York Cares survey and follow-up efforts resulted in the creation of a pioneering volunteer leadership development program, neither the New York Cares study nor any others have been designed specifically to ascertain *what motivates volunteers to develop their leadership*. Because understanding its target group is vital to the success of any organization (Bussell & Forbes, 2002), such an instrument could be a tremendous asset by enabling volunteer organizations to understand volunteers’ motivations in a manner that has never before been available, and to design their programs accordingly.

Having been used previously to predict volunteer behaviors, the Theory of Planned Behavior (TPB) (Ajzen, 1991) provides a heavily supported and well-tested framework for developing such an instrument.

## **Purpose**

The purpose of this study was to create an instrument, the Volunteer Leadership Development Questionnaire (VLDQ), which would identify the factors affecting intentions of volunteers in a nationwide episodic volunteer organization to express and develop their leadership. The Theory of Planned Behavior (TPB) (Ajzen, 1991) was used to determine expected predictors of volunteers' intentions to develop their leadership via their attitudes toward leadership development, subjective norms regarding leadership development, and perceived behavioral control of leadership development.

## **Research Questions**

1. What are the most salient factors influencing intentions of volunteers to develop their leadership?
2. Can a valid and reliable quantitative instrument be created to discern the intention to develop leadership among volunteers based upon these factors?

## **Theoretical Framework**

The product of this study was a questionnaire, based upon the Theory of Planned Behavior (TPB), that can be used to explore the beliefs and attitudes underlying volunteer leadership development. Additionally, the study elucidated the primary factors acting upon volunteers' intentions to develop their leadership.

The TPB was developed by Icek Ajzen (1991) as an outgrowth of the Theory of Reasoned Action (Ajzen & Fishbein, 1980), and is designed as a context for understanding, predicting and explaining human behavior as it occurs in specific settings (Ajzen, 1991). The Theory of Reasoned Action is predicated upon the idea that in order to understand and predict human behavior, one must first clearly identify and then measure that behavior. The theory

presupposes that in general people systematically use available information to generate rational behavior, and that a given behavior is determined by the intention to carry out that behavior. In turn, intention is regarded as a function of two fundamental factors: the attitude toward enacting the behavior, and perceived approval from others, referred to as the subjective norm (Ajzen & Fishbein, 1980).

The TPB expands upon the Theory of Reasoned Action by including the element of perceived behavioral control (Ajzen, 1991). The TPB posits that three types of behavioral beliefs guide human conduct by influencing attitudes. Beliefs about a behavior (expected outcomes of the behavior and assessments of those outcomes) give rise to a positive or negative attitude regarding the behavior. Beliefs about how others expect us to behave generate perceptions of social pressure and influence our motivation to act in accordance with others' expectations (normative beliefs). Beliefs about our ability to perform a behavior (control beliefs) influence our perceptions of behavioral control. In general, the more positive the attitude, the more favorable the subjective norms and the higher the degree of perceived control, the stronger will be a person's intention to carry out a given behavior. Behavioral, normative and control beliefs are mutually interactive. Perceived behavioral control may serve as a proxy for actual control to the degree that it corresponds with actual control (Ajzen, 1991, 2005).

The TPB proposes that attitudes, subjective norms and perceived behavioral control all influence intentionality (Ajzen, 1991). Regarding the present study, the researcher hypothesizes that volunteers' intentions to develop leadership will predict their leadership development behavior, and that volunteers' attitudes will shape their intentions. Thus, volunteers who have a positive attitude toward developing their leadership, who believe that others in their social circle would approve of their developing their leadership, and who perceive themselves as having a

high degree of control over developing their leadership, will be likely to increase their intention to develop their leadership.

In addition, the TPB suggests that the indirect measures of behavioral, normative and control beliefs are associated with their respective predictive direct measures (Ajzen, 1991, 2005; see Figure 1). Fishbein and Ajzen define belief as “the subjective probability that the behavior will produce a certain outcome” (as cited in Hrubes, Ajzen, & Daigle, 2001, p. 167). Volunteers’ attitudes towards leadership development are assumed to be a function of beliefs about the consequences of developing or not developing leadership, as well as evaluation of supposed outcomes of developing leadership (Ajzen, 1991). Normative beliefs pertain to perceived expectations of important persons or groups in the volunteer’s life, including family, friends, co-workers, supervisors, and fellow volunteers. Normative beliefs, combined with volunteers’ motivation to develop their leadership, establish the subjective norm regarding leadership development. It is further assumed that the perceived capacity of each control factor to hinder or support leadership development behavior contributes to perceived behavioral control in direct correlation with the volunteer’s perceived ease or difficulty of developing their leadership (Ajzen, 1991).

### **Significance of this Study**

The influence of beliefs, attitudes and intentions on behavior is of ongoing interest to researchers and practitioners in diverse fields. What motivates people to volunteer has been a rich area of inquiry; however, few have endeavored to discover specifically what behavioral and attitudinal factors influence volunteers’ intentions to develop their leadership. Having an instrument with which to ascertain what drives volunteers to develop their leadership could assist the HON to understand their volunteer workforce, and to design leader development

programming and training in response to volunteers' motivations. This study has also brought a new dimension to existing knowledge on use of the TPB by building on previous research concerning volunteer motivation (Grano, Lucidi, Zelli, & Violani, 2008; Greenslade & White, 2005; Warburton & Terry, 2000).

### **Limitations of this Study**

The study was limited by use of a convenience sample that could introduce selection bias. Because data was collected from only a small portion of the entire HON volunteer body, results may not be generalizable to other volunteer populations. Use of electronic media for data collection may have caused some information or the finer nuances of individuals' responses to be lost from the elicitation portion of the study. Accuracy of electronically based behavioral self-report measures is questionable, especially when that behavior tends to be regarded as socially desirable or undesirable, or when respondents attempt to make their answers internally consistent (Warburton & Terry, 2000). In this case, the self-report bias might have been somewhat attenuated by including volunteers who were not intending to develop their leadership as well as those who may intend to do so.

### **Definitions of Terms**

The following definitions are provided to ensure clarity and consistency of use.

**Action Center (aka "affiliate"):** Any of 250 nonprofit volunteer organizations that is a member of the HandsOn Network (HandsOn Network, 2012)

**Attitude:** The behavioral tendency to respond positively or negatively to an event, object, institution or person (Ajzen, 2005)

**Behavior:** The totality of all verbal and nonverbal actions performed by a person (Ajzen, 2005)

**Behavioral beliefs:** Beliefs that influence attitudes toward a behavior (Ajzen, 2005)



**Boomers:** People living in the United States who were born during the post-World War II era between 1946 and 1964 (Corporation for National and Community Service, 2012e)

**Control beliefs:** Beliefs that form the basis of perceptions regarding behavioral control (Ajzen, 2005)

**Episodic:** One-time, short-term or occasional volunteer service (Macduff, 1990)

**Intention:** The probability or tendency that someone will perform a particular behavior (Ajzen, 2005)

**Leadership development:** The employment of attitudes, knowledge, skills and abilities in order to purposefully expand one's capacity for self-generated actions and accountability (see Table 3.1.)

**Neighboring:** Informal, often spontaneous acts of helping others, not necessarily hosted by a particular organization, and usually occurring in one's home neighborhood (Points of Light Foundation, 2010)

**Normative beliefs:** Beliefs that cause perceptions of negative or positive social pressure to perform a behavior (Ajzen, 2005)

**Perceived behavioral control:** Based upon past experience and anticipated obstacles, the estimated difficulty or ease of carrying out a behavior (Ajzen, 2005)

**Self-efficacy:** Subjective likelihood that one is able to carry out a given action (Ajzen, 2005)

**Skill-based volunteering:** Service in which the volunteer's assignment is contingent upon particular skills that the individual brings based upon prior life experience and training (Romero & Minkler, 2005)

**Social action:** Behaviors people perform together to assist other people, their communities and their societies (Snyder & Omoto, 2008)

**Subjective norm:** Perceived positive or negative social pressure to carry out a behavior (Ajzen, 2005)

**Volunteer:** A person acting of their own free will and without expectation of financial reward to provide desired services for others under the auspices of an organizing agency (Synder & Omoto, 2008)

**Volunteerism:** People engaging in freely chosen efforts to help others that extend over time and that may be performed through organizations and on behalf of receptive causes or individuals (Snyder & Omoto, 2008)

**TACT:** The acronym for the criteria used to define a behavior to be investigated using the theory of planned behavior, hence:

**Target:** An objective to be reached or acted upon

**Action:** A specific behavior engaged in for the purpose of achieving an objective

**Context:** The larger environment in which a behavior occurs

**Time:** The period prescribed by the scope and duration of a behavior being examined (Ajzen, 2005)

### **Summary**

At this time of nationwide economic hardship and increasing demand for human services the need for volunteers has never been greater. President Obama has issued a request to the American people to become active participants in nurturing their communities through volunteerism, and his Administration has created new structures and pathways of empowerment to help citizens achieve that goal. Those structures and pathways include innovative solutions and collaborative community endeavors that build grassroots leadership and demonstrate measureable results. The economic value of volunteer work is most often regarded in terms of

what it would cost to replace volunteers with paid employees; however, the benefits of volunteer services extend far beyond their monetary value. Individuals who choose to donate their time and energy in the interest of helping others gain knowledge, skills and insights that contribute to their personal growth and development, and ultimately expand the possibilities for caring and collaboration throughout whole communities.

Identification of the factors that motivate people to volunteer is critical in enabling nonprofit and other volunteer organizations to provide the support necessary to attract and sustain volunteer participation. Volunteer service often involves contact with populations and activity in situations that are unfamiliar and that stimulate those involved to see themselves, their abilities and their relationships in new ways. Volunteer learning may result in newly acquired knowledge and skills as well as degrees of heightened self-awareness, personal growth and self-confidence that provide the seeds of leadership.

The HandsOn Network enables tens of thousands of individuals to participate in episodic volunteer efforts every day in hundreds of communities around the United States. Some HandsOn volunteers are content to offer their services on occasional volunteer teams, while others wish to be team leaders or to take on even greater levels of responsibility. HandsOn makes a concerted effort to encourage and to provide a framework for supporting the growth and development of leadership among its volunteers.

The current Administration recognizes the importance of measurement, evaluation and assessment of its efforts to foster volunteerism, and has promoted both the dissemination of information, and efforts to measure and report the results of newly developed opportunities for citizen engagement. These opportunities include neighboring, which is a more organic and informal but no less important form of volunteering than the traditional model of volunteering

under the auspices of a nonprofit agency. Neighboring efforts often result in community activists naturally expressing their leadership in the course of seeking to improve the quality of life in their own communities.

Boomers comprise a major proportion of the episodic and neighboring volunteer workforce. Their presence has a considerable impact on what can be accomplished in the human services sector, particularly in light of the wealth of experience and skills that Boomers have to offer, and their influence heightens the value of measurement and reporting.

The purpose of this study was to use the Theory of Planned Behavior to develop an instrument, the Volunteer Leadership Development Questionnaire (VLDQ), with which to discover what motivates volunteers to develop their leadership. As a means of quantifying the intentions of volunteers to develop their leadership, the VLDQ could enable volunteer organizations to more accurately identify and discriminate among various stages of engagement along the leadership ladder (Gibson, 2009). Having these distinctions in hand would inform all levels of volunteer management design, including: recruitment, training, role descriptions, supervision and reporting relationships, creation of measureable outcomes, evaluations, generation of community initiatives, recognition, and more. The Theory of Planned Behavior provides a heavily supported and well-tested theoretical framework for developing such an instrument.

## CHAPTER 2: REVIEW OF LITERATURE

### Introduction

The purpose of this study was to create an instrument, the Volunteer Leadership Development Questionnaire (VLDQ), to identify the motivations of volunteers in a nationwide episodic volunteer organization to express and develop their leadership. The Theory of Planned Behavior (TPB) (Ajzen, 1991) was used to determine expected predictors of volunteers' intentions to develop their leadership via their attitudes toward leadership development, subjective norms regarding leadership development, and perceived behavioral control of leadership development.

The following research questions were addressed:

1. What are the most salient factors indicating intentions of volunteers to develop their leadership?
2. Can a valid and reliable quantitative instrument be created to discern the intention to develop leadership among volunteers based upon these factors?

While there exists a vast literature on leadership development, on volunteerism and volunteer motivation, few researchers have focused specifically on leadership development among occasional volunteers who lend their services to a variety of nonprofit organizations over varying periods of time. "Volunteer leadership" as used in the literature generally refers either to people serving in a voluntary capacity as nonprofit agency board members or advisors, or to individuals in paid staff positions who supervise volunteers. The current study did not address these individuals. Rather, "volunteer leadership" as used herein refers to episodic volunteers, coordinated through a nationwide organization, the HandsOn Network (HON), who wished to develop their skills, knowledge and abilities to take on leadership responsibility *as episodic*

*volunteers*. For purposes of this study, activities that constituted a demonstrated intention to develop leadership as an episodic volunteer are listed in Table 3.1, p.70.

The review of literature will present an explanation of the TPB with examples showing how the theory has been applied in a wide range of fields, and prior research on volunteer motivation, behavior and leadership will be highlighted. Elements of the TPB constructs will be illustrated using a hypothetical volunteer scenario. An overview will be presented of empirical use of TPB, with a focus on research pertinent to volunteerism. Prior studies on volunteer motivation and leadership intention will be discussed through the lenses of attitude, subjective norm and perceived behavioral control.

### **The Theory of Planned Behavior**

The TPB is an expansion of its earlier iteration, The Theory of Reasoned Action (TRA), developed in the 1970's by Martin Fishbein and Icek Ajzen as a way to conceptualize and explain the relationships among attitudes, beliefs, intentions, and behavior (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). Rather than assuming, as previous investigators had done, that different behaviors have different causes, the TRA provided a theoretical framework that could account for many different behaviors using just a few overarching concepts. Assuming that behaviors are volitional, that is, an individual has full choice either to perform or not to perform the behavior (Fishbein & Ajzen, 1975; Ajzen, 1991; McCarthy & Garavan, 2006), and based on the premise that the immediate antecedent of a given behavior is the individual's intention to perform the behavior, the TRA assumed that behavioral intention is constituted by the motivational factors influencing the behavior. Thus, the likelihood of a given behavior being performed will rise as the intention to engage in that behavior becomes stronger (Ajzen, 1991).

The TRA further asserted that intention to perform a behavior is a product of both attitudes toward the behavior and normative influences upon the individual considering the behavior, where “attitude” is defined as a person’s evaluation of the behavior as represented on a bipolar affective dimension (Ajzen & Fishbein, 1977), and “subjective norm” is defined as the perceived social pressures acting on an individual to perform or not to perform the given behavior (Ajzen & Fishbein, 1980).

Fishbein and Ajzen (1975) define belief as representing the information that connects an object to an attribute. Any individual or group, behavior, thing, statement, event, etc. could be the object of a belief, and any characteristic, event, outcome or quality could be its associated attribute. For example, the belief “Graffiti is ugly” links the object “graffiti” to the attribute “ugliness.”

The TPB posits that behavioral, normative, and control beliefs guide human conduct by influencing attitudes. Beliefs about a behavior, including the expected outcomes of the behavior and assessments of those outcomes (*behavioral beliefs*), give rise to positive or negative attitudes regarding the behavior. Beliefs about how others expect us to behave (*normative beliefs*) generate perceptions of social pressure that influence our motivation to act in accordance with others’ expectations. Beliefs about our ability to perform a behavior (*control beliefs*) influence our perceptions of behavioral control. In general, the more positive the attitude, the more favorable the subjective norms and the higher the degree of perceived control, the stronger will be a person’s intention to carry out a given behavior. Behavioral, normative and control beliefs are mutually interactive.

Degree of control to perform a given behavior may be constrained by extrinsic factors such as opportunity, time or personal circumstances, or by intrinsic factors such as knowledge,

understanding, or prior experience. As the original model for explaining and predicting behavior, the TRA was limited in its power to describe behavior in which subjects do not have complete volitional control, or the ability to willfully choose whether to perform or not to perform a behavior (Ajzen & Fishbein, 1980). For this reason the TRA was expanded into the TPB, which includes the element of perceived behavioral control as a factor influencing intention. Perceived behavioral control may serve as a proxy for actual control to the degree that it corresponds with actual control (Ajzen, 1991, 2005). The element of perceived behavioral control makes the TPB a more appropriate framework for examining volunteer motivations, since volunteers traditionally expect a measure of control over work that they perform without remuneration (McPhail, Constantino, Bruckmann, Barclay, & Clement, 1998).

The TPB states that attitudes, subjective norms and perceived behavioral control all influence intentionality (Ajzen, 1991). In addition, the TPB suggests that the indirect measures of behavioral, normative and control beliefs are associated with their respective predictive direct measures (Ajzen, 1991, 2005).

### **Defining the Behavior to be Studied**

Both the attitudinal and normative components of the TPB vary with respect to the four elements used to define the behavior being considered: Target, Action, Context and Time (Ajzen, 2006; Ajzen & Fishbein, 1977, 1980). The Target is an objective to be reached or acted upon; the Action is the specific behavior engaged in for the purpose of achieving the objective; the Context is the larger environment in which the behavior occurs; and the Time is prescribed by the scope and duration of the behavior being examined. Identification of these elements depends upon the behaviors to be investigated and is at the discretion of the researcher.



In defining any behavior to be considered using the TPB it is important to distinguish the behavior as being either a single action or a behavioral category. An investigator interested in volunteering behavior, for example, might specify the behavior of interest as serving water to marathon runners (single action), versus volunteering at sporting events (category). Continuing this example, if the investigator is collecting information on volunteering at the marathon, then volunteering to serve water, or the *Action*, is directed toward the runners, or the *Target*. Furthermore, each action occurs at a *Time*, and in a particular *Context*, each of which must also be accounted for in any empirical setting. A subject of this study in this example might be serving water during a marathon (*Time*) as a function of his or her desire to participate in the Boston Marathon (*Context*).

Just as the behavior may be defined as either a single action or a category, the Target, Context and Time each may also comprise either a single point or a range of points. It is incumbent upon the researcher to establish clear parameters for these factors at the outset in order to guarantee that each behavioral measure corresponds to the pertinent criterion.

### **Vivian Volunteer: A Hypothetical Example of the TPB in Action**

The following scenario describes a fictional but typical HandsOn episodic volunteer who would easily fit within the parameters of the proposed study. Following the scenario, the TPB constructs are outlined in terms of the factors that might influence this fictional volunteer's motives and intention to develop her leadership.

Vivian is 32 years old, has a management position with a mid-sized corporation, and is a single mother of two small children. Vivian has been volunteering in her major metropolitan community for about 6 months. One Saturday each month the kids go to Grandma's for the day while Vivian volunteers with a HandsOn done-in-a-day project. Since she began volunteering

she has participated in cutting down invasive vines at a city park, cleaning up trash along roadsides, serving meals at a senior center, and sorting donated books to be given to low-income preschoolers. During each project she has been part of a volunteer team of about a dozen people, led by an experienced Volunteer Leader (VL).

Vivian's paying job and single motherhood have gotten her accustomed to having more accountability, and her observations of some VLs have made her think she would probably be an effective VL herself. Part of a VL's job is to generate enthusiasm in the team and Vivian has always been a great cheerleader, even under difficult circumstances. Vivian has gotten consistently good reviews as a supervisor from those who report to her at work, and a couple of the VLs she has worked under on the volunteer projects made a point of acknowledging her contribution as being beyond that of some other team members. Of course, in addition to managing the team during the project itself, being a VL would involve communicating with and confirming all her team members ahead of time and creating some reports for HandsOn after each project is completed. Any of those tasks would be a cinch for Vivian, but making *all* of it happen could put a strain on her precious weekend time with her children.

A few days ago Vivian registered to participate in a VL training session. She is excited at the prospect of being a VL, but has some concerns about her ability to manage the additional time commitment involved in coordinating team members and paperwork. She also worries that taking on this new role could prove burdensome to her mother, since managing the increased accountabilities of a Volunteer Leader might mean that Vivian's mother would be called upon to babysit more often and/or for longer periods of time.

Vivian's registration to participate in Volunteer Leader training demonstrates her intention to develop her leadership as a volunteer (for the criteria that define development of

volunteer leadership, see Table 3.1). Development is the Action, Vivian's leadership is the Target, the Volunteer Leader training session is the Time and her volunteer work with the HandsOn Network is the Context.

The outline below illustrates the TPB constructs to be considered in assessing the relative influence of the factors affecting Vivian's decision.

Attitude -- has 2 components: a) beliefs about consequences of the behavior (behavioral beliefs), and b) the corresponding outcome evaluations regarding those features of the behavior.

Vivian:

- Believes a) her leadership would generate enthusiasm in team members, and b) that is a desirable outcome;
- Believes a) she would be effective, and b) that is a desirable outcome;
- Believes a) it is important to use one's talents, and b) being a VL would be a good use of her talents.
- Believes a) being a Volunteer Leader will take more time than she's currently giving, and b) giving more of her time is undesirable if her increased need for babysitting creates a burden for her mother.

Subjective norm -- has 2 components: a) beliefs about others' judgments of one's behavior (normative beliefs), and b) and the corresponding outcome evaluations regarding those judgments.

Vivian:

- Believes a) team members would feel positive about her being a VL (extrapolating from her experience of getting good supervisor reviews from her work reports), and b) that is a desirable outcome;

- Believes a) other VLs would respect her as a VL, and b) that is a desirable outcome;
- Believes a) her mother might not think being a VL is a good idea, and b) that is not a desirable outcome.

Perceived behavioral control -- has 2 components: a) confidence in being able to perform the behavior, and b) how much control one has over the behavior.

Vivian:

- Believes a) she is a good cheerleader, and b) she is able to bring her own enthusiasm to bear even in adverse situations;
- Believes a) she is a capable supervisor, and b) she would be able to supervise a volunteer team;
- Believes a) she could perform the tasks of being a VL, and b) she might not have control of her time to carry out the responsibilities that are additional to the Saturday projects themselves.

A schematic representation (Ajzen, 2005) of the TPB is given in Figure 1.

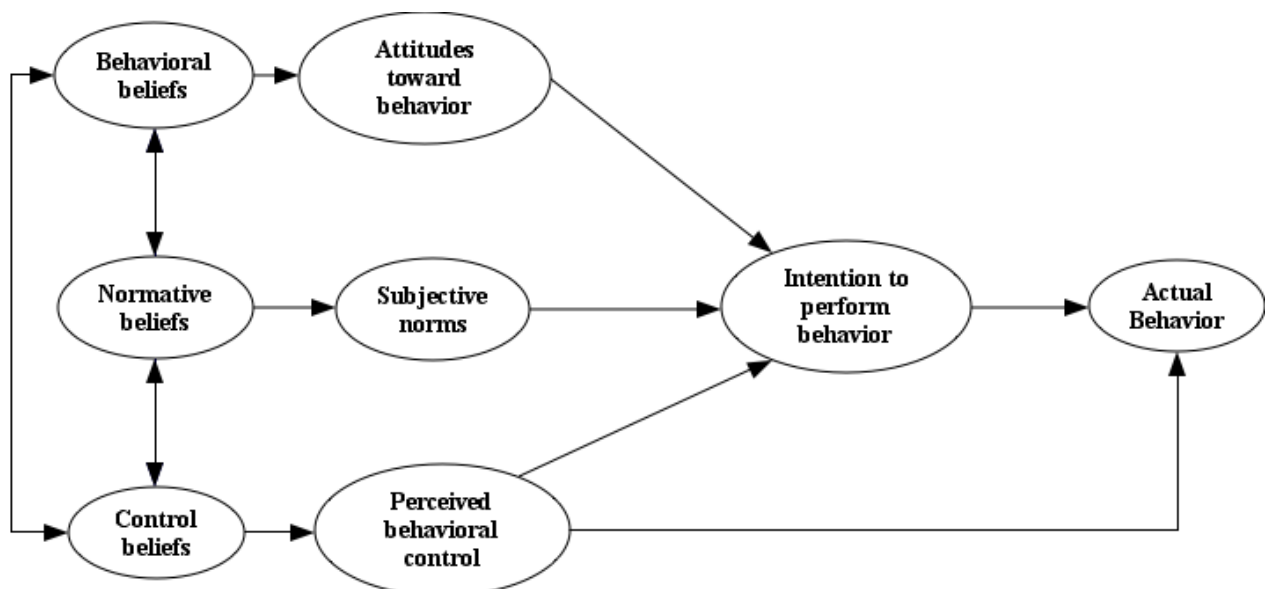


Figure 1: Schematic representation of the Theory of Planned Behavior (Ajzen, 2005)

## Use of TPB In Empirical Studies

The TPB has been extensively employed to help understand human behavior in a wide range of settings. Ajzen (1991) presented findings of studies that employed the TPB to understand activities such as playing video games, cheating, losing weight, shoplifting, getting good grades, lying, and voting, among others. Armitage and Conner (2001) reviewed 185 TPB studies that were conducted between 1978 and 2000. These studies included investigations of exercise, condom use, smoking, dietary, and other health-related behaviors, ecological awareness, environmental policy evaluation, use of mass transport, recycling, organ donation, HIV/AIDS education, and more. Armitage and Conner's (2001) review bore out the predictive validity of the TPB across a broad behavioral spectrum. They reported that on average the TPB constructs collectively accounted for 27% of variance related to behavior ( $R^2 = .27$ ) and for 39% of variance related to intentions ( $R^2 = .39$ ). They further reported that perceived behavioral control contributes substantially to prediction of behavior ( $R = .37$ ) and intention ( $R = .43$ ), thereby confirming the significance of having reformulated the original theory to include perceived behavioral control.

Several TPB studies of workplace behaviors have asked questions and presented findings that are pertinent to the proposed research. Just as volunteer managers are interested in the factors relevant to volunteer retention, so do school and government officials need to understand retention behaviors of teachers. Kersaint, Lewis, Potter, and Meisels (2007) used the TPB methodology to discover what factors influence teachers' decisions to resign from teaching, and decisions of whether or not to return to teaching after having resigned. These authors did not conduct the standard correlation or regression analyses in order to determine the relative effects of attitude, subjective norm and perceived behavioral control on the behaviors of interest.

However, the TPB constructs and methods did enable them to ascertain the factors and themes of primary importance to the decisions to resign and to return to teaching (or not) after resigning in a population of nearly 2,000 teachers. Kersaint et al.'s (2007) results led them to stress the need for school administrators and other policy makers to gather information that would help identify personal needs of individual teachers in order to create flexible strategies so as to meet those needs. It seems reasonable to expect that Kersaint et al.'s findings might also apply to the volunteer workforce, which is likewise in a constant state of ebb and flow as individuals re-evaluate their volunteer commitments in light of changing life circumstances.

In a study directed at the Baby Boomer generation, van Dam, van der Vorst, and van der Heiden (2009) examined the influences on attitudes of employees toward early retirement. These authors cited earlier findings indicating that employees over the age of 65 tend to value work conditions that enhance their self-esteem, stimulate their involvement, and are personally enjoyable. Contrary to a popular notion that motivation at work declines with age, van Dam et al. (2009) observed that older employees, like their younger counterparts, want to advance, learn new skills, and develop meaningful relationships. It is worth noting that these very desires are among the key factors that motivate many volunteers as well (Fisher & Cole, 1993; Mündel & Schugurensky, 2008; Snyder & Omoto, 2008). Consistent with the premise of the TPB's constructs, van Dam et al. (2009) found that older employees with a more strongly positive attitude and higher levels of perceived control regarding the decision to retire early showed a stronger intention to do so, especially if they experienced pressure from their spouse to retire early (i.e., partner's subjective norm). Regarding work conditions the authors stated, "Employees who anticipated an interesting work environment, with task changes, development opportunities, support and appreciation from their colleagues and supervisor, showed a lower intention to retire

early, compared to other employees” (p. 282). The authors also made the noteworthy comment that “...organizations should do their utmost to match work requirements with individual workers’ affinities and capacities” (p. 284). Both of these statements closely echo Kersaint et al.’s (2007) findings, as well as Clary and Snyder’s (1999) matching hypothesis (pertaining to volunteer recruitment and retention) as outlined in Chapter 1.

Carmeli and Schaubroeck (2007) considered how perceived expectations of important members of a social network affect individuals’ creative involvement in the workplace. Their findings showed that individual self-expectations for creativity were most strongly influenced by the expectations of people in positions of leadership relative to the respondents. Carmeli and Schaubroeck’s (2007) results highlight the importance of the normative influence of authority figures at work, an idea that is pertinent as well for nonprofit managers who wish to call forth creativity, along with the other components of leadership, in their volunteers.

In their investigation of self-reported management development behavior, McCarthy and Garavan (2006) applied TPB to assess the degree to which attitudes, perceived control and certain demographic and personal characteristics influenced management development behavior following exposure to multisource feedback (MSF). These researchers tested the abilities of several behavioral and attitudinal factors to predict postfeedback behavior, and found that organizational support was the strongest predictor of behavioral change. McCarthy and Garavan (2006) concluded,

This finding reveals the importance of environmental factors in facilitating behavioral change following MSF and supports the general finding in the HRD literature that organizational support for development is an important factor in facilitating behavioral change ... The culture in the organization should reflect an attitude of continuous development and learning where employees are rewarded for engaging in developmental activities that enhance performance and workplace behavior. (p. 261)

Like other research that used the TPB to elucidate, understand and predict employee behaviors, McCarthy and Garavan's study offers valuable insights into what motivates individuals to participate at higher levels, to raise their own standards of performance, and to develop their leadership in the workplace. These findings can serve as guideposts in the effort to empower volunteers to greater accountability for the health and well being of their communities.

### **Prior Research on Volunteer Motivation and Volunteer Leadership Development, and Use of the TPB in Volunteer Settings**

Interest in what motivates people to volunteer and how to sustain volunteer participation has surged as the nonprofit sector has grown over the past 20 years. Smith (1994) and Wilson (2000) collectively reviewed much of the previous quarter century's North American literature addressing volunteer motivation. These two authors grouped the conceptual frameworks they reviewed either according to the nature of the predominant variables (contextual, social background, personality, attitudinal, situational, and social status, Smith, 1994), or according to a subjectivist vs. behaviorist perspective (Wilson, 2000). The reviews by Smith (1994) and Wilson (2000) covered several hundred studies, most of which inventoried various combinations of factors influencing the decision to volunteer. Correlational studies have attempted to derive volunteer motivation by rating the importance of possible motivations (Cnaan & Goldberg-Glen, 1991), or by associating motivation with demographic factors (Anderson & Moore, 1978; Bowen, Andersen, & Urban, 2000; Craig-Lees et al., 2008; Jones et al., 2008; Lammers, 1991; Montgomery, 2006; Perry, Brudney, Coursey & Littlepage, 2008); Tang et al., 2008; Wilson & Musick, 1997), personality traits (Thoits & Hewitt, 2001; Wolford, Cox, & Culp, 2001), psychological functions (Clary & Snyder, 1996), or the social significance of volunteering (Bell, Marzano, Cent, et al., 2008; Ryan, Agnitsch, Zhao, & Mullick, 2005). While any or all of these



characteristics may be pertinent to an individual's impetus to serve as a volunteer, their role in motivating the choice to act in a volunteer leadership capacity is far less clear.

Given both the growing importance of volunteers in the delivery of human services (Brudney, 1999) and the plethora of authors who have claimed to offer the keys to successful leadership, it is surprising that few of the empirical studies conducted in recent decades on motivation, volunteerism, or leadership have addressed the development of leadership among volunteers. Volunteer administration professionals have noted the lack of empirical evidence supporting development of theoretically based volunteer curricula and development programs (Connors & Swan, 2006; Stedman, 2004). An exception has been the USDA Cooperative Extension Service's 4-H program. According to the 4-H's mission statement, "The 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults" (4-H, 2010). In support of this mission, 4-H has made considerable efforts to discover and implement what works in facilitating strong and effective leadership development among its adult volunteers who assist with 4-H programs.

One such effort was a study conducted by Freeman (1978), who examined the motivations of adult volunteer 4-H leaders. With a specific interest in what factors of organizational climate and structure had the strongest influence on volunteer motivation and job satisfaction, Freeman (1978) based his inquiry on a modified version of Herzberg's Motivation-Hygiene theory (Herzberg & Hamlin, 1961). According to Herzberg's theory, whether an individual is satisfied or unsatisfied with his or her job depends on two distinct sets of factors. Job satisfaction is largely determined by motivating factors that derive from the *content* of one's work, including achievement, level of responsibility, opportunity for advancement, stimulating work, and acknowledgment of accomplishment. Dissatisfaction with one's job, on the other

hand, is affected more by the work *environment* and is typically manifested in complaints about company and administrative policies and procedures, weak interpersonal relationships, unfair salaries, poor supervision and difficult, unsafe, or otherwise overly challenging work conditions (Herzberg & Hamlin, 1961).

Freeman's (1978) objectives were to test both Herzberg's theory and a proposed method of assessing 4-H volunteer leaders' attitudes toward particular job factors, with the ultimate goal of better designing volunteer programs so as to reduce turnover of volunteer leaders. He identified twelve organizational factors that made important contributions to job satisfaction among volunteer leaders, the top seven of which were cited by at least 10% of his sample population as having a major influence on performance of their volunteer duties. The first of these were achievement, relationships with 4-H members, recognition, and the work itself, followed by relationships with 4-H parents, personal growth, and level of responsibility. In his conclusions, Freeman (1978) asserted that the most high-leverage difference to be made in engendering development of volunteer leaders should come in the form of *providing opportunities for volunteers' personal growth, expanded relationships, and capacity for leadership*, and should include *recognition* for all such activities (emphasis added). (These were the very same assertions that McCarthy & Garavan (2006) would make about corporate management leadership development some 30 years later!) Agencies that accomplish their work largely through volunteer efforts could use the VLDQ as a resource in providing the opportunities suggested by Freeman (1978) and others.

Rohs's (1986) approach to understanding 4-H volunteer leaders was different from Freeman's, in that Rohs (1986) chose as his theoretical framework the Sequential Specificity Model (SSM) originally conceptualized by Smith (1966). The SSM incorporates historical,

cultural, environmental, personal and situational factors in a pyramid fashion, with all aspects of an individual's background influencing the chosen level and length of involvement as a 4-H volunteer leader (Smith, 1966). The results of his inquiry led Rohs to reject the SSM as an appropriate model for explaining adult 4-H volunteer participation; however, he did find that certain characteristics of social background as well as particular attitudinal factors had significant effects on volunteer leader involvement. The proposed study will generate a tool that can distinguish the relative importance of these and other factors that affect volunteer leaders in a broad range of nonprofit settings.

### **The TPB and Volunteer Behavior**

The TPB and Clary and Snyder's (1991, 1999) and Clary, Snyder and Stukas' (1996) functional approach, which argues that volunteer behavior results from an individual's positive assessment of the benefits to be derived from volunteering, are the two primary theoretical frameworks that have more recently been employed in exploring motivations to volunteer. The TPB has been used in several studies attempting to better understand and predict volunteer behavior.

Harrison (1995) used the TPB as a template from which to create and test his own theory of episodic volunteer motivation, finding the TPB constructs to be significant predictors of episodic volunteer behavior. Cuskelly, Auld, Harrington, and Coleman (2004) successfully applied the TPB to explain influences on individuals to volunteer and to complete their volunteer shift assignments at major sporting events. Warburton and Terry (2000), Warburton, Terry, Rosenman, and Shapiro (2001) and Grano et al. (2008) employed the TPB in explaining motivations of older people to volunteer, all yielding significant effects. (Warburton & Terry's (2000) study of volunteers of ages 65-74 years found that the variables of attitude, subjective

norm and perceived behavioral control explained 74% of variance in intention.) Warburton et al.'s (2001) results emphasize the importance to older volunteers of the social dimension of volunteering, as exhibited by the significance of normative beliefs in the decision of whether or not to volunteer.

Conducting an analysis of above-average (i.e., more hours per week than the national average) volunteer participation in a crisis counseling organization, Greenslade and White (2005) compared the predictive utility of the TPB against Clary and Snyder's (1991, 1999) functional approach. While Greenslade and White (2005) found support for both theoretical bases, the TPB accounted for more than twice the variance in self-reported volunteer behavior than was accounted for by the functional approach.

In their attempt to explain the intent of college students to volunteer in a campus-based program, Okun and Sloane (2002) found that attitude, subjective norm, and perceived behavioral control were all significant predictors of intent, and intent was the sole significant predictor of enrollment to volunteer in the campus-based program. Although perceived behavioral control was strongly correlated with intent ( $r = .76$ ), the students' perception that it would not be easy for them to volunteer (perceived behavioral control) resulted in a very low ultimate enrollment rate, with fewer than 33% of those with the highest possible intention score actually enrolled in the volunteer program. These authors recommended making adjustments to the campus volunteer recruitment messages as a way to raise students' perceived behavioral control.

### **Attitude, Subjective Norm, and Perceived Behavioral Control in Studies of Volunteer Development**

The TPB explains how attitudes, subjective norms, and perceived behavioral control all influence intentionality (Ajzen, 1991). In the proposed study, the researcher hypothesizes that volunteers who have a positive attitude toward developing their leadership, who believe that

others in their social circle would approve of their developing their leadership, and who perceive themselves as having a high degree of control over developing their leadership, will be likely to demonstrate stronger intention to develop their leadership. Although these three constructs are brought to bear to varying degrees and in varying configurations in other studies of volunteers and volunteerism, the research conducted to date does not offer a detailed or thorough treatment of how attitudes, subjective norms and perceive behavioral control interact to influence motivation among volunteers to develop their leadership.

### **Attitudes**

Ajzen (2005) defines attitude as the behavioral tendency to respond positively or negatively to an event, object, institution or person. Researchers of volunteerism and leadership development generally discuss attitudes in some form, often without input from study subjects and without a clear definition of what they mean by *attitude*, or without even using the word attitude. This may result in the failure to include all applicable attitudinal factors in a given study, and failure to make a clear distinction between attitudes and motivation, subjective norms, and perceived behavioral control, or even between attitudes and outcomes. Examples of how different researchers reference attitudes can be found in the following studies.

In 2000 the Australian Bureau of Statistics conducted the Voluntary Work Survey (VWS), which offers a generalized sociodemographic profile of volunteers throughout Australia. The VWS data includes demographic information regarding education, gender, age, occupation, income, country of origin, and marital status, as well as details of specific volunteering behaviors: motivation, length of time as a volunteer, number of organizations served by each volunteer, and volunteer expenses. Data representing more than 4,000 individuals included their responses as to whether or not each of 12 motivational variables applied to them. Dolcinar and

Randle (2007) used these responses to separate the survey sample, based on clusters of motivational factors, into homogeneous groups (termed “psychographic segments” by the authors, p. 135) to be targeted for recruitment by nonprofit agencies. The motivational variables they identified included items such as social contact, religious beliefs, acquiring new skills, helping others, and gaining work experience.

Any of these factors might qualify as attitudes or components of attitudes under Ajzen’s definition, and one could expect that an elicitation study would identify attitudinal factors similar or identical to each of them. However, Dolcinar and Randle’s (2007) motivational variables also included family involvement, obligation, and passive engagement (“it just happened,” p. 142), which imply both external forces acting on the respondent that might be better classified as subjective norms, and lack of power over the situation, or perceived control. In addition, because neither the authors nor the VWS respondents had any part in creating these factors, readers are left to wonder what other factors might be missing from consideration, and whether or not the 12 factors in the survey were a sufficient representation of the full spectrum of attitudes that might influence volunteer motivation. Use of an elicitation study in the TPB framework would ensure that items comprising the VLDQ would be based upon and would fully represent input from the target population. The TPB would also allow a finer distinction of motivational factors as being elements of attitudes vs. subjective norms vs. perceived behavioral control.

Wolford et al. (2001) studied motivation factors among Extension Service master volunteers and assessed them against race, gender, marital and employment status, education and income levels, age, residential area population density, average hours per week of volunteer time, average hours per week of paid work outside the home, and average number of organizations outside Extension for which volunteer work was being performed. While their

findings echo those of others who have noted the importance of a positive work environment and genuine recognition of volunteer service, these authors characterized all survey responses as being expressive of achievement, affiliation, or power, categories that only imply attitudes rather than defining them, per se. Approaching motivation from the TPB framework would allow finer attitudinal distinctions than these.

In a study of 147 telephone crisis center volunteers, Lammers (1991) attempted to predict rates of volunteer turnover and retention based on demographic variables (race, age, gender, level of education, household income, marital status, rural background, and prior volunteer experience) and on levels of volunteer involvement. Involvement levels were discriminated first using four “attitudinal variables” (p. 132), all of which described ways in which volunteers are regarded by other people (e.g., “Volunteers receive too much recognition for the services they provide,” p. 132), which would place them in Ajzen’s category of subjective norms, rather than attitudes. Levels of volunteer involvement were also determined using five “motive variables” (p. 132). These included the belief that one must volunteer in order to get a good job, which implies strong subjective norms regarding potential employers, and volunteering to fulfill an educational requirement, which suggests a lack of control over the choice to work as a volunteer. Lammers (1991) found noteworthy differences in the predictors of volunteer commitment vs. duration of volunteer service, emphasizing the role of skill acquisition as a motivating factor, as well as one that directly affects turnover rates. However, the lack of clarity of definitions in assignment of behavioral variables dilutes the impact of his findings. In addition, although Lammers (1991) recognized the importance of relationships with other volunteers and of a positive work environment in enhancing volunteer satisfaction, he did not distinguish the specific attitudes that rendered these factors important. Use of the TPB would fill that gap.

McBride et al. (2006) sought to identify motivators of civic engagement among low-income individuals and families in an urban setting through in-depth interviews. Demographic variables were gender, age, race, marital status, education and income levels, and ownership of home or business. This qualitative study highlighted both the level of traditionally unrecognized community participation among low-income individuals, and the obstacles to their civic engagement. Interestingly, the majority of interviewees discussed situational factors (especially time constraints) affecting their ability to volunteer, rather than their particular attitudes, desires or motivations. These authors did, however, cite the neighboring model of volunteering among families as laying the groundwork for development of civic attitudes in children, in which case the attitude is a result of service rather than an instigator. Use of the TPB with elicitation studies in this type of population would undoubtedly yield quite different responses than open-ended interviews, and could provide new insights regarding effective interventions and cooperative efforts that would better support local neighborhood leaders.

Janoski, Musick, and Wilson (1998) approached the question of how pro-social and citizenship attitudes function as either motivating factors or outcomes of volunteering. Using three waves of data (1965, 1973 and 1982) from a socialization study, the authors explored the influence of pro-social attitudes and social practices on rates of volunteering among teenagers and their parents, and later among these same teenagers as they became adults. The independent measure of pro-social attitudes included the sub-categories of active citizenship, passive citizenship, civic tolerance, and political efficacy. The independent measure of social practice included the sub-categories of voluntary association membership, political participation, education, income, and religiosity. While these authors demonstrated marked reciprocal effects between attitudes about volunteering and participation as a volunteer, their most striking finding



was that the *attitudes* toward volunteering evidenced in 1973 had a four times stronger effect on volunteering in 1982 than the *activity* of volunteering in 1965 and 1973 had on volunteering in 1982. This study offers convincing evidence of the importance of distinguishing attitudes, and points to the value of having effective measures of attitudes, as offered by use of the TPB.

### **Subjective Norms**

Researchers of volunteerism and volunteer development agree that acknowledgment from the volunteer agency is critical to volunteers' well-being and ongoing service (Cowman, Ferarri, & Liao-Troth, 2004; Farmer & Fedor, 1999; Gibson, 2009). Important though it is, however, recognition from a host organization constitutes only a very small part of the subjective norm as defined by Ajzen (2005), the perceived positive or negative social pressure to carry out a behavior. Numerous studies of volunteer motivation have discussed the value to volunteers of forming supportive relationships with supervisory staff, fellow volunteers and/or volunteer mentors, but few studies of volunteerism or volunteer leadership note the influence on volunteers of social pressures originating outside the host agency.

Farmer and Fedor (1999) sought to assess the relationship between perceived organizational support and degree to which volunteers' expectations of their service were met, and volunteers' participation and intentions to withdraw their services. Farmer and Fedor's (1999) survey of over 400 volunteers in a nonprofit health advocacy organization included demographic information on age, length of volunteer service, education level, gender, race, years of paid work experience, current employment status and current employment sector. Not surprisingly, their results evidenced a positive relationship between volunteer participation and met expectations, and an even stronger positive relationship between volunteer participation and organizational support. Were a similar question to be asked within the TPB's subjective norm

framework, researchers could possibly identify specific sources and aspects of organizational support that would enable them to better leverage these influences in strengthening volunteer commitment and retention.

The Welford et al. (2001) study mentioned earlier found positive relationships between affiliation as a motive and small residential populations, associate or technical degrees and number of volunteer organizations being served. Examining such relationships using the construct of subjective norm rather than affiliation could assist in determining whose influence is being experienced by these volunteers.

McBride et al. (2006), also mentioned above, are among those researchers who have discussed the phenomenon of parents volunteering for a given organization only because of and during the period when their children are involved in that organization's work (serving on school PTO's, for example). In such cases, examining volunteers' behavior through the subjective norm construct could help distinguish the influences of different groups of people and could elucidate conflicting subjective norms among those who have different roles in the lives of the respondents.

Bell et al. (2008) used qualitative measures to clarify motivational factors affecting volunteers in environmental monitoring networks across Europe. The authors were especially interested in being able to design managed volunteer programs that would take into account the balance in motivation among their volunteers between wanting to spend time alone in nature and the pleasure of mingling socially with like-minded people. Their findings highlighted the importance to the volunteers of both learning and of social interaction with other volunteers, the value of mentoring, and the importance to volunteers of understanding the value of their work. Exploring these distinctions through the lens of subjective norms could further explain degrees

of importance of others' opinions to volunteers, which would help nonprofit agencies tailor their volunteer programming even further.

Wituk et al. (2003) used pre- and post-surveys to assess the impact of a two-year leadership development training program administered to 21 directors and 20 lead volunteer board members representing 17 community leadership programs in Kansas. Demographic variables included gender, race, size and length of existence of community leadership programs, costs to participants in local community leadership programs and participant employment sectors. The participants in this program universally expressed substantial shifts in their patience with, understanding and appreciation of both other people and of themselves. One would expect that significant insights into interpersonal relationships such as those gained by these leaders would influence the perceived positive or negative social pressure to perform given behaviors. In fact, Wituk et al. (2003) demonstrated that intentional development of leadership skills among the study participants had the effect of *releasing* them from felt pressure to live up "to be something they were not" (p. 82) by allowing them to share the strengths they felt would best complement the strengths of their colleagues. Use of the TPB's subjective norm construct could provide additional perspective on how leadership development impacts volunteers' experience of perceived social pressures from the people around them.

### **Perceived Behavioral Control**

Perceived behavioral control is defined by Ajzen (2005) as the estimated difficulty or ease of carrying out a behavior based upon past experience and anticipated obstacles. Since volunteering is by definition an activity that is undertaken completely by choice, one might infer that volunteers would experience a high degree of perceived behavioral control. Still, given the breadth of volunteer organizations, circumstances, styles of supervision, volunteer tasks, and

individual personalities, perception of behavioral control could be expected to vary as much among volunteers as in any other population. Perceived behavioral control has been positively linked, however, with the increased levels of autonomy that accompany leadership development.

New York Cares<sup>®</sup> is one of the largest local nonprofit volunteer organizations in the country. With a volunteer workforce numbering over 40,000 individuals who are serving a client population of approximately 450,000, New York Cares has a vested interest in effective volunteer management and in developing volunteer leaders. Earlier in the decade New York Cares created a Volunteer Engagement Scale<sup>SM</sup> (VES) with which to measure whether and to what extent the commitment of volunteers increases over time (Gibson, 2009). The VES was administered in 2007 to more than 3,000 volunteers from a sample of more than 90,000 individuals who had registered in New York Cares's database since 1997. Results of the study showed the overwhelming importance to volunteer leaders of having the ability to make a difference in helping their fellow New Yorkers and improving the quality of life in their city. One remarkable finding was that volunteers who scored higher on the VES were more likely to be registered voters, to correspond with newspapers and politicians, and to attend political events. In other words, volunteers who were more highly engaged in a volunteer leadership capacity were also more highly engaged in the civic concerns of their community. Such engagement is probably associated with high degrees of perceived behavioral control, which could be shown by use of the TPB.

Perry et al. (2008) sought to ascertain what motivated people to extraordinary volunteer participation in public service, and how motivation was related to gender, education and income levels, and degrees of family socialization and religious activity. Through analysis of surveys and interviews with 26 recipients of prestigious volunteering awards, it was determined that

award recipients were most likely to be highly educated and to be retired, which makes sense since these individuals could be expected to have both fewer family commitments and more free time to volunteer (both pertinent to perceived behavioral control) than other demographic groups. These authors devoted a whole section of their paper to “complexity of motivations” (p. 452) and the multiplicity of sources underlying the activity of these extraordinary volunteers, including religious activity and the influence of life-changing, dramatic events that were noted by several respondents as triggers of their volunteer service. Application of the TPB’s perceived behavioral control construct could be especially informative if applied to motivational scenarios that include such precipitating events as the violent death of a child or loss of a parent or spouse from a prolonged and painful illness.

In their attempt to explain the intent of 647 undergraduate psychology students to volunteer in a campus-based program, Okun and Sloane (2002) found that attitude, subjective norm, and perceived behavioral control were all significant predictors of intent, and intent was the sole significant predictor of enrollment to volunteer in the campus-based program. Although perceived behavioral control was strongly correlated with intent ( $r = .76$ ), the students’ perception that it would not be easy for them to volunteer (perceived behavioral control) resulted in having fewer than 33% of those with the highest possible intention score actually enrolled in the volunteer program. These authors recommended making adjustments to the campus volunteer recruitment messages as a way to raise students’ perceived behavioral control, which was the most strongly predictive of TPB’s three foundational constructs. Although these authors did not address leadership or volunteer motivations to develop leadership, their study reinforces the value of using TPB to investigate volunteer behaviors.

Warburton and Terry (2000) used the TPB to predict intentions to volunteer among people aged 65 to 74 years in a major metropolitan area of Australia. Demographic data on their sample of 296 volunteers included gender, marital, health and current employment status, education and income levels, nature and frequency of volunteer work undertaken over the past year, and number of organizations served. The research findings indicated that 23% of variance was predicted by perceived behavioral control, in addition to that explained by attitudes and subjective norms, vividly demonstrating the importance of perceived behavioral control as a distinct component of intentionality. These results demonstrate again the clarity of results offered through use of the TPB. The proposed study would go beyond Warburton and Terry's effort by inquiring into motivation to develop leadership across age groups, which would allow comparisons to be made among age groups as well as accounting for additional demographic traits.

The previously cited study by Wituk et al. (2009) also documented outcomes of leadership development that included considerable increases in volunteers' trust in their ability to make important decisions, to solve problems and to make a difference in their communities, suggesting again the importance of perceived behavioral control as a component of motivation among volunteer leaders.

While the above examples may provide substantive evidence of the usefulness of the three constructs that underlie Ajzen's theory of motivation and intention, until now little has been done to explore how they might be applied to the study of leadership development motivation in a volunteer population. Researchers have yet to use the TPB to examine in a comprehensive fashion the intentions of volunteers to develop leadership. Creation of the Volunteer Leadership Development Questionnaire has made available a new tool for providing

nonprofit agencies with information that might make an important difference in their ability to motivate, retain and empower volunteers in communities across the country.

### **Summary**

The Theory of Planned Behavior (TPB) was derived by Icek Ajzen from the Theory of Reasoned Action (TRA) and developed as a method for defining behavioral patterns and explaining relationships among these patterns and their motivational antecedents in terms of attitudes, beliefs, and intentions. Given full volitional control over one's behavior, the TPB states that behavioral, normative and control beliefs influence the attitudes that guide human intentions and that intention is the immediate antecedent of action. A behavior to be studied can be defined according to the four components of Target, Action, Context and Time. In the current study, the target was leadership, the action was development, the context was episodic volunteering within the HandsOn Network, and the time element was constituted by the term of service of each volunteer. Numerous prior studies in a wide variety of fields have established the predictive validity of the TPB.

The question of what motivates people to volunteer has received more attention in recent decades than any other aspect of volunteerism. While researchers have used demographic and personality traits, psychological functions, social fulfillment, and other factors to explore volunteer motivation, other than a few studies addressing the training and support of adult 4-H leaders, very little attention has been given to the question of what factors might influence the development of volunteer *leadership*.

The TPB has yielded robust results in several studies of volunteer behavior. While valuable information has been gained from other investigations of behavior patterns and how motivation translates into action, until now no one had applied the TPB in addressing the

intentions of volunteers to develop their leadership. Successful completion of this study has resulted in a quantitative tool that demonstrates validity and reliability in assessing the intention to develop leadership among volunteers, and has identified the salient factors influencing that intention. It is hoped that this tool will benefit the HandsOn Network by guiding volunteer recruitment, training, evaluation, recognition and other support structures for years to come.



## CHAPTER 3: METHODS

The purpose of this study was to identify the most salient features of volunteer leadership development intentionality, and to develop and administer the Volunteer Leadership Development Questionnaire (VLDQ) as a tool to identify the motivations of volunteers to express and develop their leadership. Based upon Icek Ajzen's Theory of Planned Behavior (TPB) (Ajzen, 1991), the instrument was designed to measure the degree to which volunteers' intentions to develop leadership are influenced by their attitudes toward leadership development, subjective norms of leadership development, perceived behavioral control of leadership development and selected demographic characteristics. It was the researcher's intention to produce a quantitative tool that would both identify the salient factors influencing the intention to develop leadership among volunteers, and would demonstrate validity and reliability in assessing that intention.

One of the most important procedural features of the TPB has been the use of elicitation studies to create a cognitive foundation of the sample population's salient behavioral, normative and control beliefs (Ajzen, 2010a; Ajzen & Fishbein, 1980; Francis et al., 2004). The elicitation study procedure involves asking open-ended questions to a subset of the study's respondent population. Because the elicitation questions are asked within the larger study population, refinement of the attitude, subjective norm and perceived behavioral control variables allows TPB studies to address specific within-group traits (Romano & Netland, 2008). Content analysis of the elicitation study responses yields a set of most-frequently mentioned themes in each belief area, and the themes are then converted into sets of statements to reflect the beliefs most likely to influence the target population's behavior. Pilot testing and refinement of these statements produces the material from which the TPB questionnaire is then formulated (Francis et al.,

2004). Elicitation studies provide researchers with vital information regarding the study population's ideas about the behavior under investigation. The investigator's understanding of the cognitive and psychosocial determinants of the study population's behavior is enhanced by identification of the beliefs having the strongest influence on people's attitudes, subjective norms and perceived behavioral control (Ajzen & Fishbein, 1980).

Downs and Hausenblas (2005) emphasized the importance of thorough procedures and reporting of elicitation studies. Specifically, the elicitation sample and the main study sample should exhibit corresponding demographic characteristics. In an analysis of 47 TPB studies on exercise beliefs, all of which included elicitation studies, Downs and Hausenblas (2005) reported that sizeable associations were found among respondents' beliefs and attitudes, subjective norms, and perceived behavioral control. However, few of the studies they reviewed described the demographic characteristics of elicitation study respondents, and few studies commented on the predictive significance of beliefs. A well-conducted elicitation study will identify the relevant beliefs of a given study population, but inadequate methods run the risk of compromising the TPB's ability to explain and predict intention and behavior.

The research described herein was conducted using a combination of qualitative and quantitative methods. Because the behavior under investigation in this study was specific to a particular population and time in history, formative research was needed in order to produce an instrument suited to that behavior and population (Ajzen, 2010b). Assembly of the VLDQ required a preliminary elicitation study conducted within the target population. Elicitation study data was analyzed according to a procedure prescribed by Ajzen (2006), resulting in the identification of content that was then used to create the framework of questions comprising the VLDQ. The VLDQ was administered in a two-phased pilot study to the accessible population

and the data was collected and analyzed. Conclusions and recommendations are made below for further research and refinement of the instrument.

The creation and administration of the VLDQ occurred in close collaboration with HON, primarily between the author, HON's National Coordinator of Volunteer Leadership Training, and HON's Senior Director of Evaluation and Performance Measurement. It was hoped that the VLDQ would be a resource to HON in creating more advanced programming and a more supportive organizational culture to empower volunteers in developing and expressing their leadership. The collaboration agreement between the researcher and HON was formalized through a Memorandum of Understanding (Appendix 1).

### **Defining the Target Population**

The findings of this study were intended to be generalizable to any HON episodic volunteers intending to enhance or improve their skills in, knowledge of, and capacity for, leadership. Hereafter, this behavior will be referred to as *volunteers developing leadership skills*, and "intention" will refer to the *intention of volunteers to develop their leadership skills*.

This study was instigated in part by one organization's request for assistance in meeting the needs of volunteers who want to move up the leadership ladder (Gibson, 2009; B. Butler personal communication, March 3, 2010; T. Thompson, ongoing personal communication with the author, 2010-2012). The HandsOn Network (HON) is the nation's largest volunteer network, with more than 240 affiliates whose volunteers provide approximately 30 million hours of service each year to associated service agencies. HON is a nationally coordinated, locally managed network of autonomous yet collaborative affiliate organizations (also called Action Centers) that serve as clearinghouses for episodic volunteers, as referral sources for volunteers wanting more consistent and/or long-term volunteer opportunities, and as human resource

providers to local service agencies. In 2011 HON volunteers partnered in service with over 70,000 corporate, community, faith-based, nonprofit, and government organizations in the United States and 11 other countries (Points of Light Institute, 2012).

HON Action Centers vary widely in the types of volunteer services offered to their respective communities. All Action Centers serve as referral sources to individuals who want to volunteer locally and are seeking guidance as to where their time and abilities can be put to best use. Some Action Centers function *only* as referral centers. Many Action Centers also assist individuals who have entrepreneurial ideas and community betterment projects they want to realize, in which case the HON affiliates might provide guidance, networking opportunities and other resources that will help bring those ideas to fruition. Some Action Centers, generally those in larger population centers and consequently with larger volunteer bases, conduct their own volunteer activities and projects. These projects are carried out in partnership with other local agencies, but are coordinated through HON offices and managed by HON-trained volunteers.

Because the work of HON's affiliated agencies and nonprofit partner organizations is so broad and the volunteer opportunities are so diverse, the ways in which volunteers might express and/or develop their leadership is widely varied. Volunteers who have participated as team members in HON projects may express a desire to head up volunteer teams for episodic projects as designated *Volunteer Leaders*. HON provides its affiliates programmatic guidelines and materials for training volunteers to become Volunteer Leaders, but it would like to do more. While some Volunteer Leaders are content to lead episodic team projects, others may want to express an expanded degree of leadership, while still other HON volunteers might engage in leadership activities without becoming designated Volunteer Leaders. The VLDQ was conceived

with these facts in mind, and was created upon a solid foundation of input from HON volunteers representing a spectrum of leadership levels and accomplishments.

### **Defining the Behavior**

This study did not seek to perceive, define, or measure behaviors *resulting* from the intention, but rather measured the strength of *factors influencing* the intention. Per Francis et al. (2004, p. 8):

Although there is not a perfect relationship between behavioural intention and actual behaviour, intention can be used as a proximal measure of behaviour. This observation was one of the most important contributions of the TPB model in comparison with previous models of the attitude-behaviour relationship. Thus, the variables in this model can be used to determine the effectiveness of implementation interventions even if there is not a readily available measure of actual behaviour.

The Theory of Planned Behavior posits defining the behavior of interest with regard to four criteria: the Target, the Action taken, the Context within which the action occurs, and the Time at which the action is taken (TACT) (Ajzen, 2006). The Target is defined as an objective to be reached or acted upon; the Action as the specific behavior engaged in for the purpose of achieving the objective; the Context as the larger environment in which the behavior occurred, and the Time is prescribed by the scope and duration of the behavior being examined. Definition of these elements is left to the discretion of the researcher, depending on the behaviors to be investigated. No matter how each element is identified, it is critical that the researcher define all four behavioral constructs (attitude, subjective norm, perceived behavioral control, and intention) in terms of exactly the same elements (Ajzen, 2006, 2010; Francis et al., 2004; see example of TACT elements given in Chapter 2).

Any of the TACT criteria may be resolved singly or as a range of points. Ajzen and Fishbein (1980) and Ajzen (1991) suggest that in some circumstances it may be appropriate to

define the Action in terms of a behavioral category, or a broad distinction encompassing sets of actions, as opposed to a single action:

. . . if one selects a relatively large number of acts ... that appear to be relevant for the general behavioral category, an index based on the total set of these behaviors will usually provide an adequate measure of the general action under consideration. (Ajzen & Fishbein, 1980, p. 33)

While the VLDQ did not measure actual behavior or behavioral outcomes, clearly defining the behavior of interest was essential to creating an instrument that would measure the intention to perform that behavior. The purpose of the VLDQ was to provide individuals and agencies with a means of quantifying the intentions of volunteers to develop their leadership skills, regardless of how those intentions or how their leadership abilities might manifest in their work or their lives. Because the intention to develop leadership was self-directed, the *self* was regarded as the Target in this study. Leadership development was the behavior being investigated and the behavior of which “self” was the object; therefore, *leadership development* was considered here to be the Action. Theoretically it is possible for any human being to have the desire, motivation, and intention to develop their capacity for, skills in, and knowledge of leadership, but this study was specifically focused on the volunteer workforce, and *volunteering* was therefore considered to be the Context. Intention is, by definition, an attitude directed toward the future; however, it was not within the scope of this study to ask respondents to measure their intention in terms of chronology. The time element was therefore assumed to be an *undefined future* during which the respondent would participate in community service activities as an episodic volunteer.

“Volunteer leadership” as used in the literature often refers either to people serving in a voluntary capacity as nonprofit agency board members or advisors, or to individuals in paid staff positions who supervise volunteers. Rather than either of these populations, “volunteer

leadership” as used herein referred to the full spectrum of volunteers who lend their services to a variety of nonprofit organizations over irregular periods of time, and who wish to develop their skills, knowledge and abilities at any level. Some of these volunteers might desire to increase their leadership responsibility within the HandsOn Network and its affiliated organizations, while others might wish to use volunteering as a vehicle through which to develop leadership and other skills to enhance employment opportunities. For some volunteers, leadership development could be a secondary outcome of building other skills. There may even be some volunteers for whom leadership development is recognized only after the fact, as a product of having participated in stimulating and enjoyable community service work.

Some volunteers seek out specific leadership development opportunities (leadership training or working with a mentor, for example), while others demonstrate leadership characteristics by engaging, without being asked, in activities beyond the scope of their immediate volunteer responsibilities. Individuals who seek such challenges attract the attention of agency supervisors, who may then focus on supporting those volunteers to further develop their leadership.

The TPB is employed most effectively when the population and behavior of interest are well defined. The predictive capacity of the theory, in particular, is improved when the parameters of the behavior in question are explicitly defined (Ajzen, 2006). Although prediction of future volunteer leadership behaviors was not an element of the current study, the VLDQ was designed with the intention that the results of future administrations of the instrument would have predictive value. Volunteer administrators wishing to create implementation strategies for volunteer leadership enhancement would be informed by VLDQ survey results, but those results

would be meaningful only to the degree that the actual behaviors under consideration were clearly established.

Therefore, using the TACT model referenced above (Ajzen & Fishbein, 1980), an index was created to comprise the category of volunteers developing leadership skills, as evidenced by the employment of attitudes, knowledge and abilities that demonstrate this intention. For purposes of this study, training management staff members within HON identified eleven specific activities, listed in Table 3.1 that constituted demonstrated intention to develop leadership as a volunteer.

Table 3.1 Single Actions Indicating Leadership Development Intention Among Episodic Volunteers in the HandsOn Network

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1.	Leading volunteers in a task
2.	Leading volunteer projects
3.	Registering for a volunteer leader training
4.	Attending a volunteer leader training
5.	Leading a volunteer training
6.	Sharing best practices with other volunteer leaders
7.	Recruiting people to become volunteer leaders
8.	Being a mentor of volunteer leaders
9.	Researching local social problems
10.	Requesting financial contributions to episodic organizations (HON or partner agencies)
11.	Exhibiting self-motivated action in service to the local community outside of HON volunteer projects

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## The Elicitation Study

### Sampling

The affiliated organizations of HON are required to complete an annual report at the beginning of each calendar year. The 2011 HON annual report included the question, “Are you interested in partnering with HandsOn Network in research projects to learn more about volunteers’ overall civic engagement, volunteering behaviors and community impact?” At the close of the 2011 annual report response period, HON’s research staff compiled a list of the 64



U.S. affiliates that had replied “yes” to this question. A random number generator was used to select from that list six affiliates to participate in the elicitation study. All six affiliates agreed to participate in the study. Affiliates in the drawn sample represented the Pacific Northwest, Midwest, North, South, Southeast and Northeast regions of the United States. The researcher and HON staff communicated with directors of the selected affiliates by email (Appendix 2A) and phone to inform them of the study, its purpose, and the nature of their requested participation. The executive directors agreed to take part by signing a consent form drawn up by HON (Appendix 2B).

Upon obtaining the lists of currently registered volunteers age 18 and over from all six affiliates, a random number generator was used to randomly select twenty names from each list. These names were provided to the managers of the six Action Centers, who then sent an email form letter (Appendix 2C) to notify the selected volunteers of their having been chosen to participate in the study, let them know to expect an email invitation from the researcher, and encourage them to complete the elicitation study questionnaire. An email invitation cover letter (Appendix 2D) containing the embedded survey link was sent by the researcher to all selected participants within 72 hours of their having received the notification from their affiliate managers. All volunteers whose names were drawn for the study were offered a free HON webinar (value of \$25) and the chance for their names to be drawn for a free registration (value of \$375) to the National Conference on Volunteering and Service to be held the following summer.

Low response rates in this initial group made it necessary to select an additional hundred names from each list, again using a random number generator. The affiliate managers notified the second group of participants by email using the same form letter that had been sent to the

first group. The elicitation study survey was administered to the second group two weeks after the initial group. The email cover letter from the researcher to participants in the second group (Appendix 2E) was revised to make the opportunity to participate sound more inviting.

Six identical elicitation study instruments were administered electronically to the 720 individuals from the participating HON affiliates. A halfway point reminder email (Appendix 2F) was sent one week after initial release of the survey to thank participants for responding, and to encourage those who had not yet responded to please do so (Dillman, 2000). The second group of elicitation study participants also received a final reminder email (Appendix 2G) one day before the close of the survey. A total of 110 people responded to the elicitation study survey, of whom 64 (9%) completed the instrument. Electronic responses were returned to a website to which the researcher had sole access. Responses were handled and confidentiality was guaranteed within IRB guidelines (Appendix 2H).

### **Elicitation Study Questions**

The elicitation study questionnaire was created according to instructions given on Ajzen's website (Ajzen, 2012) and in a TPB questionnaire instruction manual created by Francis et al. (2004). The questionnaire opened with an IRB-approved consent form. Those who responded "no" to the consent form received a thank-you message and were released from any further responses. Those who responded "yes" to the consent form proceeded to the survey itself.

The survey opened with two demographic questions. Following these two questions, the respondent was asked, "How often do you participate as a volunteer with [Affiliate Name]?" and "When did you last participate as a volunteer with [Affiliate Name]?" The following nine TPB elicitation questions were posed to reference the specific affiliate through which each respondent was contacted. These questions are listed in Table 3.2.

Table 3.2 Survey Questions in VLDQ Elicitation Study

Please take a few minutes to list your thoughts about the following questions.  
When people volunteer with HandsOn...

Questions	Constructed Measured
1. What do you believe are the <i>advantages</i> of developing their leadership?	
2. What do you believe are the <i>disadvantages</i> of developing their leadership?	
3. Is there anything else you associate with your own views about HandsOn volunteers developing their leadership?	Behavioral beliefs
4. Are there any individual or groups who would <i>approve</i> of your developing your volunteer leadership?	
5. Are there any individual or groups who would <i>disapprove</i> of your developing your volunteer leadership?	Normative beliefs
6. Is there anything else you associate with other people's views about developing your volunteer leadership?	
7. What factors or circumstances would enable you to develop your volunteer leadership?	
8. What factors or circumstances would make it difficult or impossible for you to develop your volunteer leadership?	Control beliefs
9. Are there any other issues that come to mind when you think about developing your volunteer leadership?	

The elicitation study asked three open-ended questions in each of the belief domains of attitude, subjective norm, and perceived behavioral control.

Each question included definitions of “volunteer” and “leadership development” so as to eliminate any uncertainty about what was meant by these terms. There were no space, word or character limitations placed on subjects’ responses, and subjects had the option of answering and saving a portion of the questionnaire, then returning to complete it at a later time within the two-week survey period. The survey concluded with further demographic questions comprised of age, gender, race/ethnicity, income level, education level, regular attendance in religious services, length of volunteer service, and whether or not the subject was currently participating in activities that demonstrate volunteer leadership development (see definition, Table 3.1).

The elicitation study was administered online through the Qualtrics™ web-based survey service.

### **Elicitation Study Data Analysis**

The elicitation study responses were examined using content analysis. Riffe, Lacy, and Fico (1998) defined content analysis as “the systematic assignment of communication content to categories according to rules, and the analysis of relationships involving those categories using statistical methods” (p. 2). Content analysis has been determined to be reliable based on the coders’ use of identical classification procedures in assigning numerical values to qualitative content (Riffe et al., 1998). Confirmability of the content analysis process and results was enhanced by having three researchers take part in the elicitation study data analysis (Trochim, 2008).

Response items were first divided into emergent themes regarding attitudes towards behavior (behavioral beliefs), reference individuals or groups who act as sources of social pressure that create normative beliefs, and indicators of perceived behavioral control (control belief strength and control belief power). Each of the belief categories included a generic question inviting the respondent to share any further thoughts or ideas not addressed in either of the previous two questions. The replies to these generic questions held a wide variety of thoughts, some of which pertained to the belief domain containing the questions, and some of which did not. It was left up to each of the three researchers to distribute these replies in whatever manner made the most sense within the context of the coding systems being used.

Two researchers independently identified, categorized, and coded all elicitation study responses within the three domains, and counted the number of mentions of each theme. After

adding up the total number of mentions, both researchers calculated to find the top 75% of the most frequently mentioned themes on their respective lists. These two researchers conducted a data audit by comparing their lists of the top 75% of themes in each of the three domains, then calculating the percent agreement (total number of themes divided into the number of themes in common) between their lists. Content of individual responses was reconsidered to ensure that data was both consistent and sufficient to demonstrate each of the aligned-upon themes (Batson & Marks, 2008). Agreement between the two lists was 73% for behavioral beliefs, 79% for normative beliefs, and 78% for control beliefs. A third researcher reviewed and coded the data, and counted the number of mentions to find the most frequently mentioned 75% of identified themes. The findings of the third researcher were compared with those of the first two. Following rigorous data auditing and revisiting of the elicitation study responses, a consensus was reached that the identities and rankings of the themes extracted from the responses was consistent among all three researchers.

When all analyses were complete, the identified themes were listed in order of frequency of their appearance in the responses within each category. A set of definitions was created for the final top 75% of themes in each domain, including sample quotes from respondents to represent each theme. These themes formed the basis of questionnaire items comprising the VLDQ.

### **Development of the Survey Questions**

Fishbein and Ajzen (1975), Ajzen and Fishbein (1980), and Ajzen (2005) conducted thorough investigations of various techniques for measuring and explaining attitudes, beliefs intentions, and personality traits. Their findings ultimately led to Ajzen's recommended procedures for creating a survey instrument based upon the TPB. Drafting of the pilot instrument questions that comprised the VLDQ was carried out according to directions given in a TPB

questionnaire creation instruction manual (Francis et al., 2004). The examples below are questions from the pilot VLDQ, derived from the themes that were extracted from the elicitation study, and developed to assess:

- intentions to carry out the behavior of developing leadership
- attitudes towards the behavior of developing leadership
- sources of social pressure about developing leadership
- strength of behavioral control beliefs regarding development of leadership.

Pilot study questions were crafted to reflect the identified behavioral belief themes. Each theme was represented in the pilot instrument by a pair of behavioral belief questions: one question to capture the belief about each behavior, and one question to evaluate the outcome of the behavior. For example, the belief statement for the theme *Serve and help others* was: *If I develop my leadership as a [organization] volunteer, I will enhance my ability to serve others*, with a response scale from 1 (Very Unlikely) to 7 (Very Likely). The item paired with this question was the outcome evaluation: *Being able to better serve others is...*, with a response scale from 1 (Very Undesirable) to 7 (Very Desirable). The nine elicitation study themes in this domain generated creation of 18 behavioral belief items.

Pilot study questions were crafted to reflect the elicited normative belief themes. Each theme was represented in the pilot instrument by a pair of normative belief questions: one question to capture the belief about each behavior, and one question to evaluate the respondent's motivation to comply with the identified sources of social pressure. For example, the belief statement for the theme *Employers* was: *Employers think that developing my leadership as a [organization] volunteer is...*, with a response scale from 1 (Very Undesirable) to 7 (Very Desirable). The item paired with this question was the motivation to comply statement:

*Employers' approval of what I do is...* with a response scale from 1 (Very Unimportant) to 7 (Very Important). The eight elicitation study themes in this domain generated creation of 16 normative belief items.

Pilot study questions were crafted to reflect the identified control belief themes. Each theme was represented in the pilot instrument by a pair of control belief questions designed to reflect both the belief strength and belief power aspects of self-efficacy. Such a combination of items should assess the power of these combined factors to influence the behavior of volunteer leadership development. One question was created to capture the strength of belief about each behavior, and one question to evaluate the respondent's sense of power, or the likelihood of carrying out the behavior. For example, the belief strength statement for the theme *Opportunities to lead* was: *[Organization] volunteers lack opportunities to oversee projects*, with a response scale from 1 (Very Rarely) to 7 (Very Frequently). The item paired with this question was the belief power statement: *When I am prevented from overseeing [organization] volunteer projects, developing my leadership is...* with a response scale from 1 (Very Unlikely) to 7 (Very Likely). The nine elicitation study themes in this domain generated creation of 18 control belief items.

Attitudes, subjective norms and perceived behavioral control were measured using both direct and indirect (belief-based) measures. Because behavioral, normative and control beliefs are psychological constructs, they may be measured either by questioning subjects about their general attitude (e.g., direct measures), or about particular beliefs and outcome evaluations (e.g., indirect measures), or both. Since different assumptions underlie the direct vs. indirect measurement methods, inclusion of both measurement types makes survey results more robust. Using two measurement procedures to address the same construct should yield positively correlated scores.

When the initial draft instrument was complete, a dozen of the researcher's colleagues were asked to comment on the clarity of wording and intent of the questions. After appropriate revisions were made the subsequent draft was given to HON's Senior Director of Evaluation and Performance Measurement and her staff for further consideration. This group's experience with survey methods, intimate familiarity with HON's volunteer base, and knowledge of local circumstances and the organizational cultures of HON affiliates around the country, brought an exceptional level of insight and refinement to the questions comprising the instrument. Their comments considerably improved the instrument's face validity. The process of critiquing and distilling the questions continued over a period of several weeks, until both the HON evaluation team and the researcher were satisfied that the best possible pilot instrument was ready to launch.

### **Pilot Study Survey Format**

The pilot study was administered online through the Qualtrics™ web-based survey service, and confidentiality was guaranteed within IRB guidelines.

The electronically administered pilot study questionnaire opened with an IRB-approved consent form. Those who responded "no" to the consent form received a thank-you message and were released from any further responses. Those who responded "yes" to the consent form proceeded to question number two, which requested respondents to fill in a blank with the name of the organization in which they performed their primary volunteer service. (This question was necessitated by the varying nature of the HON affiliates participating in the study, some of which are referral agents only, while others carry out their own, volunteer-led projects as well as referring volunteers to other organizations.) Each respondent's answer to the second question was used as a reference point in subsequent questions, thereby helping ensure that the context of respondents' thinking would remain consistent from one question to the next.



The instrument's third item was a statement rather than a question. Based primarily upon a concern about the instrument's length and on respondents' attention spans (which were assumed to be relatively short), this statement was essentially a request to respondents for their patience and the diligence to answer all of the 66 survey questions and eight demographic questions.

So that respondents would have a point of reference for the definition of leadership, every page of the pilot instrument included a footer, as follows: "Leadership development (n.): The employment of attitudes, knowledge, skills and abilities in order to purposefully expand one's capacity for self-generated actions and accountability."

After loading the pilot instrument into Qualtrics™, the survey questions were randomized using the Qualtrics™ question randomizing function. All demographic questions were placed at the end of the instrument. The pilot survey template was copied to create six identical pilot surveys, each with a title representing one of the six HON affiliates participating in the pilot study. Upon completion of the survey, respondents received an automated end-of-survey message.

Because the purpose of the current research was to develop an instrument rather than to analyze the content of the pilot study responses, scoring of the pilot instrument was beyond the scope of this study, and will not be reported herein. However, the process for scoring a TPB questionnaire is specified in Francis et. al. (2004), and is described below as it would occur in each of the question domains for future versions of the instrument.

All questions in the following explanation that exhibit a -3 to +3 response scale were designed into the pilot study instrument with a +1 to +7 response scale. It was felt that having a consistent 1-7 response scale throughout the VLDQ would enhance the clarity of the questions

and continuity of the respondents' survey experience. Conversion of designated response items from a 1-7 scale to a -3 to +3 scale would occur prior to scoring.

### Measures of Generalized Behavioral Intentions

Generalized behavioral intentions are measured on a 7-point Likert-type scale using three related yet distinct items to demonstrate internal consistency. Questions are in the format given in Table 3.3.

Table 3.3 Example of Generalized Intention Statement and Response Format

1. I expect to develop my volunteer leadership.	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
2. I want to develop my volunteer leadership.	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
3. I intend to develop my volunteer leadership.	Strongly disagree	1	2	3	4	5	6	7	Strongly agree

### Measure of Behavioral Beliefs: Direct Measures

#### Procedure

Direct measurement of attitude is performed using pairs of opposite evaluative bipolar adjectives (e.g. *good – bad*). The questions include both instrumental (whether the behavior accomplishes something, e.g. *harmful-beneficial*) and experiential items (how one feels when performing the behavior, e.g. *pleasant-unpleasant*). A *good-bad* scale is included to capture comprehensive evaluation. Items are arranged so that negative endpoints are consistently at the low end of the scale, as shown in Table 3.4.

Table 3.4 VLDQ Direct Measures of Behavioral Beliefs

Overall, I believe that developing my leadership as a [organization] volunteer is									
bad	1	2	3	4	5	6	7	good	
worthless	1	2	3	4	5	6	7	useful	
unrewarding	1	2	3	4	5	6	7	rewarding	
meaningless	1	2	3	4	5	6	7	meaningful	

**Scoring**

Higher numbers uniformly reflected positive attitudes toward leadership development.

**Measure of Behavioral Beliefs: Indirect Measures**

**Procedure**

The elicitation study determined what volunteers in the sample population held as common beliefs about leadership development. The responses to the elicitation study questions were content analyzed, separated and labeled as themes expressing behavioral beliefs, then listed in order from most to least frequently mentioned. The top 75% of the behavioral beliefs mentioned most often were converted into a set of statements to reflect the beliefs that might affect the behavior of the target population. The questions took the format given in Table 3.5A.

Table 3.5A Example of Behavioral Belief Strength Questions and Response Formats

<i>Question format, behavioral beliefs</i>		<i>Response format, behavioral beliefs</i>								
a.	If I develop my leadership as a volunteer, I will enhance my ability to serve others.	Unlikely	1	2	3	4	5	6	7	Likely
b.	If I develop my leadership as a volunteer, I will acquire new skills.	Unlikely	1	2	3	4	5	6	7	Likely
c.	If I develop my leadership as a volunteer, I will be a better role model for others.	Unlikely	1	2	3	4	5	6	7	Likely
d.	If I develop my leadership as a volunteer, I will help make my community a better place.	Unlikely	1	2	3	4	5	6	7	Likely

Each belief statement was converted into an incomplete sentence. Using the format given in Table 3.5B, the respondent completing the sentence stated a negative or positive evaluation of the belief statement.

Table 3.5B Example of Outcome Evaluation Assessment Statements and Response Formats

<i>Question format, outcome evaluations</i>		<i>Response format, outcome evaluations</i>								
e.	Being better able to serve others is: Extremely undesirable	-3	-2	-1	0	+1	+2	+3		Extremely desirable

Table Continued

Table Continued

f.	Acquiring new skills is:	Extremely undesirable	-3	-2	-1	0	+1	+2	+3	Extremely desirable
g.	Being a good role model to others is:	Extremely undesirable	-3	-2	-1	0	+1	+2	+3	Extremely desirable
h.	Making my community a better place is:	Extremely undesirable	-3	-2	-1	0	+1	+2	+3	Extremely desirable

### Scoring

Each behavioral belief score on the Unlikely-Likely scale (Table 3.5A) is multiplied by its corresponding evaluation score on the Undesirable-Desirable scale (Table 3.5B). The resulting products are summed across all the beliefs to create an overall attitude score, according to the formula:

$$S = (a \times e) + (b \times f) + (c \times g) + (d \times h).$$

Where S = total attitude score: a, b, c, and d are scores for strength of the four behavioral beliefs, and e, f, g, and h are scores for outcome evaluations relating to each behavioral belief.

Using this method,

- a *positive* (+) score means that, overall, the respondent is *in favor of* developing his/her volunteer leadership.
- a *negative* (-) score means that, overall, the respondent is *against* developing his/her volunteer leadership.

Example: Imagine that a respondent has answered by circling the numbers indicated in **bolded italics** in Table 3.5C. The total attitude score would be calculated as:

$$\begin{aligned} S &= (5 \times +3) + (2 \times -2) + (6 \times +3) + (2 \times -1) \\ &= (+15) + (-4) + (+18) + (-2) \\ &= +27 \end{aligned}$$

Because there are four items, the possible range of total scores is  $(7 \times \pm 3) \times 4 = -84$  to  $+84$ .

Therefore, the attitude score of this respondent shows a weak to moderate **positive** attitude (i.e., **in favor** of developing their volunteer leadership).

Table 3.5C Example of Behavioral Belief Scoring Procedure

From Table 3.5A: Examples of behavioral belief strength questions and responses										
a.	If I develop my leadership as a volunteer, I will enhance my ability to serve others.	Very unlikely	1	2	3	4	5	6	7	Very likely
b.	If I develop my leadership as a volunteer, I will acquire new skills.	Very unlikely	1	2	3	4	5	6	7	Very likely
c.	If I develop my leadership as a volunteer, I will be a better role model for others.	Very unlikely	1	2	3	4	5	6	7	Very likely
d.	If I develop my leadership as a volunteer, I will help make my community a better place.	Very unlikely	1	2	3	4	5	6	7	Very likely
From Table 3.5B: Example of outcome evaluation statement and response formats										
e.	Being better able to serve others is:	Extremely undesirable	-3	-2	-1	0	+1	+2	+3	Extremely desirable
f.	Acquiring new skills is:	Extremely undesirable	-3	-2	-1	0	+1	+2	+3	Extremely desirable
g.	Being a good role model to others is:	Extremely undesirable	-3	-2	-1	0	+1	+2	+3	Extremely desirable
h.	Making my community a better place is:	Extremely undesirable	-3	-2	-1	0	+1	+2	+3	Extremely desirable

### Measure of Subjective Norms: Direct Measures

#### Procedure

Subjective norms are measured with questions regarding the opinions of people who are important to respondents, as in Table 3.6. All items are worded as complete sentences and negative endpoints are always placed at the low ends of the scale.

Table 3.6 Example of Direct Measurement of Subjective Norms

1.	People who are important to me think that I should develop my leadership as a volunteer.	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
----	--	-------------------	---	---	---	---	---	---	---	----------------

Table Continued

Table Continued

2.	It is expected of me that I develop my volunteer leadership.									
	Strongly disagree	1	2	3	4	5	6	7		Strongly agree
3.	I feel social pressure to develop my volunteer leadership.									
	Strongly disagree	1	2	3	4	5	6	7		Strongly agree

**Scoring**

Questions and response options are worded so that high scores consistently reflected greater social pressure for volunteers to develop their leadership. The means of the subjective norm item scores are calculated to give an overall subjective norm score.

**Measure of Subjective Norms: Indirect Measures**

**Procedure**

The elicitation study determined common normative beliefs about leadership development among volunteers. Questions for the pilot instrument were then created to assess the strength of those beliefs. The top 75% of the reference groups or individuals most often listed were selected and converted into the “stems” of normative belief items. The normative belief items reflect what respondents believe people who are important to them *think* a person should do (*injunctive norms*) as seen in Table 3.7A.

Table 3.7A Example of Injunctive Items Regarding Normative Beliefs

a.	My family views my developing my leadership as a volunteer to be								
	Very undesirable	-3	-2	-1	0	+1	+2	+3	Very desirable
b.	Faith community members would consider developing my leadership as a volunteer to be								
	Very undesirable	-3	-2	-1	0	+1	+2	+3	Very desirable
c.	My friends think that developing my leadership as a volunteer is								
	Very undesirable	-3	-2	-1	0	+1	+2	+3	Very desirable

Each of the sources of social pressure was converted into the form of a statement about the importance of the various sources of social pressure (Table 3.7B). By answering the questions, respondents indicate the strength of their motivation to comply with each reference group or individual.

Table 3.7B Example of Statements About the Importance of Sources of Social Pressure

d. What my family thinks of what I do with [affiliate name] is _____ to me.									
Very unimportant	1	2	3	4	5	6	7	Very important	
e. What faith community members believe I should do is _____ to me.									
Very unimportant	1	2	3	4	5	6	7	Very important	
f. My friends' approval of my volunteer activity is _____ to me.									
Very unimportant	1	2	3	4	5	6	7	Very important	

**Scoring**

For each normative belief, the belief score on the Undesirable-Desirable scale is multiplied by its corresponding score relating to the Unimportant-Important scale (Table 3.7C). The resulting items are summed products across all the beliefs to create an overall subjective norm score:

$$N = (a \times d) + (b \times e) + (c \times f).$$

Where N = total subjective norm score: a, b and c are scores for each of the three normative beliefs, and d, e and f are scores for motivation to comply relating to each source of social pressure. Using this method, a *positive* (+) score means that, overall, the participant experiences social pressure *to* develop leadership as a volunteer; a *negative* (-) score means that, overall, the participant experiences social pressure *not to* develop leadership as a volunteer.

Example: Imagine that a participant has responded by circling the numbers indicated in ***bolded italics*** in Table 3.7C.

Table 3.7C Example of Normative Belief Scoring Procedure

From Table 3.7A: Example of injunctive items regarding normative beliefs										
a.	My family views my developing my leadership as a volunteer to be	Very undesirable	-3	-2	-1	0	<b><i>+1</i></b>	+2	+3	Very desirable
b.	Faith community members would consider developing my leadership as a volunteer to be	Very undesirable	-3	-2	-1	0	+1	+2	<b><i>+3</i></b>	Very desirable

Table Continued

Table Continued

c.	My friends think that developing my leadership as a volunteer is	Very undesirable	-3	-2	-1	0	+1	+2	+3	Very desirable
From Table 3.7B: Example of statements about the importance of sources of social pressure										
d.	What my family thinks of what I do with [affiliate name] is ____ to me.	Very unimportant	1	2	3	4	5	6	7	Very important
e.	What faith community members think I should do is ____ to me.	Very unimportant	1	2	3	4	5	6	7	Very important
f.	My friends' approval of my volunteer activity is ____ to me.	Very unimportant	1	2	3	4	5	6	7	Very important

### Measure of Perceived Behavioral Control (PBC): Direct Measures

#### Procedure

A set of items was created to reflect people's confidence that they are capable of developing their volunteer leadership, by assessing both self-efficacy and beliefs about controllability of this behavior. Self-efficacy is assessed by asking subjects to report how difficult it is to develop their volunteer leadership and how confident they are that they are/would be able to do so (Table 3.8). Controllability is assessed by asking respondents to report whether developing their volunteer leadership is up to them or whether factors beyond their control determine their behavior.

#### Scoring

The mean of the PBC item scores is calculated to give an overall subjective PBC score.

Table 3.8 Examples of Self-Efficacy and Controllability Measures of PBC

<u>Self-efficacy</u>										
1. I am confident that I could develop my volunteer leadership if I wanted to.										
Strongly disagree	1	2	3	4	5	6	7	Strongly agree		

Table Continued



Table Continued

Controllability

2. The decision to develop my leadership as a volunteer is beyond my control.								
Strongly disagree	1	2	3	4	5	6	7	Strongly agree
3. Whether or not I develop my leadership as a volunteer is entirely up to me.								
Strongly disagree	1	2	3	4	5	6	7	Strongly agree

**Measure of PBC: Indirect Measures**

**Procedure**

The elicitation study determined common PBC beliefs about leadership development among volunteers. The beliefs most often listed were converted into a set of statements reflecting the PBC beliefs that might facilitate or hinder the development of volunteer leadership. The top 75% of the reference groups or individuals most often listed were selected to represent PBC belief items.

Each of the control belief statements was converted into the form of a statement about whether that belief makes it more or less likely that the respondent will develop his/her volunteer leadership (control belief power, Table 3.9A), or whether it makes this behavior easier or more difficult to perform (control belief strength, Table 3.9B).

Table 3.9A Example of Perceived Behavioral Control Power Beliefs

a. If I work independently, rather than with a [affiliate name] team, developing my leadership is								
Very unlikely	1	2	3	4	5	6	7	Very likely
b. When I have fewer opportunities to volunteer, developing my leadership is								
Very unlikely	1	2	3	4	5	6	7	Very likely
c. If [affiliate name]'s commitment to my success is unreliable, developing my leadership is								
Very unlikely	1	2	3	4	5	6	7	Very likely

Table 3.9B Example of Incomplete Control Belief Strength Statements

d. [Affiliate name] volunteers lack opportunities to work collaboratively in teams.								
Very rarely	+3	+2	+1	0	-3	-2	-1	Very frequently

Table Continued

Table Continued

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e. There are insufficient opportunities to volunteer with [affiliate name].	Very rarely	+3	+2	+1	0	-3	-2	-1	Very frequently
f. [Affiliate name]’s staff and volunteers are inconsistent in their commitment to volunteers’ success.	Very rarely	+3	+2	+1	0	-3	-2	-1	Very frequently

---

The items pertaining to control belief strength were based upon elicitation study themes regarding factors or circumstances perceived to inhibit volunteers’ development of their leadership. Because elicitation study responses consistently identified shortcomings in supervisor and staff management practices and unsupportive work environments, it was important to address these negative aspects of the volunteer experience in the pilot instrument. The control belief strength items describing negative situations were worded as positive statements, for example: *Expectations are too vague for volunteers to perform their duties effectively*. To ease the process of completing the survey, all questionnaire items were designed with the negative response endpoint at the low end of the scale (i.e., 1) and the positive response endpoint at the high end of the scale (i.e., 7). For the control belief strength items, “Very rarely” represented the negative endpoint and “Very frequently” the positive endpoint of the response scales. However, the wording of the questions would have made a “Very rarely” response indicate a positive outcome. For example, responding “Very rarely” to the question: *There are insufficient opportunities to volunteer with [this organization]* would indicate the positive condition of frequently having sufficient opportunities to volunteer. Scoring of the pilot VLDQ would therefore necessitate reverse coding of all control belief strength items.

**Scoring**

For each control belief, the belief score on the Unlikely-Likely scale is multiplied by the score relating to the relevant item on the Rarely-Frequently scale. The resulting items are

products summed across all the beliefs to create an overall PBC score:

$$PBC = (a \times d) + (b \times e) + (c \times f).$$

Where PBC = total perceived behavioral control score: a, b and c are scores for the three control strength beliefs, and d, e and f are scores for control belief power relating to each belief.

Using this method, a *positive (+)* score means that, overall, the participant *feels in control of* developing leadership as a volunteer; a *negative (-)* score means that, overall, the participant *does not feel in control of* developing leadership as a volunteer.

Example: Imagine that the participant has responded by circling the numbers indicated in ***bolded italics*** in Table 3.9C.

Table 3.9C Example of Perceived Behavioral Control Belief Scoring Procedure

From Table 3.9A: Examples of perceived behavioral control power beliefs										
a.	If I work independently, rather than with a team, developing my leadership is	Very unlikely	1	2	3	4	<b>5</b>	6	7	Very likely
b.	When I have fewer opportunities to volunteer, developing my leadership is	Very unlikely	1	2	3	<b>4</b>	5	6	7	Very likely
c.	If [affiliate name]'s commitment to my success is unreliable, developing my leadership is	Very Unlikely	1	<b>2</b>	3	4	5	6	7	Very likely
From Table 3.9B: Examples of control belief strength statements										
d.	[Affiliate name] volunteers lack opportunities to work collaboratively in teams.	Very rarely	<b>+3</b>	+2	+1	0	-1	-2	-3	Very frequently
e.	There are insufficient opportunities to volunteer with [affiliate name].	Very rarely	+3	<b>+2</b>	+1	0	-1	-2	-3	Very frequently
f.	[Affiliate name]'s staff and volunteers are inconsistent in their commitment to volunteers' success.	Very rarely	+3	+2	<b>+1</b>	0	-1	-2	-3	Very frequently

The total perceived behavioral control score would be calculated as:

$$\begin{aligned} \text{PBC} &= (5 \times 3) + (3 \times 2) + (4 \times 1) \\ &= (15) + (6) + (4) \\ &= 25 \end{aligned}$$

The possible range of total scores is -63 to +63. Therefore, the PBC score of the participant reflects a moderate level of control, i.e. developing volunteer leadership is somewhat easy.

### **Pilot Study Sampling**

A pilot study of the VLDQ among HON volunteers was conducted in two phases. After experiencing and reflecting upon the extremely cumbersome process of sampling via individual Action Centers for the elicitation study, the researcher and her collaborators at HON agreed to use convenience sampling for the pilot study in the interest of saving time and accessing larger numbers of volunteers in a more streamlined process. In the pilot study's first phase, HON's IT staff identified in its data base those volunteers who, when they registered electronically (between 2009-2011) as HandsOn volunteers, had checked a box on HON's website that gave HON permission to communicate with them directly (as opposed to communicating with volunteers only through their local affiliates). Because the resulting list of volunteers also included the names of the local affiliates with which they were registered, the researcher was able to eliminate from the list all individuals registered with the six affiliates that had taken part in the elicitation study. HON's director of evaluations and performance measurement then created an electronic yes/no mini-survey with cover letter (Appendix 3A) designed to obtain permission from the remaining volunteers on the list to include them in a pilot study of a new survey instrument. The cover letter and mini-survey were distributed by the evaluations director through the Zoomerang™ electronic research service to 4,516 HON volunteers nationwide. Over the nine-day period in which responses were collected, 188 individuals (4%) agreed to be

included in the pilot study. Because random sampling was impractical and inappropriate among such a small number of participants, the researcher, within less than one week of obtaining their permissions, sent the pilot VLDQ instrument to all 188 individuals. The pilot instrument was accompanied by an email cover letter (Appendix 3B) introducing the survey and jointly signed by the researcher and HON's director of evaluations and performance measurement.

A follow-up email (Appendix 3C) was sent one week after initial release of the survey to thank participants for responding, and to encourage those who had not yet responded to please do so (Dillman, 2000). The survey was accessible for two weeks. In this first phase of the pilot study 82 responses were received (2%), of which 58 included answers to every question in the pilot instrument. The small number of respondents in Phase 1 made it necessary to conduct a second phase of the pilot study. The Action Centers that had been represented by Phase 1 participants (that is, those individuals who gave their permission to receive the survey, whether or not they completed it) were eliminated from further sampling.

The very meager response to the open invitation issued to 4,516 HON volunteers in Phase 1 convinced the research team to return in Phase 2 to the elicitation study procedure of soliciting individual Action Centers to provide their lists of currently registered volunteers for sampling. Phase 2 of the pilot study was initiated three months after Phase 1. Phase 2 commenced after HON's U.S. affiliates had completed their 2012 annual reports, which once again included the question, "Are you interested in partnering with HandsOn Network in research projects to learn more about volunteers' overall civic engagement, volunteering behaviors and community impact?" HON's research and evaluation team assembled a list of the 29 affiliates that had answered "yes" to this question, excluding all affiliates that had already been sampled in the elicitation study and in Phase 1 of the pilot study. Using an outline of

speaking points (Appendix 4A) and FAQ's (Appendix 4B) provided by the researcher, HON's research and evaluation team reached out to these 29 affiliates by telephone and email in a concerted effort to enroll as many of them as possible into the second phase of the pilot study. When affiliate representatives had questions that the call team could not answer, the questions and contact information were forwarded to the researcher, who then followed up individually with each Action Center official. While no incentives were offered to individual survey participants, the affiliates that agreed to provide their volunteer lists were entered into a drawing for three free registrations (total value = \$1650) in the 2012 National Conference on Volunteering and Service.

Out of the 29 affiliates that were eligible to enroll in the pilot study, six agreed to participate. The directors of the six affiliates gave permission as well to use their logos in cover emails to their volunteers. After receiving agreements to participate from these affiliates, HON's Manager of Project and Program Training Development sent the directors a letter requesting the volunteer lists and agency logos from each affiliate, and outlining next steps (Appendix 4C). These six affiliates represented the West Coast, Pacific Northwest, Midwest, South, and Southeastern regions of the United States, and their lists of currently registered volunteers aged 18 and over cumulatively totaled 20,718 individuals.

Six identical versions of the pilot instrument were distributed using cover letter emails containing the survey links. The cover letter template was written and designed to maximize perceived rewards and minimize perceived costs of responding to the survey (Dillman, Smyth & Christian, 2009). The cover letter emails (sample, Appendix 5A) headed by the affiliates' logos, acknowledged recipients for their contributions to their communities, introduced and explained the purpose of the survey, and were jointly signed by the respective affiliate directors (first) and

the researcher (second). The affiliate directors' email addresses were listed in the "Reply-to" box of the cover emails. Surveys were open for two weeks, and participants had the option of completing and saving partial responses, then returning to finish their responses at a later time within the two-week period.

Several participants among the various HON affiliates did have questions or comments in response to the invitation emails. If participants used the "Reply-to" function to send these comments, their emails went to their respective affiliate directors. In the event that their questions or comments pertained directly to the research instrument or the response process, the directors forwarded those emails to the researcher, who responded directly to each participant within 24 hours.

Follow-up emails (sample, Appendix 5B) were sent one week after initial release of the survey to thank participants for responding, and to encourage those who had not yet responded to please do so (Dillman, 2000). Both the opening invitation email and the halfway reminder email were distributed on Monday mornings. A final reminder email invitation (sample, Appendix 5C) with the survey link embedded was sent on the second Friday of the two-week period. In addition, over the two-week survey period the researcher provided participating affiliate directors with four sets of text for Facebook and Twitter posts (Appendix 5D), the use of which was optional. One affiliate director also announced the survey and posted the survey link in a monthly online volunteer newsletter (Appendix 5E). A total of 655 people responded to the survey (14%), of whom 411 responded to every question.

Groves, Dillman, Eltinge, & Little (2002) recommend that nonrespondents and late respondents be compared to initial respondents to account for nonresponse bias, and to ascertain whether or not one's sample is generalizable to the target population. Because the number of

respondents in the two phases of the pilot study represented less than 1% of the target population, it was both likely that bias was present in the respondent body, and clear that the pilot study results would not be generalizable to the target population. The researcher therefore determined that sampling nonrespondents would not contribute sufficient results to make the effort worthwhile.

### **Pilot Study Data Analysis**

All statistical tests were conducted using SPSS (SPSS Inc., Chicago, IL). Demographic item responses from Phase 1 and Phase 2 participants were examined using independent samples t-tests and chi-square tests to determine whether the two groups were similar enough to consider as one sample group. Cramer's *V* was used to indicate effect size for chi-square tests.

Because the purpose of this study was to create a new survey instrument, rather than to determine respondents' intentions to develop their leadership, data analysis methodologies were chosen based upon their efficacy in determining the instrument's internal validity and reliability. Administration of the 65-question VLDQ to 665 respondents yielded a response frequency ranging from 496 (Q65) to 665 (Q1). Hair et al. (1998) suggest a minimum of five times the number of observations as variables to be analyzed to qualify for factor analysis. In this case, at the minimum number of 496 responses the ratio was 7.6 responses per survey item; therefore factor analysis was deemed an appropriate analytic method.

The proven track record, thoroughness, and clarity of the TPB as a theoretical framework for the VLDQ's creation provided substantive material from which to forecast how the survey items might sort themselves in a data analysis. Nevertheless, as the first known attempt at capturing an assessment of volunteers' intentions to develop their leadership, the VLDQ required that exploratory (nonconfirmatory) factor analysis be conducted to reduce the data and identify



the instrument's latent dimensions. Within this exploratory framework, it was appropriate to consider all variance among the factors (as opposed to only the shared variance) (Hair et al., 1998). The appropriate analytic methods were chosen to reduce the data to the smallest number of components. Because components are weighted sums and therefore represent reorganized information from original items (DeVellis, 2003), and having in mind the objective of identifying "the minimum number of factors to account for the variance represented in the original set of variables" (Hair et al., 1998, p. 102), principal components analysis was the method chosen. The TPB led the researcher to expect some distinctions among factors to be based upon the constructs and sub-constructs represented by the survey items in each of the belief domains. Orthogonal rotation using Varimax was employed to maximize simplification of the columns in the factor matrix, thereby yielding the clearest possible separation of factors according to the underlying theoretical constructs.

Inherent in the factor analysis process were three tasks: extraction of the best-fitting number of factors to match the items under consideration, statistical manipulation of the factors (i.e., rotation) to make them more easily interpretable, and making the final decision as to the number of underlying factors (Green, Salkind & Akey, 2000). Conclusive identification of the factors underlying the VLDQ required several repetitions of this process, during which confounding issues were successively noted, identified, and removed from further analysis.

Principal components analysis allowed examination of patterns or relationships underlying the large numbers of variables in the pilot instrument (Tabachnick & Fidell, 2001). Pearson coefficients were calculated to determine inter-item correlations, and calculation of Cronbach's alpha provided reliability estimates for the generalized intention and other direct measures within each belief domain. The results of these analyses were compared with means,

standard deviations, and ranges of scores for each of the VLDQ items. These procedures were conducted and results compared in order to determine how VLDQ items reflected the constructs under consideration.

### **Summary**

The purpose of this study was to identify the most salient factors of volunteer leadership development intentionality among volunteers in the HandsOn Network, and to develop and administer the Volunteer Leadership Development Questionnaire (VLDQ) as a tool to identify the motivations of volunteers to express and develop their leadership. The Theory of Planned Behavior (TPB) was used to measure the degree to which volunteers' intentions to develop leadership was influenced by their attitudes toward leadership development, subjective norms of leadership development, perceived behavioral control of leadership development and selected demographic characteristics.

An elicitation study was administered to 720 randomly selected volunteers from HON affiliates selected from across the country by region. Content analysis and data auditing of the responses to the elicitation study generated themes to provide the content framework for the VLDQ.

Design and scoring of the VLDQ was based upon directions provided by the developer of the TPB, and by a TPB questionnaire development instruction manual created by previous researchers of the TPB. Items comprising the VLDQ were designed to measure intentions to develop leadership, attitudes toward developing leadership, sources of social pressure toward developing leadership, and strength of perceived behavioral control with regard to developing leadership. Use of both direct and indirect measures was expected to result in positively correlated items.

The VLDQ was administered in a two-phase pilot study to volunteers from different HON affiliates than were sampled in the elicitation study. Detailed comparisons of the demographic characteristics of the two pilot study groups showed no significant differences between them; therefore, the two groups were combined for purposes of further analysis. Pilot study data were analyzed using principal component analyses, inter-item correlations, communalities, and reliability estimates.

## CHAPTER 4: RESULTS

The purpose of this study was to identify the most salient factors of volunteer leadership development intentionality, and to develop and administer the Volunteer Leadership Development Questionnaire (VLDQ) as a tool to identify the motivations of HandsOn Network volunteers to express and develop their leadership. Based upon Icek Ajzen's Theory of Planned Behavior (TPB) (Ajzen, 1991), the instrument was designed to measure the degree to which volunteers' intentions to develop leadership are influenced by their attitudes toward leadership development, subjective norms of leadership development, perceived behavioral control of leadership development and selected demographic characteristics. It was the researcher's intention to produce a quantitative tool that would both identify the salient factors influencing the intention to develop leadership among HON volunteers, and would demonstrate validity and reliability in assessing that intention.

Because the behavior under investigation in this study was specific to a particular population and time in history, formative research was required to produce an instrument suited to that behavior and population (Ajzen, 2010b). The first step in assembling the VLDQ was to conduct a preliminary elicitation study within the target population. Elicitation study data was analyzed according to a procedure prescribed by Ajzen (2006), resulting in the identification of content that was then used to create the framework of questions comprising the VLDQ. The VLDQ was administered in a two-phased pilot study to the accessible population and the data was analyzed using principal components analysis, inter-item correlations and other measures of internal reliability.

The elicitation study provided guidance to generate a tool that may distinguish the relative importance of the factors that affect volunteer leaders in a broad range of nonprofit

settings. Use of an elicitation study in the TPB framework ensured that items comprising the subsequent instrument would be based upon and fully represent input from the target population. The TPB also allowed a finer distinction of motivational factors as being elements of attitudes vs. subjective norms vs. perceived behavioral control. The results of this study may provide new insights into volunteer motivation and behavior, and offer fresh possibilities for the design and delivery of programs to support nonprofit organizations in their commitment to the volunteer workforce.

Results of the elicitation study will be described first, beginning with the demographic characteristics of the sample population. Themes extracted from the elicitation study responses will be described, with accompanying definitions and sample quotes from elicitation study responses. The pilot study sample population will be described, including demographic characteristics of Phase 1 and Phase 2 sample groups, and justification for considering these as one combined pilot study sample population, described next. Finally, results of pilot study analyses will be discussed, including the educement of explanatory factors, presentation of inter-item correlations, and consideration of means and standard deviations.

### **Demographic Profile of Elicitation Study Participants**

Only a subset of the 104 people who replied “yes” to the informed consent to participate in the elicitation study actually responded to each of the demographic questions. Of 101 people who responded to the question about gender, 15.8% were male ( $n = 16$ ) and 84.2% were female ( $n = 85$ ). Ages of participants ranged from 19 to 73 years, with more than 50% of participants in the 19-33 year age bracket ( $n = 29$ ). The mean age for elicitation study participants was 35 years. A total of 76.3% of respondents were Caucasian ( $n = 45$ ), while 13.6% were Black or African American ( $n = 8$ ), 3.4% were Hispanic or Latino ( $n = 2$ ), 1.7% were Asian ( $n = 1$ ), and 5.0%

declined to respond or listed their race/ethnicity as “other” ( $n = 3$ ). More than sixty-five percent of respondents stated their highest level of education as having a 4-year degree or higher ( $n = 38$ ), including 12.1% with Master’s degrees ( $n = 7$ ), 3.4% with PhDs or other advanced degrees ( $n = 2$ ), and 5.2% in the “other” category ( $n = 3$ ). Nineteen percent of respondents listed a high school diploma or GED as their highest education level ( $n = 11$ ), and 10.3% listed this as being a 2-year college (Associate’s) degree ( $n = 6$ ).

The question regarding combined household income brought a wide range of responses. The largest group, representing 23.5% of respondents, reported their annual income as being under \$20,000 ( $n = 12$ ). Of participants, 5.9% reported their annual income as being in the \$20,000-\$29,000 range ( $n = 3$ ), 17.6% in the \$30,000-\$39,000 range ( $n = 9$ ), 13.7% in the \$40,000-\$49,000 range ( $n = 7$ ), 5.9% in the \$50,000-\$59,000 range ( $n = 3$ ), 2.0% in the \$60,000-\$69,000 range ( $n = 1$ ), 7.8% in the \$70,000-\$79,000 range ( $n = 4$ ), 5.9% in the \$80,000-\$89,000 range ( $n = 3$ ), and 3.9% each in the \$90,000-\$99,000 and the \$100,000-\$109,999 ranges ( $n = 2$ ). Two percent of respondents each reported their annual income in the \$110,000-\$119,000 and the \$130,000-\$139,000 ranges ( $n = 1$ ), and 5.9% reported their annual income in the \$150,000+ range ( $n = 3$ ). The mean income level for the 51 respondents to this question was \$43,333.

In reply to the question regarding frequency of religious service attendance, 26.8% reported never attending such services ( $n = 15$ ), 28.6% reported attending religious services less than once per month ( $n = 16$ ), 7.1% reported attending once per month ( $n = 4$ ), 12.5% two to three times per month ( $n = 7$ ), 19.6% once per week ( $n = 11$ ), and 5.4% reported attending religious services two to three times per week ( $n = 3$ ). In total, 55.4% of respondents reported attending religious services never or rarely ( $n = 31$ ), and 44.6% reported attending religious

services once per month or more ( $n = 25$ ). The cumulative results of the demographic portion of the study can be seen in Table 4.1.

Table 4.1 Demographic Characteristics of Elicitation Study Respondents

<b>Characteristic</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	16	15.8
Female	<u>85</u>	<u>84.2</u>
<b>Total</b>	<b>101</b>	<b>100.0</b>
<b>Age</b>		
19-23	29	30.5
24-33	25	26.3
34-43	12	12.6
44-53	20	21.1
54-63	5	5.3
64-73	<u>4</u>	<u>4.2</u>
<b>Total</b>	<b>95</b>	<b>100.0</b>
<b>Race/Ethnicity</b>		
Asian	1	1.7
Black or African American	8	13.6
Hispanic or Latino	2	3.4
White	45	76.3
Other / Prefer not to respond	<u>3</u>	<u>5.0</u>
<b>Total</b>	<b>59</b>	<b>100.0</b>
<b>Highest Level of Education</b>		
High school diploma or GED	11	19.0
2-year college degree (Associate's)	6	10.3
4-year college degree (Bachelor's)	29	50.0
Master's degree	7	12.1
PhD or other advanced or professional degree	2	3.4
Other	<u>3</u>	<u>5.2</u>
<b>Total</b>	<b>58</b>	<b>100.0</b>
<b>Combined Household Income</b>		
under \$20,000	12	23.5
20,000-29,000	3	5.9
30,000-39,000	9	17.6
40,000-49,000	7	13.7
50,000-59,000	3	5.9
60,000-69,000	1	2.0

Table Continued

Table Continued

Characteristic	Frequency	Percent
70,000-79,000	4	7.8
80,000-89,000	3	5.9
90,000-99,000	2	3.9
100,000-109,000	2	3.9
110,000-119,000	1	2.0
130,000-139,000	1	2.0
150,000+	<u>3</u>	<u>5.9</u>
<b>Total</b>	<b>51</b>	<b>100.0</b>
<b>Religious Service Attendance</b>		
Never	15	26.8
Less than once per month	16	28.6
Once per month	4	7.1
2-3 times per month	7	12.5
Once per week	11	19.6
2-3 times per week	<u>3</u>	<u>5.4</u>
<b>Total</b>	<b>56</b>	<b>100.0</b>

With the aim of establishing some basic parameters of volunteer service performed by survey respondents, questions were posed regarding the date of last volunteer activity, frequency of volunteer activity, and whether or not respondents had participated in any of the tasks identified by the researcher and her collaborators to be indicative of intentions to develop leadership (Table 3.1). At the time the elicitation study was conducted (April-May of 2011), 82.1% of the respondents reported their most recent volunteer activity as having been within the previous 12 months ( $n = 64$ ), with 70.5% reporting their most recent activity as having been within the previous six months ( $n = 55$ ), and 62.8% having most recently performed volunteer service since the beginning of 2011 ( $n = 49$ ). A total of 19.2% of respondents reported not having volunteered since 2010 ( $n = 15$ ), and 5.2% reported not having volunteered since 2009 ( $n = 4$ ). A further 12.8% of respondents reported either that they were unsure of their last volunteer service date, or that they had never volunteered with the HandsOn affiliate through which they were contacted ( $n = 10$ ).



Frequency of volunteer service was reported by 11.2% of respondents as being once per week ( $n = 11$ ). A further 5.1% of subjects reported volunteer activity as being 2-3 times per month ( $n = 5$ ), and 9.2% reported volunteering once per month ( $n = 9$ ). Additionally, 12.2% of respondents reported serving once per two to five months ( $n = 12$ ), 7.1% reported serving once per six to eight months ( $n = 7$ ), and 32.7% reported serving once per nine to twelve months ( $n = 32$ ). Finally, 22.5% of subjects reported never having volunteered for the HandsOn agency through which they had been contacted ( $n = 22$ ).

When presented with the list of volunteer tasks performed, respondents were invited to check as many options as applied to them. One hundred sixty-two responses were gathered, of which the largest proportion (24.7%) was *Exhibiting self-motivated action in community service outside of organized volunteer projects*. *Leading volunteers in a task* ranked second with 13.0% of responses, and *Requesting financial contributions* ranked third, with 10.5% of responses. *Leading volunteer projects* was next with 9.3% of responses, then *Recruiting people to become volunteer leaders* with 8.6%, followed by *Registering for a volunteer leader training* with 7.4%. *Sharing best practices with volunteer leaders* and *Attending a volunteer leader training together* ranked seventh, both choices with 6.8% of responses. *Being a mentor of volunteer leaders* was next with 4.9% of responses, then *Researching local social problems* with 4.3%. *Leading a volunteer leader training* received the fewest responses, 3.7%. Elicitation study responses to volunteer behavior questions are shown in Table 4.2.

### **Themes Extracted and Questions Developed from Elicitation Study Responses**

A complete list of the top 75% of themes identified in each belief domain, along with definitions of each theme and illustrative sample responses, is presented in Appendix 6.

Table 4.2 Volunteer Behaviors of Elicitation Study Respondents

<b>Behavior</b>	<b>Frequency</b>	<b>Percent</b>
<b>Date of Most Recent Volunteer Service</b>		
2011	49	62.8
2010	15	19.2
2009	4	5.2
Unsure or Never	<u>10</u>	<u>12.8</u>
<b>Total</b>	<b>78</b>	<b>100.0</b>
<b>Frequency of Volunteer Service</b>		
Once per week	11	11.2
2-3 times per month	5	5.1
Once per month	9	9.2
Once per 2-5 months	12	12.2
Once per 6-8 months	7	7.1
Once per 9-12 months	32	32.7
Never	<u>22</u>	<u>22.5</u>
<b>Total</b>	<b>98</b>	<b>100.0</b>
<b>Performance of Tasks Indicating Intention to Develop Leadership</b>		
Leading volunteers in a task	21	13.0
Leading volunteer projects	15	9.3
Registering for a volunteer leader training	12	7.4
Attending a volunteer leader training	11	6.8
Leading a volunteer leader training	6	3.7
Sharing best practices with volunteer leaders	11	6.8
Recruiting people to become volunteer leaders	14	8.6
Being a mentor of volunteer leaders	8	4.9
Researching local social problems	7	4.3
Requesting financial contributions	17	10.5
Exhibiting self-motivated action in community service, outside of organized volunteer projects	<u>40</u>	<u>24.7</u>
<b>Total</b>	<b>162</b>	<b>100.0</b>

### **Behavioral Beliefs**

It is a premise of the TPB that attitudes are based upon beliefs regarding behavior. A person's attitude is made up of overall assessments of performing the behavior and of the behavior's potential positive or negative consequences. Perceptions of both likelihood and of the effects of possible consequences lead to behavioral beliefs that result in a positive or negative attitude regarding that behavior. This elicitation study asked participants to state their beliefs

regarding perceived advantages and disadvantages associated with the behavior of developing their leadership as volunteers. Table 4.3 shows the top 75% of response themes ranked in order by frequency of mentions.

Table 4.3 Rank Order of Top 75% of Elicited Behavioral Belief Themes

<b>Behavioral Belief Themes</b>	<b>Rank Order</b>
Serve and help others	1 (17.39%)
Building relationships	2 (15.65%)
New knowledge / skills	3 (13.04%)
Self development	4 (12.17%)
Better community	5 (10.43%)
Management conflicts	6 (9.56%)
Role model	7 (7.82%)
Welcoming diversity	8 (6.95%)
Teamwork	8 (6.95%)

**Serve and help others.** The opportunity to serve and help others was the theme most frequently mentioned as an advantage of leadership development, expressed as a behavioral belief in 17.39% of responses. Someone who wants to serve and help others desires to affect positive change regarding local issues, and to facilitate making the same opportunity available to other people. Because the nature of HON’s work is to serve as a clearinghouse and a facilitator of partnerships, people who find volunteer opportunities through HON may serve in a wide variety of nonprofit settings in a given community. Respondents felt that developing their leadership would enhance their ability to serve others through their volunteer efforts. As stated by one participant, *“Developing my leadership allows me to find and fulfill a need in the community I have chosen to live in. I also am able to give back to the community by assisting in developing leadership qualities in others by assisting in their education.”*

**Building relationships.** Subjects cited the opportunity to expand and solidify their social networks as a behavioral belief in 15.65% of responses. Responses included comments such as,

*“I get to meet people that I otherwise wouldn't know. They share the same interest as me and I develop some of the best relationships with these people.”* One HON affiliate that collected data on the methods by which volunteers learned about the agency found that 25% of volunteers came to the Action Center through word-of-mouth, or by the invitation of a friend or co-worker (A. Lamb, personal communication, July 14, 2009), a finding that substantiates the connection between volunteer participation and the importance of social networks.

**New knowledge/skills.** Of stated behavioral beliefs 13.04% fell within the theme of obtaining new knowledge and/or skills as an advantage of volunteer leadership development. Developing one's leadership is perceived by subjects as a way to obtain new information, new competencies, and new levels of understanding. One respondent wrote, *“One of the advantages of developing my leadership is that I can use what I learned while helping others in other aspects of my life. Another advantage is that I practice taking the initiative, which is a valuable skill.”*

**Self-development.** Responses made it clear that, for 12.17% of respondents, the process of developing one's volunteer leadership expands self-awareness, increases self-confidence, enhances the ability to appreciate others' points of view, and increases responsibility for one's actions. Subjects mentioned empowerment, motivation, maturity, accountability, independence, challenge and self-efficacy in the context of self-development; for example: *“The advantages of developing one's leadership is it makes you a more aware person and accountable for your (own) as well as the actions of others. It makes you a more well rounded person with the experiences that are gained.”*

**Better community.** Study participants sensed that the benefits of personal leadership development reach far beyond the individual, and 10.43% of them specifically cited a heightened capacity to affect change for the better in their communities. Statements like, *“By further*

*developing leadership skills, we can support our great city*” demonstrated subjects’ awareness of the broader impacts of self-development.

**Management conflicts.** Responses from 9.56% of participants indicated that development of leadership is thwarted when nonprofit organizations are not equipped to appropriately manage and support volunteer leaders. Specific factors mentioned as contributing to management conflicts included poor planning of projects and events, disorganization at project sites, ethical conflicts, the perception that staff felt threatened by volunteers, insufficient opportunities to take on leadership roles or to try new ways of working, and volunteers feeling condescended to by staff or by more senior volunteers. One subject said, *“I can see that development of leadership could potentially foster some insecurity and jealousy with an organization’s management if not tempered with diplomacy and discretion,”* while others stated, *“(Volunteer) Leaders can be bossy and not unite the group,”* and, *“I felt like I was condescended to as a volunteer (and) not allowed to explore my own creativity in helping the community.”*

**Role model.** In statements such as, *“It helps to bring more people to volunteer when I can show how gratifying serving my community is, which in turn helps develop leadership,”* 7.82% of subjects expressed a strong awareness of and commitment to their responsibility as role models. Responses of these volunteers evidenced their attention to providing a positive example for others, particularly children and other volunteers.

**Welcoming diversity.** Several respondents mentioned the opportunity to interact with people from different cultural settings as an advantage of developing leadership. One subject said, *“The advantages of developing leadership when I volunteer are diverse with me learning to communicate and operate with individuals of different races as well as cultural and ethnic*

*backgrounds.*” Nearly 7% of subjects indicated their awareness and appreciation of developing their leadership as an opportunity to work with diverse volunteer and client populations.

**Teamwork.** “*I believe,*” wrote one person, “*that only by working with others, even though it may not be something that is easy for you, is the only way to truly develop leadership.*”

Statements like this one demonstrated appreciation of the ability and commitment to work collaboratively with others as a vehicle for developing their leadership. This sentiment was expressed by 6.95% of respondents.

Pilot study questions were crafted to reflect the identified behavioral belief themes. Each theme was represented in the pilot instrument by a pair of behavioral belief questions: one question to capture the belief about each behavior, and one question to evaluate the outcome of the behavior. For example, the belief statement for the theme *Serve and help others* was: *If I develop my leadership as a [organization] volunteer, I will enhance my ability to serve others,* with a response scale from 1 (Very Unlikely) to 7 (Very Likely). The item paired with this question was the outcome evaluation: *Being able to better serve others is...*, with a response scale from 1 (Very Undesirable) to 7 (Very Desirable). The nine elicitation study themes in this domain generated creation of 18 behavioral belief items.

### **Normative Beliefs**

Every individual is subject to the influence of other people’s opinions, particularly the opinions of people who are significant. Subjective norms are comprised of beliefs about how others, who might be important to the subject in some way, would want them to behave, along with the person’s negative or positive judgments about those beliefs. The current study asked participants to identify the people in their lives who would approve or disapprove of developing their leadership as volunteers. Responses were coded into themes, which were then rank-ordered

by frequency. The top 75% of individuals or groups so identified is shown in Table 4.4. In this case, all responses in the top 75% of rank-ordered themes pertained to people who would approve of volunteers' leadership development.

**Approval by groups or individuals.** The largest category of approving referents, cited by 27.14% of subjects, was that of employers/supervisors/bosses. Family was the second ranked category (18.57%), followed by fellow volunteers (12.86%), friends (10.00%), and pastors and/or faith community members (8.57%). Subjects cited volunteer agencies other than HON Action Centers among those they thought would approve of their leadership development (8.57%), as well as members of the community at large (7.14%) and staff members of the organization(s) for which they currently or might in the future offer their volunteer services (7.14%).

Table 4.4 Rank Order of Top 75% of Elicited Normative Belief Themes

<b>Normative Belief Themes</b>	<b>Rank Order</b>
Employers	1 (27.14%)
Family	2 (18.57%)
Other volunteers	3 (12.86%)
Friends	4 (10.00%)
Church/pastor	5 (8.57%)
Other volunteer agencies	5 (8.57%)
Community members	6 (7.14%)
Volunteer agency staff	6 (7.14%)

Pilot study questions were crafted to reflect the elicited normative belief themes. Each theme was represented in the pilot instrument by a pair of normative belief questions: one question to capture the belief about each behavior, and one question to evaluate the respondent's motivation to comply with the identified sources of social pressure. For example, the belief statement for the theme *Employers* was: *Employers think that developing my leadership as a [organization] volunteer is...*, with a response scale from 1 (Very Undesirable) to 7 (Very

Desirable). The item paired with this question was the motivation to comply statement: *Employers' approval of what I do is...* with a response scale from 1 (Very Unimportant) to 7 (Very Important). The eight elicitation study themes in this domain generated creation of 16 normative belief items.

### Control Beliefs

Control beliefs address the ability of situational or internal factors to facilitate or inhibit one's performance of a behavior. The extent to which an individual feels able to carry out the behavior depends upon how much control one has over the behavior, and the confidence in one's ability to perform the behavior. This elicitation study asked participants to identify factors that assist or impede their ability to develop their leadership as volunteers. The top 75% of coded and rank-ordered control belief themes are listed in Table 4.5.

Table 4.5 Rank Order of Top 75% of Elicited Control Belief Themes

Control Belief Themes	Rank order
Opportunities to lead	1 (17.20%)
Lack of alignment, coordination or willingness	1 (17.20%)
Supportive & congenial environment and colleagues	2 (15.05%)
Clear expectations	3 (12.90%)
Autonomy	4 (9.68%)
Training/leadership skill growth	5 (7.52%)
Opportunities to volunteer	5 (7.52%)
Teamwork	5 (7.52%)
Lack of resources	6 (5.38%)

**Opportunities to lead.** The data indicated that volunteers who are regularly given chances to take risks, oversee projects, make decisions, give input, generate solutions and supervise others were better able to develop their leadership. Many respondents (17.20%) cited the lack of such opportunities as a source of frustration. For example, one respondent felt



inhibited from leadership development by, *“No clear opportunities to volunteer for leadership positions--one-size-fits-all volunteering.”*

**Lack of alignment, coordination, or willingness.** An equal number of participants (17.20%) noted that leadership development may be thwarted when agency staff and/or volunteers are mismanaged, poorly organized, or lacking commitment. Participants provided evidence of this in their responses, with examples including, *“If everyone around you isn’t there to listen, but to do things their own way,” “Not having enough work for everyone, not having enough resources to do the work, negative people that put others down,” “If every task or job is assigned without any input from me,”* and *“If the people were difficult to work with, unfriendly, or lazy and not enthusiastic.”*

**Supportive environment.** Another 15.05% of respondents cited the presence of a supportive environment and congenial colleagues as a factor contributing to volunteers’ capacity for leadership development. Such an environment is characterized by friendly and encouraging volunteer agency staff, efficient and effective communication among volunteers and staff, and an organizational commitment to volunteer empowerment. One respondent stated, *“The factors that encourage development of leadership are present in my current volunteer position; respect, good listening skills, trust, and availability to respond to questions when they arise.”*

**Clear expectations.** Volunteer duties, processes and accountabilities need to be well defined, according to 12.05% of subjects. Examples of responses supporting this interpretation include, *“Being given a concrete task, position, or job description so that I know what my duties are and the bounds of my responsibility,” “Well defined projects with a definite scope and time limit are best,”* and, *“When someone knows what they are supposed to do, then they are trusted*

*to do the job without interference, confidence develops. When someone is confident in the job they do, they are confident training another to do it. That is the beginning of leadership.”*

**Autonomy.** Nearly 10% of these volunteers indicated that development of leadership requires being allowed to practice leadership skills, make mistakes, and learn from the leadership experience without being micromanaged. Respondents expressed feeling inhibited from practicing leadership with statements like, *“The environment was very overbearing. I felt like I was not being treated as a capable adult and I feel that stifled my ability to thrive and truly enjoy the experience,”* and, *“Management that does not trust me to do my job. Management that micromanages. Management that does not foster open communication, and exchange of ideas.”*

**Training/leadership skill development.** Volunteers were better able to develop their leadership when provided with guidance and instruction on how to do so, as observed by 7.52% of subjects. Respondents cited training and mentoring opportunities, direct contact with trained volunteer leaders, and access to a variety of volunteer tasks and responsibilities. One respondent stated, *“...training and seminars to enhance leadership skills,”* while another specified, *“Skill development in areas where I normally don’t work on a daily basis.”*

**Opportunities to volunteer.** An equal number of participants (7.52%) stated that leadership development may be more likely in organizations that offer individuals numerous occasions for volunteer service. For example, one person stated quite succinctly, *“To develop my leadership I should volunteer more often.”*

**Teamwork.** Additionally, 7.52% of respondents recognized that volunteers were better able to develop their leadership when working cooperatively in a group, as illustrated by the comment, *“For me, I like to take charge on my own . . . However, leadership is mostly about*

*being in a team. In this case, being placed as a leader or part of a team is the best way to develop leadership skills.”*

**Lack of Resources.** It was evident from observations by 5.38% of participants that volunteers require information, time, training, recognition, oversight, materials and supplies, and all the other resources necessary to accomplish their goals and develop their leadership. For example, a volunteer responding to the questionnaire wrote, *“Not having sufficient information regarding projects and the needs of the projects is challenging at times.”*

Pilot study questions were crafted to reflect the identified control belief themes. Each theme was represented in the pilot instrument by a pair of control belief questions designed to reflect both the belief strength and belief power aspects of self-efficacy. Such a combination of items should assess the power of these combined factors to influence the behavior of volunteer leadership development. One question was created to capture the strength of belief about each behavior, and one question to evaluate the respondent’s sense of power, or the likelihood of carrying out the behavior. For example, the belief strength statement for the theme *Opportunities to lead* was: *[Organization] volunteers lack opportunities to oversee projects*, with a response scale from 1 (Very Rarely) to 7 (Very Frequently). The item paired with this question was the belief power statement: *When I am prevented from overseeing [organization] volunteer projects, developing my leadership is...* with a response scale from 1 (Very Unlikely) to 7 (Very Likely). The nine elicitation study themes in this domain generated creation of 18 control belief items.

### **Pilot Survey Administration**

Once the themes listed above had been converted into questions to provide indirect measures of behavioral, normative and control beliefs, the questions were assembled, along with direct measures in each belief domain, measures of generalized intention, and demographic

items, into a pilot survey instrument, the Volunteer Leadership Development Questionnaire (VLDQ). The VLDQ was administered in two phases to volunteers of HandsOn Network agencies that had not been sampled in the elicitation study.

Convenience sampling was used in Phase 1 to access 4,516 individuals who had given their permission to be contacted directly by HON. Because only 82 responses were received from this initial sample (Sample 1), the pilot instrument was administered six months later, in Phase 2, to a second group of HON volunteers who were invited to participate through six Action Centers that had expressly agreed to have their volunteers included in the study (Sample 2). The second sample group totaled 20,714 individuals. The two sample groups received identical survey instruments, including identical demographic questions. Demographic item responses from Phase 1 and Phase 2 participants were examined to determine whether the two groups were similar enough to consider as one sample group.

### **Demographic Characteristics and Comparisons of Pilot Study Samples**

Statistical tests were performed to detect possible differences in demographic characteristics between the two sample groups. Alpha levels of  $p < .05$  were used to establish statistical significance. Independent samples *t*-tests were employed to compare ordinal characteristics between samples. The Pearson chi-square was determined to be appropriate for comparing nominal characteristics since these were categorical variables that included frequency data. Furthermore, the large sample provided an available sample size per cell greater than five, thus meeting the assumptions for utilizing chi-square tests. Effect sizes of Pearson chi-square tests of independence were calculated using Cramer's *V* (Green, Salkind & Akey, 2000; Kotrlik, Williams & Jabor, 2011).

The Phase 1 sample group was 81.7% female; the Phase 2 sample group was 75.6% female. Coding for this item was 1 = Male, 2 = Female. The proportion of males and females in the two sample groups did not significantly differ,  $X^2(2, N = 501) = 2.66, p = 0.27$ .

The largest number of both Phase 1 ( $n = 13, 21\%$ ) and Phase 2 ( $n = 106, 24.6\%$ ) respondents were in the 44-53 age category. Because age was entered as a fill-in-the-blank response there was no coding for this item. An independent samples  $t$ -test showed no significant difference in the ages of Sample 1 ( $M = 42.25, S.D. = 15.41$ ) and Sample 2 ( $M = 45.54, S.D. = 15.31$ );  $t(500) = -1.56, p = 0.12$ .

The majority of respondents in Phase 1 ( $n = 49, 76.6\%$ ) were Caucasian, as were the majority of respondents in Phase 2 ( $n = 337, 71.8\%$ ). The proportion of Caucasians in the two sample groups did not significantly differ,  $X^2(2, N = 386) = 2.28, p = 0.131$ . Coding for this item was: 1 = American Indian or Alaska Native, 2 = Asian, 3 = Black or African American, 4 = Hispanic or Latino, 5 = Native Hawaiian or Other Pacific Islander, 6 = Other, specify, 7 = Prefer Not To Respond, and 8 = White. Because a large majority of respondents in both groups was Caucasian, the remaining racial/ethnic groups were therefore combined into one group, non-Caucasian, nor was there a significant difference in the proportion of non-Caucasians in the two groups,  $X^2(2, N = 121) = 0.33, p = 0.96$ .

The highest level of education reported by the largest number in Sample 1 was 4-year college degree (Bachelor's), with 26 responses (44.1%). The same item received the largest number of responses in Sample 2 ( $n = 172, 38.8\%$ ). Coding for this item was: 1 = Less than high school, 2 = High school diploma or GED, 3 = 2-year college degree (Associate's), 4 = 4-year college degree (Bachelor's), 5 = Master's degree, 6 = PhD or other Advanced professional degree (law, medicine, etc.), and 7 = Other, specify. An independent samples  $t$ -test showed no

significant difference in the education levels of Sample 1 ( $M = 4.37$ ,  $S.D. = 1.29$ ) and Sample 2 ( $M = 4.15$ ,  $S.D. = 1.28$ );  $t(499) = 1.23$ ,  $p = 0.92$ .

Combined household income was reported in the pilot study according to levels coded from 1-15 as: 1 = Income under \$20,000, 2 = \$20,000-\$29,000, 3 = \$30,000-\$39,000, 4 = \$40,000-\$49,000, 5 = \$50,000-\$59,000, 6 = \$60,000-\$69,000, 7 = \$70,000-\$79,000, 8 = \$80,000-\$89,000, 9 = \$90,000-\$99,000, 10 = \$100,000-\$109,000, 11 = \$110,000-\$119,000, 12 = \$120,000-\$129,000, 13 = \$130,000-\$139,000, 14 = \$140,000-\$149,000, and 15 = \$150,000+.

In Phase 1 both the under \$20,000 category and the \$30,000-\$39,000 category were represented by 14.3% of respondents ( $n = 8$ ). In Phase 2 these same two categories garnered the most responses, with 55 respondents (14.2%) reporting income under \$20,000, and 41 respondents (10.6%) reporting combined household income of \$30,000-\$39,000. When combined household income levels of the two pilot study groups were compared, an independent samples  $t$ -test showed no significant difference between Sample 1 ( $M = 5.80$ ,  $S.D. = 4.24$ ) and Sample 2 ( $M = 6.86$ ,  $SD = 4.46$ );  $t(440) = -1.66$ ,  $p = 0.97$ .

The largest portion of Phase 1 respondents ( $n = 19$ , 32.8%) reported never attending religious services, while the largest portion of Phase 2 respondents ( $n = 134$ , 30.6%) reported attending religious services once per week. Coding for this item was: 1 = Never, 2 = Less than once a month, 3 = Once a month, 4 = 2-3 times a month, 5 = Once a week, 6 = 2-3 times a week, and 7 = Daily. When reported religious service attendance was compared, an independent samples  $t$ -test showed no significant difference between Sample 1 ( $M = 2.74$ ,  $S.D. = 1.80$ ) and Sample 2 ( $M = 3.30$ ,  $SD = 1.80$ );  $t(493) = -2.21$ ,  $p = 0.44$ .

The two pilot study groups were also compared with regard to volunteer behaviors, beginning with most recent volunteer service performed. The vast majority of respondents in

both groups reported having volunteered within the 12 months prior to the pilot study, or that they were currently volunteering at the time of the pilot study. The coding for this item was: 1 & 2 = Currently volunteering, 3 = 2011, 4 = January 2011, 5 = February 2011, 6 = March 2011, 7 = April 2011, 8 = May 2011, 9 = June 2011, 10 = July 2011, 11 = August 2011, 12 = September 2011, 13 = October 2011, 14 = November 2011, 15 = December 2011, and 16 = 2010. In the Phase 1 group, 56 respondents (96.6%) reported themselves as currently volunteering or as having most recently volunteered within the 12 months prior to Phase 1 (October 2011). In Sample 2, 403 respondents (93.3%) reported themselves as currently volunteering or as having most recently volunteered within the 12 months prior to Phase 2 (April 2012). An independent samples *t*-test showed no significant difference in most recent volunteer participation between Sample 1 ( $M = 2.50$ ,  $S.D. = 2.72$ ) and Sample 2 ( $M = 2.24$ ,  $S.D. = 6.53$ );  $t(489) = 0.31$ ,  $p = 7.60$ .

In the Phase 1 group, 56 respondents (93.3%) reported performing volunteer activities from once per week to once every 2-5 months, while in the Phase 2 group, 353 respondents (80.6%) reported performing volunteer activities from once per week to once every 2-5 months. The remaining respondents in both groups (6.7% of Sample 1 and 19.4% of Sample 2) reported performing volunteer service from once every 6-8 months to not at all. Response categories for this question were coded as: 23 = Never, 24 = Once every 9-12 months, 25 = Once every 6-8 months, 26 = Once every 2-5 months, 27 = 2-3 times per month, 28 = once per week, and 29 = once per month. Frequency of volunteer participation was compared using an independent samples *t*-test, which showed no significant difference in volunteer service frequency between Sample 1 ( $M = 27.42$ ,  $S.D. = 1.41$ ) and Sample 2 ( $M = 26.91$ ,  $S.D. = 1.58$ );  $t(497) = 2.35$ ,  $p = 0.19$ .

The final category of volunteer behavior data pertained to respondents' performance of tasks identified by HON managers as evidencing intention to develop leadership. Responses were coded as: 1 = Leading volunteers in a task, 2 = Leading volunteer projects, 3 = Registering for a volunteer leader training, 4 = Attending a volunteer leader training, 5 = Leading a volunteer leader training, 6 = Sharing best practices with volunteer leaders, 7 = Recruiting people to become volunteer leaders, 8 = Being a mentor of volunteer leaders, 9 = Researching local social problems, 10 = Requesting financial contributions on behalf of volunteer organizations, and 11 = Exhibiting self-motivated action in service to my local community outside of volunteer projects with []. In both Sample 1 ( $n = 20$ , 13.0%) and Sample 2 ( $n = 171$ , 15.7%) the largest group of respondents was in the first category, *Leading volunteers in a task*. Also in both Sample 1 ( $n = 8$ , 5.2%) and Sample 2 ( $n = 47$ , 4.3%) the smallest group of respondents was in the category *Leading a volunteer training*. Comparisons across groups were made for each of the 11 identified tasks. No significant difference was found between Samples 1 and 2 in the category *Leading volunteers in a task*,  $X^2(1, N = 191) = 0.12, p = 0.73$ . No significant difference was found between Samples 1 and 2 in the category *Leading volunteer projects*,  $X^2(1, N = 153) = 0.00, p = 0.99$ .

A significant difference was found in the category *Registering for a volunteer leader training*,  $X^2(1, N = 78) = 5.87, p = 0.02$ . The effect size was negligible, Cramer's  $V = 0.09$ . No significant difference was found in the category *Attending a volunteer leader training*,  $X^2(1, N = 121) = 3.13, p = 0.08$ . No significant difference was found in the category *Leading a volunteer leader training*,  $X^2(1, N = 55) = 0.71, p = 0.03$ . No significant difference was found in the category *Sharing best practices with volunteer leaders*,  $X^2(1, N = 116) = 3.92, p = 0.05$ . No significant difference was found in the category *Recruiting others to become volunteer leaders*,



$X^2(1, N = 130) = 0.21, p = 0.65$ . No significant difference was found in the category *Being a mentor of volunteer leaders*,  $X^2(1, N = 87) = 0.01, p = 0.91$ . No significant difference was found in the category *Researching local social problems*,  $X^2(1, N = 90) = 0.13, p = 0.71$ . No significant difference was found in the category *Requesting financial contributions on behalf of volunteer organizations*,  $X^2(1, N = 109) = 1.01, p = 0.30$ . No significant difference was found in the category *Exhibiting self-motivated action in service to my local community outside of projects with HON*,  $X^2(1, N = 111) = 0.77, p = 0.38$ .

Because only one statistically significant difference was found among the six demographic and 13 volunteer behavior measures between participants in Phase 1 and Phase 2 of the pilot study, the two samples were combined into one sample group for all remaining analyses of the pilot study data.

### **Demographic Profile of Pilot Study Participants**

Of the pilot study sample, 23.4% respondents were male ( $n = 119$ ) and 76.3% were female ( $n = 384$ ). Respondent ages ranged from 18 to 102 years, with the largest subgroup (24.2%) falling in the range of 54-63 years ( $n = 119$ ). The mean age of all respondents was 44 years. A majority of respondents (72.3%) were Caucasian ( $n = 387$ ). Additionally, 2.4% percent were American Indian or Alaska Native ( $n = 13$ ), 3.2% were Asian ( $n = 17$ ), 9.7% were Black or African American ( $n = 52$ ), 6.5% were Hispanic or Latino ( $n = 35$ ), 20% were Hawaiian or Pacific Islander ( $n = 1$ ), and 5.6% responded “other” or preferred not to respond ( $n = 30$ ).

Most subjects reported having some higher education, with 39.4% reporting having a 4-year college degree ( $n = 198$ ), 23.3% reporting having a Master’s degree ( $n = 117$ ), and 5.0% reporting having a Ph.D. or other advanced or professional degree ( $n = 25$ ). Just over eleven

percent (11.2%) of respondents reported having a high school diploma or GED as their highest level of education ( $n = 56$ ), and 13.7% reported having a 2-year college degree ( $n = 69$ ).

Pilot study participants ranged across all income levels. The largest portion of participants, representing 14.2% of respondents, reported their combined annual household income level as below \$20,000 ( $n = 63$ ). A further 6.3% reported their income as being in the \$20,000-\$29,000 range ( $n = 28$ ), 11.1% in the \$30,000-\$39,000 range ( $n = 49$ ), 8.4% in the \$40,000-\$49,000 range ( $n = 37$ ), 5.6% in the \$50,000-\$59,000 range ( $n = 25$ ), 6.1% in the \$60,000-\$69,000 range ( $n = 27$ ), 7.4% in the \$70,000-\$79,000 range ( $n = 33$ ), 5.0% in the \$80,000-\$89,000 range ( $n = 22$ ), 7.9% in the \$90,000-\$99,000 range ( $n = 35$ ), and 7.4% in the \$100,000-\$109,999 range ( $n = 33$ ). Close to three percent of respondents reported their annual income in each of the \$110,000-\$119,000 3.4%, ( $n = 15$ ), the \$120,000-129,000 (2.7%,  $n = 12$ ), the \$130,000-139,000 (2.5%,  $n = 11$ ), and the \$140,000-149,000 (2.9%,  $n = 13$ ) ranges, and 9.0% reported their annual income in the \$150,000+ range ( $n = 40$ ). The mean income level for the 443 respondents to this question was approximately \$72,000.

In reply to the question regarding frequency of religious service attendance, 24.8% of respondents reported never attending such services ( $n = 123$ ), 22.4% reported attending religious services less than once per month ( $n = 111$ ), 4.6% reported attending once per month ( $n = 23$ ), 10.1% two to three times per month ( $n = 50$ ), 29.4% once per week ( $n = 146$ ), and 8.3% reported attending religious services two to three times per week ( $n = 41$ ). Only 0.4% of participants reported attending religious services daily ( $n = 2$ ). In total, 47.2% ( $n = 234$ ) of respondents reported attending religious services never or rarely, and 52.8% ( $n = 262$ ) reported attending religious services once per month or more. Number and percentage of demographic responses from the pilot study are shown in Table 4.6.

With the aim of establishing some basic parameters of volunteer service performed by survey respondents, questions were posed regarding the date of last volunteer activity, frequency of volunteer activity, and whether or not respondents had participated in any of the tasks identified by the researcher and her collaborators to be indicative of intentions to develop leadership (Table 3.1). Three quarters of the pilot study respondents (74.6%) reported that they were currently volunteering ( $n = 362$ ), and a further 22.7% stated their most recent volunteer activity as having been since the beginning of 2011 ( $n = 110$ ). An additional 2.6% of respondents reported their most recent volunteer activity as having been prior to 2011 ( $n = 11$ ).

Frequency of volunteer service was reported by 37.0% of respondents as being once per week ( $n = 184$ ). A further 18.7% of subjects reported volunteer activity as being 2-3 times per month ( $n = 93$ ), and 12.1% reported volunteering once per month ( $n = 60$ ).

Table 4.6 Demographic Characteristics of Pilot Study Respondents

Characteristic	Phase 1		Phase 2		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>Gender</b>						
Male	11	18.3	108	24.4	119	23.7
Female	49	81.7	335	75.6	384	76.3
<b>Total</b>	<b>60</b>	<b>100.0</b>	<b>443</b>	<b>100.0</b>	<b>503</b>	<b>100.0</b>
<b>Age</b>						
18-23	9	15.0	38	8.8	47	9.6
24-33	12	20.0	83	19.3	95	19.3
34-43	10	16.7	63	14.6	73	14.9
44-53	11	18.3	97	22.5	108	22.0
54-63	13	21.7	106	24.6	119	24.2
64-73	5	8.3	34	7.9	39	7.9
74+	<u>0</u>	<u>0.0</u>	<u>10</u>	<u>2.3</u>	<u>10</u>	<u>2.0</u>
<b>Total</b>	<b>60</b>	<b>100.0</b>	<b>431</b>	<b>100.0</b>	<b>491</b>	<b>100.0</b>
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0	0.0	13	2.8	13	2.4
Asian	2	3.1	15	3.2	17	3.2

Table Continued

Table Continued

Characteristic	Phase 1		Phase 2		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Black or African American	6	9.4	46	9.8	52	9.7
Hispanic or Latino	4	6.3	31	6.6	35	6.5
Native Hawaiian or Pacific Islander	0	0.0	1	0.2	1	0.2
White	49	76.6	338	71.8	387	72.3
Other / Prefer not to respond	<u>3</u>	<u>4.7</u>	<u>27</u>	<u>5.7</u>	<u>30</u>	<u>5.6</u>
<b>Total</b>	<b>64</b>	<b>100.0</b>	<b>471</b>	<b>100.0</b>	<b>535</b>	<b>100.0</b>
<b>Highest Level of Education</b>						
High school diploma or GED	4	6.8	52	11.7	56	11.2
2-year college degree (Associate's)	7	11.9	62	14.0	69	13.7
4-year college degree (Bachelor's)	26	44.1	172	38.8	198	39.4
Master's degree	14	23.7	103	23.3	117	23.3
PhD or other advanced or professional degree	1	1.7	24	5.4	25	5.0
Other	<u>7</u>	<u>11.9</u>	<u>30</u>	<u>6.7</u>	<u>37</u>	<u>7.4</u>
<b>Total</b>	<b>59</b>	<b>100.0</b>	<b>443</b>	<b>100.0</b>	<b>502</b>	<b>100.0</b>
<b>Combined Household Income</b>						
under \$20,000	8	14.3	55	14.2	63	14.2
20,000-29,000	6	10.7	22	5.7	28	6.3
30,000-39,000	8	14.3	41	10.6	49	11.1
40,000-49,000	5	8.9	32	8.3	37	8.4
50,000-59,000	5	8.9	20	5.2	25	5.6
60,000-69,000	4	7.1	23	5.9	27	6.1
70,000-79,000	3	5.4	30	7.8	33	7.4
80,000-89,000	3	5.4	19	4.9	22	5.0

Table Continued

Characteristic	Phase 1		Phase 2		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
90,000-99,000	4	7.1	31	8.0	35	7.9
100,000-109,000	2	3.6	31	8.0	33	7.4
110,000-119,000	1	1.8	14	3.6	15	3.4
120,000-129,000	1	1.8	11	2.8	12	2.7
130,000-139,000	0	0.0	11	2.8	11	2.5
140,000-149,000	2	3.6	11	2.8	13	2.9
150,000+	<u>4</u>	<u>7.1</u>	<u>36</u>	<u>9.3</u>	<u>40</u>	<u>9.0</u>
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>387</b>	<b>100.0</b>	<b>443</b>	<b>100.0</b>
<b>Religious Service Attendance</b>						
Never	19	32.8	104	23.7	123	24.8
Less than once per month	18	31.0	93	21.2	111	22.4
Once per month	1	1.7	22	5.0	23	4.6
2-3 times per month	4	6.9	46	10.5	50	10.1
Once per week	12	20.7	134	30.6	146	29.4
2-3 times per week	3	5.2	38	8.7	41	8.3
Daily	<u>1</u>	<u>1.7</u>	<u>1</u>	<u>0.2</u>	<u>2</u>	<u>0.4</u>
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>438</b>	<b>100.0</b>	<b>496</b>	<b>100.0</b>

Additionally, 14.5% of respondents reported serving once per two to five months ( $n = 72$ ), 6.2% reported serving once per six to eight months ( $n = 31$ ), and 9.2% reported serving once per nine to twelve months ( $n = 46$ ). Finally, 2.4% of subjects reported never having volunteered for the HandsOn agency through which they had been contacted ( $n = 12$ ).

When presented with the list of volunteer tasks performed, respondents were invited to check as many options as applied to them. The largest proportion of responses (15.3%) was *Leading volunteers in a task* ( $n = 191$ ). *Leading volunteer projects* ranked second ( $n = 154$ ) with 12.4% of responses. *Recruiting people to become volunteer leaders* ranked third ( $n = 131$ ) with 10.5% of responses, and *Attending a volunteer leader training* ranked fourth ( $n = 122$ ) with 9.8% of responses. *Sharing best practices with volunteer leaders* ranked fifth ( $n = 116$ ) with 9.3% of

responses, followed by *Exhibiting self-motivated action in community service outside of organized volunteer projects* ( $n = 112$ ) with 9.0% of responses. *Requesting financial contributions* ranked seventh ( $n = 109$ ) with 8.7% of responses, and *Researching local social problems* came next ( $n = 90$ ) with 7.2% of responses. *Being a mentor of volunteer leaders* ranked ninth ( $n = 87$ ) with 7.0% of responses, followed by *Registering for a volunteer leader training*, ( $n = 79$ ) with 6.3% of responses. *Leading a Volunteer Leader Training* received the fewest responses ( $n = 55$ , 4.4%). Volunteer behavior characteristics in the pilot sample are shown in Table 4.7.

In contrast to the elicitation study, the pilot study questionnaire invited respondents to identify the organization with which they performed their primary volunteer service. While inconsistencies in naming protocols made it impossible to precisely quantify the number of organizations listed in the collective pilot study data, responses to this question were estimated to represent approximately 350 nonprofit organizations nationwide, including many HON affiliates.

### **Factor Analysis**

Principal components analysis allowed examination of patterns or relationships underlying the large numbers of variables in the pilot instrument. Pearson coefficients were calculated to determine inter-item correlations between direct and indirect measures in each belief domain, and calculation of Cronbach's alpha provided reliability estimates for the direct measures within each belief domain. The results of these analyses were compared with means, standard deviations, and ranges of scores for each of the VLDQ items. These procedures were conducted and results compared in order to determine how VLDQ items reflected the constructs under consideration.

Table 4.7 Volunteer Behaviors of Pilot Study Respondents

Characteristic	Phase 1		Phase 2		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>Date of Most Recent Volunteer Service</b>						
Currently volunteering	28	53.8	334	77.1	362	74.6
2011	23	44.2	87	20.1	110	22.7
2010	1	1.9	6	1.4	7	1.4
2009 or earlier	<u>0</u>	<u>0.0</u>	<u>6</u>	<u>1.4</u>	<u>6</u>	<u>1.2</u>
<b>Total</b>	<b>52</b>	<b>100.0</b>	<b>433</b>	<b>100.0</b>	<b>485</b>	<b>100.0</b>
<b>Frequency of Volunteer Service</b>						
Once per week	14	23.3	170	38.8	184	37.0
2-3 times per month	13	21.7	80	18.3	93	18.7
Once per month	17	28.3	43	9.8	60	12.1
Once per 2-5 months	12	20.0	60	13.7	72	14.5
Once per 6-8 months	2	3.3	29	6.6	31	6.2
Once per 9-12 months	1	1.7	45	10.3	46	9.2
Never	1	1.7	11	2.5	12	2.4
<b>Total</b>	<b>60</b>	<b>100.0</b>	<b>438</b>	<b>100.0</b>	<b>498</b>	<b>100.0</b>
<b>Performance of Tasks Indicating Intention to Develop Leadership</b>						
Leading volunteers in a task	20	13.0	171	15.7	191	15.3
Leading volunteer projects	17	11.0	137	12.5	154	12.4
Registering for a volunteer leader training	15	9.7	64	5.9	79	6.3
Attending a volunteer leader training	19	12.3	103	9.4	122	9.8

Table Continued

Table Continued

Characteristic	Phase 1		Phase 2		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Leading a volunteer leader training	8	5.2	47	4.3	55	4.4
Sharing best practices with volunteer leaders	19	12.3	97	8.9	116	9.3
Recruiting people to become volunteer leaders	13	8.4	118	10.8	131	10.5
Being a mentor of volunteer leaders	10	6.5	77	7.1	87	7.0
Researching local social problems	9	5.8	81	7.4	90	7.2
Requesting financial contributions	9	5.8	100	9.2	109	8.7
Exhibiting self-motivated action in community service, outside of organized volunteer projects	<u>15</u>	<u>9.7</u>	<u>97</u>	<u>8.9</u>	<u>112</u>	<u>9.0</u>
<b>Total</b>	<b>154</b>	<b>100.0</b>	<b>1092</b>	<b>100.0</b>	<b>1246</b>	<b>100.0</b>



According to Hair et al. (1998), the significance of factor loadings should be based upon the sample size, the number of variables being analyzed, and the number of factors. These authors suggest that as the sample size and the number of variables being considered increase, the level at which a loading is seen as significant should decrease. In the current analysis, .300 was considered to be a significant factor loading due to the large number of variables being analyzed (65) and the large sample size (more than 495 responses for every item).

The opening principal components analysis was conducted using the 65 VLDQ questions with a 1-7 response scale. This analysis generated 13 factors with eigenvalues greater than one, although the scree plot appeared to represent between four and seven factors.

Further analyses were conducted to test four-, five-, six-, and seven-factor solutions. Of these, the five-factor solution appeared to be the most parsimonious, as it contained the most balanced spread of strong loadings across factors, with the least number of strongly cross-loaded items. Closer examination of the five-factor solution suggested that inclusion of the direct measures might be confusing the analysis.

A new principal components analysis with Varimax rotation was conducted excluding all direct measures and specifying a five-factor solution. In this principal components analysis of indirect measures only, rotation converged in six iterations, and factors two, three, four and five demonstrated exact coherence to four of the six subconstructs of the indirect measures in the behavioral, normative, and control belief domains. The rotated component matrix for these five factors can be seen in Table 4.8, with the highest load values in bold and cross-loaded values in italics. The symbol [] indicates places where respondents filled in the name of the organization with which they performed their primary volunteer service.

Table 4.8 Initial Principal Component Analysis of All Volunteer Leadership Development Questionnaire Indirect Measures

VLDQ Item	Factor Loadings				
	1 <sup>a</sup>	2 <sup>b</sup>	3 <sup>c</sup>	4 <sup>d</sup>	5 <sup>e</sup>
Other [] volunteers would see developing my leadership as _____. <sup>SN:NB</sup>	<b>.729</b>	--	--	--	--
If I develop my leadership as a [] volunteer, I will be a better role model for others. <sup>BB</sup>	<b>.701</b>	--	.389	--	--
My friends think that developing my leadership as a [] volunteer is _____. <sup>SN:NB</sup>	<b>.696</b>	--	--	--	--
[] staff members think that developing my leadership as a volunteer is _____. <sup>SN:NB</sup>	<b>.679</b>	--	--	--	--
If I develop my leadership as a [] volunteer, I will help make my community a better place. <sup>BB</sup>	<b>.673</b>	--	.431	--	--
If I develop my leadership as a [] volunteer, I will build my network of relationships. <sup>BB</sup>	<b>.672</b>	--	.344	--	--
My family views my developing my leadership as a [] volunteer to be _____. <sup>SN:NB</sup>	<b>.656</b>	--	--	.338	--
If I develop my leadership as a [] volunteer, I will become more self-aware. <sup>BB</sup>	<b>.656</b>	--	--	--	--
Members of my community would believe that developing my leadership as a [] volunteer is _____. <sup>SN:NB</sup>	<b>.646</b>	--	--	.305	--
My leadership development will be enhanced if I work as a member of a [] team. <sup>BB</sup>	<b>.643</b>	--	--	--	--
If I develop my leadership as a [] volunteer, I will acquire new skills. <sup>BB</sup>	<b>.636</b>	--	.324	--	--
Employers think that developing my leadership as a [] volunteer is _____. <sup>SN:NB</sup>	<b>.617</b>	--	--	--	--
If I develop my leadership as a [] volunteer, I will enhance my ability to serve others. <sup>BB</sup>	<b>.585</b>	--	--	--	--
Faith community members would consider developing my leadership as a [] volunteer to be _____. <sup>SN:NB</sup>	<b>.557</b>	--	--	.313	--
Volunteer agencies other than [] would regard developing my leadership to be _____. <sup>SN:NB</sup>	<b>.533</b>	--	--	--	--
Volunteering as a member of a [] team is _____. <sup>BB:OE</sup>	<b>.434</b>	--	--	--	--
If I develop my leadership as a [] volunteer, I will interact with people of diverse backgrounds. <sup>BB</sup>	<b>.434</b>	--	.361	--	--
[] volunteers lack adequate organizational resources to develop their leadership. <sup>CB:S</sup>	--	<b>.803</b>	--	--	--

Table Continued

Table Continued

VLDQ Item	Factor Loadings				
	1 <sup>a</sup>	2 <sup>b</sup>	3 <sup>c</sup>	4 <sup>d</sup>	5 <sup>e</sup>
[] volunteers lack instruction on how to develop their leadership. <sup>CB:S</sup>	--	<b>.773</b>	--	--	--
[]'s staff and volunteers are inconsistent in their commitment to volunteers' success. <sup>CB:S</sup>	--	<b>.758</b>	--	--	--
Unreliable staff members at [] hinder volunteers' leadership development. <sup>CB:S</sup>	--	<b>.682</b>	--	--	--
[] volunteers lack opportunities to work collaboratively in teams. <sup>CB:S</sup>	--	<b>.662</b>	--	--	--
Expectations are too vague for [] volunteers to perform their duties effectively. <sup>CB:S</sup>	--	<b>.638</b>	--	--	--
Supervisors oversee [] volunteers in a way that inhibits volunteers from practicing leadership. <sup>CB:S</sup>	--	<b>.631</b>	--	--	--
[] volunteers lack opportunities to oversee projects. <sup>CB:S</sup>	-.340	<b>.565</b>	--	--	--
There are insufficient opportunities to volunteer with []. <sup>CB:S</sup>	--	<b>.521</b>	--	--	--
Being able to better serve others is ____. <sup>BB:OE</sup>	--	--	<b>.751</b>	--	--
Increasing my exposure to people of diverse backgrounds is ____. <sup>BB:OE</sup>	--	--	<b>.732</b>	--	--
Making my community a better place is ____. <sup>BB:OE</sup>	--	--	<b>.725</b>	--	--
Being a good role model to others is ____. <sup>BB:OE</sup>	--	--	<b>.644</b>	--	--
Acquiring new skills is ____. <sup>BB:OE</sup>	.345	--	<b>.610</b>	--	--
Becoming more self-aware is ____. <sup>BB:OE</sup>	.361	--	<b>.567</b>	--	--
Volunteering within a well organized management system is ____. <sup>BB:OE</sup>	--	--	<b>.479</b>	--	--
Building a network of relationships is ____. <sup>BB:OE</sup>	.413	--	<b>.426</b>	--	--
My friends' approval of my [] volunteer activity is ____ to me. <sup>SN:MC</sup>	--	--	--	<b>.703</b>	--
Community members' approval of my [] volunteer activity is ____ to me. <sup>SN:MC</sup>	.300	--	--	<b>.701</b>	--
How other volunteer agencies regard me is ____ to me. <sup>SN:MC</sup>	--	--	--	<b>.654</b>	--
Employers' approval of what I do is ____ to me. <sup>SN:MC</sup>	--	--	--	<b>.617</b>	--
The opinion of other [] volunteers is ____ to me. <sup>SN:MC</sup>	--	--	--	<b>.604</b>	--
What my family thinks of what I do with [] is ____ to me. <sup>SN:MC</sup>	.328	--	--	<b>.569</b>	--
The approval of [] staff members is ____ to me. <sup>SN:MC</sup>	--	--	--	<b>.562</b>	--
What faith community members believe I should do is ____ to me. <sup>SN:MC</sup>	--	--	--	<b>.375</b>	--
If []'s expectations are not clearly defined, developing my leadership is ____. <sup>CB:P</sup>	--	--	--	--	<b>.699</b>

Table Continued

VLDQ Item	Factor Loadings				
	1 <sup>a</sup>	2 <sup>b</sup>	3 <sup>c</sup>	4 <sup>d</sup>	5 <sup>e</sup>
When support from []'s staff members is inconsistent, developing my leadership is ____. <sup>CB:P</sup>	--	--	--	--	<b>.677</b>
When I have fewer opportunities to volunteer with [], developing my leadership is ____. <sup>CB:P</sup>	--	--	--	--	<b>.663</b>
When I do not receive guidance as a [] volunteer, developing my leadership is ____. <sup>CB:P</sup>	--	--	--	--	<b>.651</b>
When I do not have access to []'s organizational resources, developing my leadership is ____. <sup>CB:P</sup>	--	--	--	--	<b>.625</b>
When I am restrained from using my skills in action (including making mistakes), developing my leadership within [] is ____. <sup>CB:P</sup>	--	--	--	--	<b>.592</b>
If []'s' commitment to my success is unreliable, developing my leadership is ____. <sup>CB:P</sup>	--	--	--	--	<b>.534</b>
If I work independently, rather than with a [] team, developing my leadership is ____. <sup>CB:P</sup>	--	--	--	--	<b>.488</b>
Ineffective management makes it difficult to develop my leadership as a volunteer. <sup>BB</sup>	--	--	--	--	<b>.353</b>

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

<sup>a</sup> Factor #1 explained 15.907% of variance.

<sup>b</sup> Factor #2 explained 8.804% of variance.

<sup>c</sup> Factor #3 explained 8.764% of variance.

<sup>d</sup> Factor #4 explained 7.820% of variance.

<sup>e</sup> Factor #5 explained 7.394% of variance.

<sup>SN:NB</sup> Subjective Norm: Normative Belief. Response categories based on the following scale established by the researcher: very undesirable=1, undesirable=2, somewhat undesirable=3, neither undesirable nor desirable=4, somewhat desirable=5, desirable=6, very desirable=7.

<sup>BB</sup> Behavioral Belief. Response categories based on the following scale established by the researcher: very unlikely=1, unlikely=2, somewhat unlikely=3, neither unlikely nor likely=4, somewhat likely=5, likely=6, very likely=7.

<sup>BB:OE</sup> Behavioral Belief: Outcome Evaluation. Response categories based on the following scale established by the researcher: very undesirable=1, undesirable=2, somewhat undesirable=3, neither undesirable nor desirable=4, somewhat desirable=5, desirable=6, very desirable=7.

<sup>CB:S</sup> Control Belief: Strength. Response categories based on the following scale established by the researcher: very rarely=1, rarely=2, somewhat rarely=3, neither rarely nor frequently=4, somewhat frequently=5, frequently=6, very frequently=7.

<sup>SN:MC</sup> Subjective Norm: Motivation to Comply. Response categories based on the following scale established by the researcher: very unimportant=1, unimportant=2, somewhat unimportant=3, neither important nor important=4, somewhat important=5, important=6, very important=7.

## Table Continued

<sup>CB:P</sup> Control Belief: Power. Response categories based on the following scale established by the researcher: very unlikely=1, unlikely=2, somewhat unlikely=3, neither unlikely nor likely=4, somewhat likely=5, likely=6, very likely=7.

The five rotated factors accounted for 48.689% of the cumulative variance, and measures of sampling adequacy were found to meet the criteria of .50 as identified by Hair et al. (1998). The Kaiser-Meyer-Olkin measure of sampling adequacy for these 52 variables was .919, and the Bartlett's test of sphericity was 10713.444 with significance of .000.

Factor #2 explained 8.804% of variance, and contained nine variables ranging in value from .803 to .521; all nine variables were indirect measures of Control Beliefs: Strength. One item in this factor was cross-loaded on Factor #1 with a cross-load value of .340. Factor #3 explained 8.764% of variance, and contained eight variables ranging in value from .751 to .426; all variables were indirect measures of Behavioral Beliefs: Outcome Evaluations. Three items in this factor were cross-loaded on Factor #1 with cross-load values of .413, .361, and .345 respectively. Factor #4 explained 7.820% of variance, and contained eight variables ranging in value from .703 to .375; all eight variables were indirect measures of Subjective Norms: Motivation to Comply. Two items in this factor were cross-loaded on Factor #1, with respective cross-load values of .328 and .300. Factor #5 explained 7.394% of variance, and contained 10 variables ranging in value from .699 to .353; all but one of these variables were indirect measures of Control Beliefs: Power; none of the items were cross-loaded. When the cross-loaded items in factors #2, #3, #4 and #5 were considered collectively, the mean difference between the five primary factor and cross-loaded values was .267.

Of the 22 items represented by these four factors, only the behavioral belief measure Q38, *Ineffective management makes it difficult to develop my leadership as a volunteer*, was grouped with other items that were all from the sub-construct of Control Belief: Power (Factor

#5). Item Q38 ranked at the very bottom of the factor analysis, and was the only one of all 52 items with a factor loading of less than .375.

Factor #1 explained 15.907% of variance, and contained a mixture of behavioral belief and subjective norm items. Eight of the 17 variables were cross-loaded onto factors #3 and #4. A subsequent principal components analysis was conducted separately on this set of variables. Convergence in three iterations yielded two factors, where Factor #1A contained all eight subjective norms items and explained 29.182% of the variance, and Factor #1B contained all nine Behavioral Belief items and one Behavioral Belief: Outcome Evaluation item, explaining 28.387% of the variance. The two-factor solution to Factor #1 can be seen in Table 4.9, with the highest load values in bold and cross-loaded values in italics.

Table 4.9 Secondary Principal Component Analysis of Factor #1 From Initial Principal Component Analysis of Volunteer Leadership Development Questionnaire Indirect Measures

VLDQ ITEM	Factor Loadings	
	1A <sup>a</sup>	1B <sup>b</sup>
[] staff members think that developing my leadership as a volunteer is ____. <small>SN:NB</small>	<b>.738</b>	--
My family views my developing my leadership as a [] volunteer to be ____. <small>SN:NB</small>	<b>.727</b>	<i>.319</i>
My friends think that developing my leadership as a [] volunteer is ____. <small>SN:NB</small>	<b>.721</b>	<i>.342</i>
Members of my community would believe that developing my leadership as a [] volunteer is ____. <small>SN:NB</small>	<b>.713</b>	<i>.380</i>
Other [] volunteers would see developing my leadership as ____. <small>SN:NB</small>	<b>.713</b>	<i>.363</i>
Faith community members would consider developing my leadership as a [] volunteer to be ____. <small>SN:NB</small>	<b>.664</b>	--
Employers think that developing my leadership as a [] volunteer is ____. <small>SN:NB</small>	<b>.635</b>	<i>.346</i>
Volunteer agencies other than [] would regard developing my leadership to be ____. <small>SN:NB</small>	<b>.483</b>	--

Table Continued

Table Continued

VLDQ ITEM	Factor Loadings	
	1A <sup>a</sup>	1B <sup>b</sup>
If I develop my leadership as a [] volunteer, I will become more self-aware. <sup>BB</sup>	.314	.767
If I develop my leadership as a [] volunteer, I will interact with people of diverse backgrounds. <sup>BB</sup>	--	.753
If I develop my leadership as a [] volunteer, I will build my network of relationships. <sup>BB</sup>	.362	.717
If I develop my leadership as a [] volunteer, I will help make my community a better place. <sup>BB</sup>	.436	.715
My leadership development will be enhanced if I work as a member of a [] team. <sup>BB</sup>	.400	.680
If I develop my leadership as a [] volunteer, I will be a better role model for others. <sup>BB</sup>	.518	.662
If I develop my leadership as a [] volunteer, I will acquire new skills. <sup>BB</sup>	.456	.649
If I develop my leadership as a [] volunteer, I will enhance my ability to serve others. <sup>BB</sup>	--	.590
Volunteering as a member of a [] team is _____. <sup>BB:OE</sup>	.346	.426

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

<sup>a</sup> Factor #1A explained 29.182% of the variance.

<sup>b</sup> Factor #1B explained 57.569% of the variance.

[] Indicates organization specified by each respondent as his/her primary source of volunteer activity.

<sup>SN:NB</sup> Subjective Norm: Normative Belief. Response categories based on the following scale established by the researcher: very undesirable=1, undesirable=2, somewhat undesirable=3, neither undesirable nor desirable=4, somewhat desirable=5, desirable=6, very desirable=7.

<sup>BB</sup> Behavioral Belief. Response categories based on the following scale established by the researcher: very unlikely=1, unlikely=2, somewhat unlikely=3, neither unlikely nor likely=4, somewhat likely=5, likely=6, very likely=7.

<sup>BB:OE</sup> Behavioral Belief: Outcome Evaluation. Response categories based on the following scale established by the researcher: very undesirable=1, undesirable=2, somewhat undesirable=3, neither undesirable nor desirable=4, somewhat desirable=5, desirable=6, very desirable=7.

The Kaiser-Meyer-Olkin measure of sampling adequacy was .962 and the Bartlett's test of sphericity was 4556.825 with significance of .000. The two factors explained 57.569% of variance. In Factor #1A five items were cross-loaded with Factor #1B; the cross-load values ranged from .319 to .380. In Factor #1B seven items were cross-loaded with Factor #1A; the

cross-load values ranged from .314 to .518. When all the items in the two sub-factors were considered collectively, the mean difference between the twelve primary factor and cross-loaded values was .295.

Communalities were calculated for the unrotated factor matrix of all indirect measures, to determine whether at least one-half of the variance of each item was accounted for (Hair et al., 2005). More than half of the variables ( $n = 30$ ) showed communalities of less than .50, and these were distributed across all six factors.

Four items showed communalities of less than .30. Communalities can be seen in Table 4.10, with communality values under .50 in italics and values at or above .50 in bold.

Table 4.10 Communalities Among All Indirect Measures of the Volunteer Leadership Development Questionnaire

VLDQ Indirect Measure Items	Initial	Extraction
If I develop my leadership as a [] volunteer, I will enhance my ability to serve others. <sup>BB</sup>	1.000	<i>.386</i>
Expectations are too vague for [] volunteers to perform their duties effectively. <sup>CB:S</sup>	1.000	<i>.441</i>
If []'s' commitment to my success is unreliable, developing my leadership is _____. <sup>CB:P</sup>	1.000	<i>.297</i>
Volunteer agencies other than [] would regard developing my leadership to be _____. <sup>SN:NB</sup>	1.000	<i>.308</i>
Building a network of relationships is _____. <sup>BB:OE</sup>	1.000	<i>.386</i>
My friends think that developing my leadership as a [] volunteer is _____. <sup>SN:NB</sup>	1.000	<b>.590</b>
When I do not have access to []'s organizational resources, developing my leadership is _____. <sup>CB:P</sup>	1.000	<i>.426</i>
When I am restrained from using my skills in action (including making mistakes), developing my leadership within [] is _____. <sup>CB:P</sup>	1.000	<i>.414</i>
There are insufficient opportunities to volunteer with []. <sup>CB:S</sup>	1.000	<i>.295</i>
Volunteering within a well organized management system is _____. <sup>BB:OE</sup>	1.000	<i>.328</i>
If I work independently, rather than with a [] team, developing my leadership is _____. <sup>CB:P</sup>	1.000	<i>.323</i>
Volunteering as a member of a [] team is _____. <sup>BB:OE</sup>	1.000	<i>.301</i>

Table Continued



Table Continued

VLDQ Indirect Measure Items	Initial	Extraction
Supervisors oversee [] volunteers in a way that inhibits volunteers from practicing leadership. <sup>CB:S</sup>	1.000	.419
What faith community members believe I should do is _____ to me. <sup>SN:MC</sup>	1.000	.249
Employers think that developing my leadership as a [] volunteer is _____. <sup>SN:NB</sup>	1.000	.471
Becoming more self-aware is _____. <sup>BB:OE</sup>	1.000	.488
[] staff members think that developing my leadership as a volunteer is _____. <sup>SN:NB</sup>	1.000	<b>.604</b>
Acquiring new skills is _____. <sup>BB:OE</sup>	1.000	<b>.520</b>
When I am prevented from overseeing [] volunteer projects, developing my leadership is _____. <sup>CB:P</sup>	1.000	.479
The approval of [] staff members is _____ to me. <sup>SN:MC</sup>	1.000	.418
If I develop my leadership as a [] volunteer, I will acquire new skills. <sup>BB</sup>	1.000	<b>.583</b>
What my family thinks of what I do with [] is _____ to me. <sup>SN:MC</sup>	1.000	.446
Faith community members would consider developing my leadership as a [] volunteer to be _____. <sup>SN:NB</sup>	1.000	.427
If I develop my leadership as a [] volunteer, I will be a better role model for others. <sup>BB</sup>	1.000	<b>.690</b>
Increasing my exposure to people of diverse backgrounds is _____. <sup>BB:OE</sup>	1.000	<b>.627</b>
Being a good role model to others is _____. <sup>BB:OE</sup>	1.000	<b>.537</b>
Members of my community would believe that developing my leadership as a [] volunteer is _____. <sup>SN:NB</sup>	1.000	<b>.590</b>
Ineffective management makes it difficult to develop my leadership as a volunteer. <sup>BB</sup>	1.000	.245
My family views my developing my leadership as a [] volunteer to be _____. <sup>SN:NB</sup>	1.000	<b>.585</b>
If I develop my leadership as a [] volunteer, I will help make my community a better place. <sup>BB</sup>	1.000	<b>.672</b>
When support from []'s staff members is inconsistent, developing my leadership is _____. <sup>CB:P</sup>	1.000	.468
[] volunteers lack opportunities to work collaboratively in teams. <sup>CB:S</sup>	1.000	.478
When I have fewer opportunities to volunteer with [], developing my leadership is _____. <sup>CB:P</sup>	1.000	.450
Being able to better serve others is _____. <sup>BB:OE</sup>	1.000	<b>.642</b>
[] volunteers lack opportunities to oversee projects. <sup>CB:S</sup>	1.000	.484

Table Continued

VLDQ Indirect Measure Items	Initial	Extraction
If []'s expectations are not clearly defined, developing my leadership is _____. <sup>CB:P</sup>	1.000	.499
If I develop my leadership as a [] volunteer, I will build my network of relationships. <sup>BB</sup>	1.000	<b>.592</b>
Other [] volunteers would see developing my leadership as _____. <sup>SN:NB</sup>	1.000	<b>.624</b>
Unreliable staff members at [] hinder volunteers' leadership development. <sup>CB:S</sup>	1.000	.473
Making my community a better place is _____. <sup>BB:OE</sup>	1.000	<b>.590</b>
[] volunteers lack adequate organizational resources to develop their leadership. <sup>CB:S</sup>	1.000	<b>.673</b>
Employers' approval of what I do is ____ to me. <sup>SN:MC</sup>	1.000	.435
My friends' approval of my [] volunteer activity is ____ to me. <sup>SN:MC</sup>	1.000	<b>.543</b>
How other volunteer agencies regard me is ____ to me. <sup>SN:MC</sup>	1.000	<b>.540</b>
[] volunteers lack instruction on how to develop their leadership. <sup>CB:S</sup>	1.000	<b>.680</b>
When I do not receive guidance as a [] volunteer, developing my leadership is _____. <sup>CB:P</sup>	1.000	.448
If I develop my leadership as a [] volunteer, I will become more self-aware. <sup>BB</sup>	1.000	<b>.540</b>
[]'s staff and volunteers are inconsistent in their commitment to volunteers' success. <sup>CB:S</sup>	1.000	<b>.595</b>
My leadership development will be enhanced if I work as a member of a [] team. <sup>BB</sup>	1.000	<b>.541</b>
The opinion of other [] volunteers is ____ to me. <sup>SN:MC</sup>	1.000	.481
If I develop my leadership as a [] volunteer, I will interact with people of diverse backgrounds. <sup>BB</sup>	1.000	.387
Community members' approval of my [] volunteer activity is ____ to me. <sup>SN:MC</sup>	1.000	<b>.596</b>

[] Indicates organization specified by each respondent as his/her primary source of volunteer activity.

<sup>BB</sup> Behavioral Belief. Response categories based on the following scale established by the researcher: very unlikely=1, unlikely=2, somewhat unlikely=3, neither unlikely nor likely=4, somewhat likely=5, likely=6, very likely=7.

<sup>CB:S</sup> Control Belief: Strength. Response categories based on the following scale established by the researcher: very rarely=1, rarely=2, somewhat rarely=3, neither rarely nor frequently=4, somewhat frequently=5, frequently=6, very frequently=7.

<sup>CB:P</sup> Control Belief: Power. Response categories based on the following scale established by the researcher: very unlikely=1, unlikely=2, somewhat unlikely=3, neither unlikely nor likely=4, somewhat likely=5, likely=6, very likely=7.

Table Continued

<sup>SN:NB</sup> Subjective Norm: Normative Belief. Response categories based on the following scale established by the researcher: very undesirable=1, undesirable=2, somewhat undesirable=3, neither undesirable nor desirable=4, somewhat desirable=5, desirable=6, very desirable=7.

<sup>BB:OE</sup> Behavioral Belief: Outcome Evaluation. Response categories based on the following scale established by the researcher: very undesirable=1, undesirable=2, somewhat undesirable=3, neither undesirable nor desirable=4, somewhat desirable=5, desirable=6, very desirable=7.

<sup>SN:MC</sup> Subjective Norm: Motivation to Comply. Response categories based on the following scale established by the researcher: very unimportant=1, unimportant=2, somewhat unimportant=3, neither important nor important=4, somewhat important=5, important=6, very important=7.

Analysis of internal consistency was performed to determine whether the same thing was being measured within the direct measures in each of the four constructs of intention, attitudes, subjective norms, and perceived control. Reliability of the generalized intention measures and of the direct measures within each belief domain was examined using Cronbach’s coefficient alpha, a popular tool for assessing homogeneity in items measured over a range of scores, as is the case with the VLDQ’s bi-polar adjective scales (Ary, Jacobs & Sorensen, 2010). The Cronbach’s coefficient alpha comparisons can be seen in Table 4.11.

Table 4.11 Reliability Estimates of Cronbach’s Alpha for Direct Measures

	Cronbach's Alpha	N of Items
<b>Generalized Intention</b>	.903	3
<b>Behavioral Belief Direct Measures</b>	.911	4
<b>Normative Belief Direct Measures</b>	.572	3
<b>Control Belief Direct Measures</b>	.551	3

The “scale if item deleted” function was included in the analyses to determine how internal reliability of generalized intentions and of direct measures within each construct might be improved by excluding any given item.

The generalized intention measures yielded a Cronbach’s alpha of 0.903. Deleting any of the three generalized intention measures would make no improvement in this value. The direct measures within the behavioral belief domain yielded a Cronbach’s alpha of 0.911. Deleting any of the four behavioral belief direct measures would make no improvement in this value. The

direct measures within the normative belief domain yielded a Cronbach's alpha of 0.572. The deletion of one item, the normative belief direct measure Q65, *I feel social pressure to develop my volunteer leadership* was seen to raise this value to 0.662. The direct measures within the control belief domain yielded a Cronbach's alpha of 0.551. Deleting any of the three control belief direct measures would make no improvement in this value.

Correlations were examined between the direct and indirect measures within each belief domain using the Pearson product moment correlation coefficient. All correlations between the direct and indirect measures of behavioral beliefs demonstrated significance ( $p < .01$ ), with the exception of one indirect item, the behavioral belief measure Q38, *Ineffective management makes it difficult to develop my leadership as a volunteer*, which correlated significantly with only one (Q51: *Overall, I believe that developing my leadership as a [] volunteer is Meaningless -- Meaningful*) of the four behavioral belief direct measures. The mean value of all significant correlations between indirect measures and the direct measure Q21 (*Overall, I believe that developing my leadership as a [] volunteer is Bad -- Good*) was .412. The mean value of all significant correlations between indirect measures and the direct measure Q33 (*Overall, I believe that developing my leadership as a [] volunteer is Worthless -- Useful*) was .486. The mean value of all significant correlations between indirect measures and the direct measure Q49 (*Overall, I believe that developing my leadership as a [] volunteer is Unrewarding -- Rewarding*) was .458. The mean value of all significant correlations between indirect measures and the direct measure Q51 (*Overall, I believe that developing my leadership as a [] volunteer is Meaningless -- Meaningful*) was .476. The 69 significant correlations in the matrix ranged in value from .245 to .770. The behavioral belief Pearson correlations between direct and indirect measures are seen in Table 4.12, with significant values in bold and non-significant values in italics.

Table 4.12 Pearson Correlations Between Behavioral Belief Direct and Indirect Measures

Behavioral Belief Indirect Measure Items		Behavioral Belief Direct Measures			
		Bad-Good <sup>a</sup>	Worthless-Useful <sup>b</sup>	Unrewarding-Rewarding <sup>c</sup>	Meaningless-Meaningful <sup>d</sup>
If I develop my leadership as a [] volunteer, I will enhance my ability to serve others. <sup>BB</sup>	<i>r</i>	<b>.567**</b>	<b>.510**</b>	<b>.484**</b>	<b>.475**</b>
	<i>p</i>	.000	.000	.000	.000
	N	560	527	503	503
If I develop my leadership as a [] volunteer, I will acquire new skills. <sup>BB</sup>	<i>r</i>	<b>.546**</b>	<b>.682**</b>	<b>.598**</b>	<b>.617**</b>
	<i>p</i>	.000	.000	.000	.000
	N	538	527	503	503
If I develop my leadership as a [] volunteer, I will be a better role model for others. <sup>BB</sup>	<i>r</i>	<b>.618**</b>	<b>.770**</b>	<b>.665**</b>	<b>.690**</b>
	<i>p</i>	.000	.000	.000	.000
	N	526	526	502	503
If I develop my leadership as a [] volunteer, I will help make my community a better place. <sup>BB</sup>	<i>r</i>	<b>.610**</b>	<b>.692**</b>	<b>.678**</b>	<b>.685**</b>
	<i>p</i>	.000	.000	.000	.000
	N	517	516	501	501
If I develop my leadership as a [] volunteer, I will build my network of relationships. <sup>BB</sup>	<i>r</i>	<b>.543**</b>	<b>.609**</b>	<b>.543**</b>	<b>.596**</b>
	<i>p</i>	.000	.000	.000	.000
	N	502	503	502	502
If I develop my leadership as a [] volunteer, I will become more self-aware. <sup>BB</sup>	<i>r</i>	<b>.539**</b>	<b>.637**</b>	<b>.637**</b>	<b>.648**</b>
	<i>p</i>	.000	.000	.000	.000
	N	494	495	494	496
My leadership development will be enhanced if I work as a member of a [] team. <sup>BB</sup>	<i>r</i>	<b>.546**</b>	<b>.630**</b>	<b>.562**</b>	<b>.611**</b>
	<i>p</i>	.000	.000	.000	.000
	N	495	495	496	497
If I develop my leadership as a [] volunteer, I will interact with people of diverse backgrounds. <sup>BB</sup>	<i>r</i>	<b>.429**</b>	<b>.521**</b>	<b>.489**</b>	<b>.546**</b>
	<i>p</i>	.000	.000	.000	.000
	N	495	495	495	497
Building a network of relationships is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.424**</b>	<b>.469**</b>	<b>.464**</b>	<b>.444**</b>
	<i>p</i>	.000	.000	.000	.000
	N	557	524	500	500
Volunteering within a well organized management system is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.245**</b>	<b>.322**</b>	<b>.308**</b>	<b>.318**</b>
	<i>p</i>	.000	.000	.000	.000
	N	559	526	502	502

Table Continued

Table Continued

<b>Behavioral Belief Indirect Measure Items</b>		<b>Bad-Good<sup>a</sup></b>	<b>Worthless-Useful<sup>b</sup></b>	<b>Unrewarding-Rewarding<sup>c</sup></b>	<b>Meaningless-Meaningful<sup>d</sup></b>
Volunteering as a member of a [] team is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.482<sup>**</sup></b>	<b>.454<sup>**</sup></b>	<b>.469<sup>**</sup></b>	<b>.423<sup>**</sup></b>
	<i>p</i>	.000	.000	.000	.000
	N	560	527	503	503
Becoming more self-aware is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.408<sup>**</sup></b>	<b>.465<sup>**</sup></b>	<b>.389<sup>**</sup></b>	<b>.431<sup>**</sup></b>
	<i>p</i>	.000	.000	.000	.000
	N	551	528	504	504
Acquiring new skills is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.407<sup>**</sup></b>	<b>.511<sup>**</sup></b>	<b>.429<sup>**</sup></b>	<b>.461<sup>**</sup></b>
	<i>p</i>	.000	.000	.000	.000
	N	548	525	501	501
Increasing my exposure to people of diverse backgrounds is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.323<sup>**</sup></b>	<b>.485<sup>**</sup></b>	<b>.466<sup>**</sup></b>	<b>.451<sup>**</sup></b>
	<i>p</i>	.000	.000	.000	.000
	N	528	527	504	504
Being a good role model to others is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.314<sup>**</sup></b>	<b>.441<sup>**</sup></b>	<b>.416<sup>**</sup></b>	<b>.422<sup>**</sup></b>
	<i>p</i>	.000	.000	.000	.000
	N	526	525	503	503
Being able to better serve others is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.338<sup>**</sup></b>	<b>.453<sup>**</sup></b>	<b>.438<sup>**</sup></b>	<b>.453<sup>**</sup></b>
	<i>p</i>	.000	.000	.000	.000
	N	512	511	503	503
Making my community a better place is ____. <sup>BB:OE</sup>	<i>r</i>	<b>.290<sup>**</sup></b>	<b>.387<sup>**</sup></b>	<b>.420<sup>**</sup></b>	<b>.413<sup>**</sup></b>
	<i>p</i>	.000	.000	.000	.000
	N	500	499	499	500

\*\* Correlation is significant at the 0.01 level (2-tailed).

[] Indicates organization specified by each respondent as his/her primary source of volunteer activity.

*r* Pearson Product Moment Correlation Coefficient

*p* Statistical Significance

<sup>a</sup>Response categories based on the following scale established by the researcher: very bad=1, bad=2, somewhat bad=3, neither bad nor good=4, somewhat good=5, good=6, very good=7.

<sup>b</sup>Response categories based on the following scale established by the researcher: very worthless=1, worthless=2, somewhat worthless=3, neither worthless nor useful=4, somewhat useful=5, useful=6, very useful=7.

<sup>c</sup>Response categories based on the following scale established by the researcher: very unrewarding=1, unrewarding=2, somewhat unrewarding=3, neither unrewarding nor rewarding=4, somewhat rewarding=5, rewarding=6, very rewarding=7.

<sup>d</sup>Response categories based on the following scale established by the researcher: very meaningless=1, meaningless=2, somewhat meaningless=3, neither meaningless nor meaningful=4, somewhat meaningful=5, meaningful=6, very meaningful=7.

<sup>BB</sup>Behavioral Beliefs

<sup>BB:OE</sup> Behavioral Beliefs: Outcome Evaluations

With the exception of three indirect measures with the direct measure Q65 (*I feel social pressure to develop my volunteer leadership*), all correlations between the direct and indirect measures of normative beliefs demonstrated significance. Four correlations were significant at the  $p = .05$  level, and all other correlations (excluding item Q65 correlations) were significant at the  $p = .01$  level. The mean value of all significant correlations between indirect measures and the direct measure Q9 (*It is expected of me that I develop my volunteer leadership. Disagree -- Agree*) was .375. The mean value of all significant correlations between indirect measures and the direct measure Q59 (*People who are important to me think that I should develop my leadership as a [] volunteer. Disagree -- Agree*) was .399. The mean value of all significant correlations between indirect measures and the direct measure Q65 (*I feel social pressure to develop my volunteer leadership. Disagree -- Agree*) was .129. The 45 significant correlations in this matrix ranged in value from .094 to .517. The Pearson correlations between normative belief direct and indirect measures are seen in Table 4.13, with significant values in bold and non-significant values in italics.

Table 4.13 Pearson Correlations Between Normative Belief Direct and Indirect Measures

		Normative Belief Direct Measure Items		
		It is expected of me that I develop my volunteer leadership.	People who are important to me think that I should develop my leadership as a [] volunteer.	I feel social pressure to develop my volunteer leadership.
<b>Normative Belief Indirect Measure Items</b>		Response Scale: Disagree-Agree <sup>a</sup>		
What faith community members believe I should do is _____ to me. <sup>SN:MC</sup>	<i>r</i>	<b>.235**</b>	<b>.207**</b>	<b>.159**</b>
	<i>p</i>	.000	.000	.000
	N	558	497	498
The approval of [] staff members is _____ to me. <sup>SN:MC</sup>	<i>r</i>	<b>.243**</b>	<b>.369**</b>	<b>.094*</b>
	<i>p</i>	.000	.000	.036
	N	537	495	496

Table Continued

Table Continued

<b>Normative Belief Indirect Measure Items</b>		<b>Response Scale: Disagree-Agree<sup>a</sup></b>		
What my family thinks of what I do with [] is _____ to me. <small>SN:MC</small>	<i>r</i>	<b>.307**</b>	<b>.368**</b>	<b>.145**</b>
	<i>p</i>	.000	.000	.001
	N	539	497	497
Employers' approval of what I do is _____ to me. <small>SN:MC</small>	<i>r</i>	<b>.283**</b>	<b>.264**</b>	<b>.194**</b>
	<i>p</i>	.000	.000	.000
	N	502	495	497
My friends' approval of my [] volunteer activity is _____ to me. <small>SN:MC</small>	<i>r</i>	<b>.313**</b>	<b>.415**</b>	<b>.229**</b>
	<i>p</i>	.000	.000	.000
	N	501	495	496
How other volunteer agencies regard me is _____ to me. <small>SN:MC</small>	<i>r</i>	<b>.355**</b>	<b>.400**</b>	<b>.237**</b>
	<i>p</i>	.000	.000	.000
	N	494	493	494
The opinion of other [] volunteers is _____ to me. <small>SN:MC</small>	<i>r</i>	<b>.339**</b>	<b>.420**</b>	<b>.141**</b>
	<i>p</i>	.000	.000	.002
	N	496	493	495
Community members' approval of my [] volunteer activity is _____ to me. <small>SN:MC</small>	<i>r</i>	<b>.386**</b>	<b>.440**</b>	<b>.295**</b>
	<i>p</i>	.000	.000	.000
	N	495	493	494
Volunteer agencies other than [] would regard developing my leadership to be _____. <small>SN:NB</small>	<i>r</i>	<b>.379**</b>	<b>.300**</b>	.036
	<i>p</i>	.000	.000	.424
	N	624	494	495
My friends think that developing my leadership as a [] volunteer is _____. <small>SN:NB</small>	<i>r</i>	<b>.517**</b>	<b>.497**</b>	<b>.158**</b>
	<i>p</i>	.000	.000	.000
	N	624	494	494
Employers think that developing my leadership as a [] volunteer is _____. <small>SN:NB</small>	<i>r</i>	<b>.457**</b>	<b>.369**</b>	<b>.107*</b>
	<i>p</i>	.000	.000	.018
	N	557	494	494
[] staff members think that developing my leadership as a volunteer is _____. <small>SN:NB</small>	<i>r</i>	<b>.479**</b>	<b>.499**</b>	<b>.118**</b>
	<i>p</i>	.000	.000	.009
	N	548	494	494
Faith community members would consider developing my leadership as a [] volunteer to be _____. <small>SN:NB</small>	<i>r</i>	<b>.353**</b>	<b>.362**</b>	<b>.100*</b>
	<i>p</i>	.000	.000	.026
	N	537	496	496



Table Continued

Normative Belief Indirect Measure Items		Response Scale: Disagree-Agree <sup>a</sup>		
Members of my community would believe that developing my leadership as a [] volunteer is _____.	<i>r</i>	<b>.454**</b>	<b>.457**</b>	<b>.092*</b>
	<i>p</i>	.000	.000	.041
	N	519	498	498
				SN:NB
My family views my developing my leadership as a [] volunteer to be _____.	<i>r</i>	<b>.460**</b>	<b>.515**</b>	.065
	<i>p</i>	.000	.000	.149
	N	518	497	497
				SN:NB
Other [] volunteers would see developing my leadership as _____.	<i>r</i>	<b>.441**</b>	<b>.497**</b>	.069
	<i>p</i>	.000	.000	.121
	N	505	497	498
				SN:NB

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

[] Indicates organization specified by each respondent as his/her primary source of volunteer activity.

*r* Pearson Product Moment Correlation Coefficient

*p* Statistical Significance

<sup>a</sup>Response category based on the following scale established by the researcher: strongly disagree=1, disagree=2, somewhat disagree=3, neither disagree nor agree=4, somewhat agree=5, agree=6, strongly agree=7.

SN:MC Subjective Norm: Motivation to Comply. Response categories based on the following scale established by the researcher: very unimportant=1, unimportant=2, somewhat unimportant=3, neither important nor important=4, somewhat important=5, important=6, very important=7.

SN:NB Subjective Norm: Normative Belief. Response categories based on the following scale established by the researcher: very undesirable=1, undesirable=2, somewhat undesirable=3, neither undesirable nor desirable=4, somewhat desirable=5, desirable=6, very desirable=7.

In the domain of control beliefs, five of the indirect measures did not significantly correlate with direct measure Q14 (*The decision to develop my leadership as a [] volunteer is beyond my control*), and three of the indirect measures did not significantly correlate with direct measure Q52 (*I am confident that I could develop my volunteer leadership if I wanted to*). Two of the indirect measures correlated significantly with direct measure Q14 at the  $p = .05$  level, and all remaining correlations were significant at the  $p = .01$  level. The mean value of all significant correlations between indirect measures and the direct measure Q14 (*The decision to*

*develop my leadership as a [] volunteer is beyond my control. Disagree -- Agree*) was .154. The mean value of all significant correlations between indirect measures and the direct measure Q52 (*I am confident that I could develop my volunteer leadership if I wanted to. Disagree -- Agree*) was .152. The mean value of all significant correlations between indirect measures and the direct measure Q69 (*Whether or not I develop my leadership as a [] volunteer is entirely up to me. Disagree -- Agree*) was .189. The 46 significant correlations in this matrix ranged in value from .099 to .365. The Pearson correlations between control belief direct and indirect measures are seen in Table 4.14, with significant values in bold and non-significant values in italics.

The mean scores and standard deviations for the 66 direct and indirect measures demonstrated a highly restricted range of measurement. The mean of the combined 66 items was 5.34 and the overall standard deviation was 1.25; for 19 (29%) of the 66 questions only one standard deviation from the mean would take a score beyond the end of the scale. While this deviation from normality was not extreme enough to prevent convergence in the principal components analysis, it nevertheless detracted from the psychometric quality of the instrument.

Table 4.14 Pearson Correlations Between Control Belief Direct and Indirect Measures

		<b>Control Belief Direct Measures</b>		
		The decision to develop my leadership as a [] volunteer is beyond my control.	I am confident that I could develop my volunteer leadership if I wanted to.	Whether or not I develop my leadership as a [] volunteer is entirely up to me.
<b>Control Belief Indirect Measure Items</b>		Response Scale: Disagree-Agree <sup>a</sup>		
If []'s commitment to my success is unreliable,	<i>r</i>	<i>-.061</i>	<i>.077</i>	<b>.125**</b>
developing my leadership is	<i>p</i>	<i>.139</i>	<i>.083</i>	<i>.006</i>
_____	N	587	502	494

Table Continued

Table Continued

Control Belief Indirect Measure Items		Response Scale: Disagree-Agree <sup>a</sup>		
When I do not have access to []'s organizational resources, developing my leadership is ____.	<i>r</i>	<i>.099</i> <sup>*</sup>	<b>.145</b> <sup>**</sup>	<b>.305</b> <sup>**</sup>
	<i>p</i>	.016	.001	.000
	N	586	499	491
When I am restrained from using my skills in action (including making mistakes), developing my leadership within [] is ____.	<i>r</i>	<b>-.169</b> <sup>**</sup>	<i>.046</i>	<b>.146</b> <sup>**</sup>
	<i>p</i>	.000	.303	.001
	N	585	499	491
If I work independently, rather than with a [] team, developing my leadership is ____.	<i>r</i>	<b>.123</b> <sup>**</sup>	<b>.131</b> <sup>**</sup>	<b>.099</b> <sup>*</sup>
	<i>p</i>	.003	.003	.028
	N	568	499	492
When I am prevented from overseeing [] volunteer projects, developing my leadership is ____.	<i>r</i>	<i>-.013</i>	<b>.145</b> <sup>**</sup>	<b>.172</b> <sup>**</sup>
	<i>p</i>	.762	.001	.000
	N	549	500	492
When support from []'s staff members is inconsistent, developing my leadership is ____.	<i>r</i>	<b>.113</b> <sup>*</sup>	<b>.145</b> <sup>**</sup>	<b>.207</b> <sup>**</sup>
	<i>p</i>	.011	.001	.000
	N	506	496	488
When I have fewer opportunities to volunteer with [], developing my leadership is ____.	<i>r</i>	<i>-.070</i>	<b>.118</b> <sup>**</sup>	<b>.126</b> <sup>**</sup>
	<i>p</i>	.112	.008	.005
	N	510	499	491
If []'s expectations are not clearly defined, developing my leadership is ____.	<i>r</i>	<i>.064</i>	<b>.136</b> <sup>**</sup>	<b>.164</b> <sup>**</sup>
	<i>p</i>	.152	.002	.000
	N	504	502	494
When I do not receive guidance as a [] volunteer, developing my leadership is ____.	<i>r</i>	<i>.077</i>	<b>.160</b> <sup>**</sup>	<b>.232</b> <sup>**</sup>
	<i>p</i>	.086	.000	.000
	N	496	496	491
Expectations are too vague for [] volunteers to perform their duties effectively.	<i>r</i>	<b>.307</b> <sup>**</sup>	<b>.163</b> <sup>**</sup>	<b>.123</b> <sup>**</sup>
	<i>p</i>	.000	.000	.006
	N	586	502	493
There are insufficient opportunities to volunteer with [].	<i>r</i>	<b>.255</b> <sup>**</sup>	<i>.058</i>	<b>.153</b> <sup>**</sup>
	<i>p</i>	.000	.195	.001
	N	587	503	495

Table Continued

<b>Control Belief Indirect Measure Items</b>		<b>Response Scale: Disagree-Agree<sup>a</sup></b>		
Supervisors oversee [] volunteers in a way that inhibits volunteers from practicing leadership. <sup>CB:S</sup>	<i>r</i>	<b>.365**</b>	<b>.198**</b>	<b>.182**</b>
	<i>p</i>	.000	.000	.000
	N	558	500	492
[] volunteers lack opportunities to work collaboratively in teams. <sup>CB:S</sup>	<i>r</i>	<b>.275**</b>	<b>.219**</b>	<b>.215**</b>
	<i>p</i>	.000	.000	.000
	N	510	500	492
[] volunteers lack opportunities to oversee projects. <sup>CB:S</sup>	<i>r</i>	<b>.252**</b>	<b>.182**</b>	<b>.185**</b>
	<i>p</i>	.000	.000	.000
	N	501	499	491
Unreliable staff members at [] hinder volunteers' leadership development. <sup>CB:S</sup>	<i>r</i>	<b>.208**</b>	<b>.184**</b>	<b>.118**</b>
	<i>p</i>	.000	.000	.009
	N	502	500	492
[] volunteers lack adequate organizational resources to develop their leadership. <sup>CB:S</sup>	<i>r</i>	<b>.355**</b>	<b>.259**</b>	<b>.294**</b>
	<i>p</i>	.000	.000	.000
	N	500	499	492
[] volunteers lack instruction on how to develop their leadership. <sup>CB:S</sup>	<i>r</i>	<b>.273**</b>	<b>.285**</b>	<b>.319**</b>
	<i>p</i>	.000	.000	.000
	N	496	496	492
[]'s staff and volunteers are inconsistent in their commitment to volunteers' success. <sup>CB:S</sup>	<i>r</i>	<b>.318**</b>	<b>.270**</b>	<b>.239**</b>
	<i>p</i>	.000	.000	.000
	N	494	494	491

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

[] Indicates organization specified by each respondent as his/her primary source of volunteer activity.

*r* Pearson Product Moment Correlation Coefficient

*p* Statistical Significance

<sup>a</sup>Response category based on the following scale established by the researcher: strongly disagree=1, disagree=2, somewhat disagree=3, neither disagree nor agree=4, somewhat agree=5, agree=6, strongly agree=7.

<sup>CB:P</sup> Control Belief: Power. Response categories based on the following scale established by the researcher: very unlikely=1, unlikely=2, somewhat unlikely=3, neither unlikely nor likely=4, somewhat likely=5, likely=6, very likely=7.

<sup>CB:S</sup> Control Belief: Strength. Response categories based on the following scale established by the researcher: very rarely=1, rarely=2, somewhat rarely=3, neither rarely nor frequently=4, somewhat frequently=5, frequently=6, very frequently=7.

## Summary

One of the most important procedural features of the TPB is its use of elicitation studies to create a cognitive foundation of the sample population's salient behavioral, normative and control beliefs (Ajzen, 2010; Ajzen & Fishbein, 1980; Francis et al., 2004). The investigator's understanding of the cognitive and psychosocial determinants of the study population's behavior is enhanced by identification of the factors having the strongest influence on behavioral beliefs, subjective norms and perceived behavioral control (Ajzen & Fishbein, 1980).

This elicitation study accessed a sample of 101 volunteers registered with six HandsOn Network affiliates around the country. The predominantly female, mostly Caucasian elicitation study sample group had a mean age of 35 and averaged in the \$40,000-\$50,000 range of combined annual household income. Three-quarters of elicitation study participants had at least a 4-year college degree. Over 80% of participants had performed volunteer service within the 12 months prior to the study, and nearly 50% of participants reported volunteering between once per month and once every 2-8 months. A wide range of behaviors indicating potential leadership development were reported, the most frequent being the exhibiting of self-motivated action in service to one's community outside of HON volunteer projects.

Content analysis of subjects' responses to questions regarding the advantages and disadvantages, approval and disapproval, and perceived control of developing leadership as a volunteer yielded a set of most-frequently mentioned themes in each belief domain. The behavioral belief-based attitude measure produced the themes: serve and help others, building relationships, new knowledge/skills, self development, better community, management conflicts, role model, welcoming diversity, and teamwork. Respondents identified the following referents within the normative belief-based measure: employers, family, other volunteers, friends, church

members/pastor, other volunteer agencies, community members, and volunteer agency staff members. Lastly, the belief-based measure of perceived behavioral control educed the themes: supportive environment, opportunities to lead, opportunities to volunteer, teamwork, clear expectations, training/leadership skill growth, lack of alignment/coordination/willingness, lack of resources, and autonomy.

Once these themes had been converted into questions to provide indirect measures of behavioral, normative and control beliefs, the questions were assembled, along with direct measures in each belief domain, measures of generalized intention, and demographic items, into a pilot survey instrument, the Volunteer Leadership Development Questionnaire (VLDQ). The VLDQ was administered in two phases, six months apart, to two separate groups of HON volunteers that had not been sampled in the elicitation study.

When demographic characteristics of the two groups were compared, independent samples t-tests showed the ordinal characteristics of age, combined annual income, most recent volunteer service, highest level of education, religious service attendance, and frequency of volunteer participation did not significantly differ between the two groups. Pearson chi-square values demonstrated no significant differences in the two groups' nominal characteristics of gender or race/ethnicity (white vs. non-white). When comparisons were made in the two groups' measures of volunteer tasks performed, only one measure showed a significant chi-square value. Since none of the six demographic characteristics and only one of the 13 volunteer behavior characteristics showed significant difference between the Phase 1 and Phase 2 samples, the two groups were combined for purposes of all further analyses.

A series of principal components analyses with Varimax rotation concluded with a solution, pertaining to the indirect measures only, in which six factors were correlated almost

perfectly with six of the VLDQ's subconstructs. Direct measures demonstrated high levels of internal reliability within all four constructs, and correlations of within-construct direct and indirect measures were also strong. The instrument's psychometric quality suffered from mean scores and standard deviations that demonstrated a highly restricted range of measurement.

## CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

### Summary of the Research Study

#### Introduction

The recent economic downturn has touched virtually every American. In addition to the long-standing and ever-growing numbers of underprivileged and disenfranchised in this country, economic adversity has now fallen on many who were recently prosperous. Our society could not function if not for the provision of services to those who lack, or are hindered in, the ability to care for themselves. But, across the United States, the demand for all types of social services has grown beyond what governments, private agencies, or individuals are equipped to offer (Goldsmith, 2010). Volunteers are critical to the provision of these services, and the presence of volunteers who are willing and capable of acting in leadership roles can make the difference in whether or not a neighborhood or community will survive when hardship strikes.

At this time of nationwide economic hardship and increasing demand for human services the need for volunteers has never been greater. President Obama has issued a request to the American people to become active participants in nurturing their communities through volunteerism, and his Administration has created new structures and pathways of empowerment to help citizens achieve that goal. Those structures and pathways include innovative solutions and collaborative community endeavors that build grassroots leadership and demonstrate measureable results. The economic value of volunteer work is most often regarded in terms of what it would cost to replace volunteers with paid employees; however, the benefits of volunteer services extend far beyond their monetary value. Individuals who choose to donate their time and energy in the interest of helping others gain knowledge, skills and insights that contribute to their



personal growth and development, and ultimately expand the possibilities for caring and collaboration throughout whole communities.

Identification of the factors that drive volunteer activity is critical in enabling nonprofit and other volunteer organizations to provide the support necessary to attract and sustain volunteer participation. Volunteer service often involves contact with populations and acting in situations that are unfamiliar and that stimulate those involved to see themselves, their abilities and their relationships in new ways. Volunteer learning may result in newly acquired knowledge and skills as well as degrees of heightened self-awareness, personal growth and self-confidence that provide the seeds of leadership.

The HandsOn Network (HON) enables tens of thousands of individuals to participate in short-term volunteer efforts every day in hundreds of communities around the United States. Some HON volunteers are content to offer their services on occasional volunteer teams, while others wish to be team leaders or to take on even greater levels of responsibility. The HandsOn Network makes a concerted effort to encourage and to provide a framework for supporting the growth and development of leadership among its volunteers.

The current Administration recognizes the importance of measurement, evaluation and assessment of its efforts to foster volunteerism, and has promoted both the dissemination of information, and efforts to measure and report the results of newly developed opportunities for citizen engagement. These opportunities include neighboring, which is a more organic and informal but no less important form of volunteering than the traditional model of volunteering under the auspices of a nonprofit agency. Neighboring efforts often result in community activists naturally expressing their leadership in the course of seeking to improve the quality of life in their own communities.

People living in the United States who were born during the post-World War II era between 1946 and 1964 are referred to in the volunteering context as “Boomers” (Corporation for National and Community Service, 2010e). Boomers comprise a major proportion of the episodic and neighboring volunteer workforce. Their presence has a considerable impact on what can be accomplished in the human services sector, particularly in light of the wealth of experience and skills that Boomers have to offer, and their influence heightens the value of measurement and reporting.

### **Purpose and Theoretical Framework**

The purpose of this study was to use the Theory of Planned Behavior (TPB) to develop an instrument, the Volunteer Leadership Development Questionnaire (VLDQ), with which to discover the factors influencing volunteers’ intentions to develop their leadership. As a means of quantifying those intentions, the VLDQ could enable volunteer organizations to more accurately identify and discriminate among various stages of engagement along the leadership ladder (Gibson, 2009). Having these distinctions in hand could inform all levels of volunteer management design, including: recruitment, training, role descriptions, supervision and reporting relationships, creation of measureable outcomes, evaluations, generation of community initiatives, recognition, and more. The following research questions were addressed:

3. What are the most salient factors influencing the intentions of volunteers to develop their leadership?
4. Can a valid and reliable quantitative instrument be created to discern the intention to develop leadership among volunteers based upon these factors?

The Theory of Planned Behavior provides a heavily supported and well-tested theoretical framework for developing such an instrument. The TPB is an expansion of its earlier iteration,

The Theory of Reasoned Action (TRA), developed in the 1970's by Martin Fishbein and Icek Ajzen as a way to conceptualize and explain the relationships among attitudes, beliefs, intentions, and behavior (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). The TPB posits that behavioral, normative, and control beliefs guide human conduct by influencing attitudes. Beliefs about a behavior, including the expected outcomes of the behavior and assessments of those outcomes (*behavioral beliefs*), give rise to positive or negative attitudes regarding the behavior. Beliefs about how others expect us to behave (*normative beliefs*) generate perceptions of social pressure that influence our motivation to act in accordance with others' expectations. Beliefs about our ability to perform a behavior (*control beliefs*) influence our perceptions of behavioral control. In general, the more positive the attitude, the more favorable the subjective norms and the higher the degree of perceived control, the stronger will be a person's intention to carry out a given behavior. Behavioral, normative and control beliefs are mutually interactive. The TPB states that attitudes, subjective norms and perceived behavioral control all influence intentionality (Ajzen, 1991). In addition, the TPB suggests that the indirect measures of behavioral, normative and control beliefs are associated with their respective predictive direct measures (Ajzen, 1991, 2005).

### **Review of Literature**

Interest in what motivates people to volunteer and how to sustain volunteer participation has surged as the nonprofit sector has grown over the past 20 years. Smith (1994) and Wilson (2000) collectively reviewed much of the previous quarter century's North American literature addressing volunteer motivation. These two authors grouped the conceptual frameworks they reviewed either according to the nature of the predominant variables (contextual, social background, personality, attitudinal, situational, and social status, Smith, 1994), or according to

a subjectivist vs. behaviorist perspective (Wilson, 2000). The reviews by Smith (1994) and Wilson (2000) covered several hundred studies, most of which inventoried various combinations of factors influencing the decision to volunteer. Correlational studies have attempted to derive volunteer motivation by rating the importance of possible motivations, or by associating motivation with demographic factors, personality traits, psychological functions (Clary & Snyder, 1996), or the social significance of volunteering (Bell, Marzano, Cent, et al., 2008). While any or all of these characteristics may be pertinent to an individual's impetus to serve as a volunteer, their role in motivating the choice to act in a volunteer leadership capacity is far less clear.

One effort to clarify volunteer leadership development was through a study conducted by Freeman (1978), who examined the motivations of adult volunteer 4-H leaders. With a specific interest in what factors of organizational climate and structure had the strongest influence on volunteer motivation and job satisfaction, Freeman (1978) based his inquiry on a modified version of Herzberg's Motivation-Hygiene theory (Herzberg & Hamlin, 1961). Freeman's (1978) objectives were to test both Herzberg's theory and a proposed method of assessing 4-H volunteer leaders' attitudes toward particular job factors, with the ultimate goal of better designing volunteer programs so as to reduce turnover of volunteer leaders. He identified twelve organizational factors that made important contributions to job satisfaction among volunteer leaders, the top seven of which were cited by at least 10% of his sample population as having a major influence on performance of their volunteer duties. The first of these were achievement, relationships with 4-H members, recognition, and the work itself, followed by relationships with 4-H parents, personal growth, and level of responsibility. In his conclusions, Freeman (1978) asserted that the most high-leverage difference to be made in engendering development of

volunteer leaders should come in the form of *providing opportunities for volunteers' personal growth, expanded relationships, and capacity for leadership*, and should include recognition for all such activities (emphasis added). (These were the very same assertions that McCarthy and Garavan (2006) would make about corporate management leadership development some 30 years later!) Agencies that accomplish their work largely through volunteer efforts could use the VLDQ as a resource in providing the opportunities suggested by Freeman (1978) and others.

The TPB has been extensively employed to help understand human behavior in a wide range of settings. Ajzen (1991) presented findings of studies that employed the TPB to understand activities such as playing video games, cheating, losing weight, shoplifting, getting good grades, lying, and voting, among others. Armitage and Conner's (2001) review of 185 TPB studies bore out the predictive validity of the TPB across a broad behavioral spectrum, while Carmeli and Schaubroeck's (2007) results highlighted the importance of the normative influence of authority figures at work, an idea that is pertinent as well for nonprofit managers who wish to call forth creativity, along with the other components of leadership, in their volunteers. Like other research that used the TPB to elucidate, understand and predict employee behaviors, the study in which McCarthy and Garavan (2006) used TPB to test particular behavioral and attitudinal factors in predicting postfeedback behavior offers valuable insights into what motivates individuals to participate at higher levels, to raise their own standards of performance, and to develop their leadership in the workplace. These findings can serve as guideposts in the effort to empower volunteers to greater accountability for the health and well being of their communities.

## **Significance of the Study**

What motivates people to volunteer has been a rich area of inquiry; however, few studies have endeavored to discover specifically what behavioral and attitudinal factors influence volunteers' intentions to develop their leadership. "Volunteer leadership" as used in the literature generally refers either to people serving in a voluntary capacity as nonprofit agency board members or advisors, or to individuals in paid staff positions who supervise volunteers. Rather than either of these populations, "volunteer leadership" as used in this study referred to the full spectrum of volunteers who lend their occasional services to a variety of nonprofit organizations over irregular periods of time, and who wish to develop their skills, knowledge and abilities at any level. Some of these volunteers might desire to increase their leadership responsibility within the HON and its affiliated organizations, while others might wish to use volunteering as a vehicle through which to develop leadership and other skills to enhance employment opportunities. Some volunteers seek out specific leadership development opportunities (leadership training or working with a mentor, for example), while others demonstrate leadership characteristics by engaging, without being asked, in activities beyond the scope of their immediate volunteer responsibilities. Individuals who seek such challenges attract the attention of agency supervisors, who may then focus on supporting those volunteers to further develop their leadership. For other volunteers, leadership development could be a secondary outcome of building other skills. There may even be some volunteers for whom leadership development is recognized only after the fact, as a product of having participated in stimulating and enjoyable community service work.

The influence of beliefs, attitudes and intentions on behavior is of ongoing interest to researchers and practitioners in diverse fields. Having an instrument with which to ascertain what drives volunteers to develop their leadership could assist the HON to understand their volunteer

workforce, and to design leader development programming and training in response to volunteers' motivations. This study has also brought a new dimension to existing knowledge on use of the TPB by building on previous research concerning volunteer motivation (Grano, Lucidi, Zelli, & Violani, 2008; Greenslade & White, 2005; Warburton & Terry, 2000).

Given both the growing importance of volunteers in the delivery of human services (Brudney, 1999) and the plethora of authors who have claimed to offer the keys to successful leadership, it is surprising that few of the empirical studies conducted in recent decades on motivation, volunteerism, or leadership have addressed the development of leadership among volunteers. Volunteer administration professionals have noted the lack of empirical evidence supporting development of theoretically based volunteer curricula and development programs (Connors & Swan, 2006; Stedman, 2004). Researchers have yet to use the TPB to examine in a comprehensive fashion the intentions of volunteers to develop leadership. Creation of the Volunteer Leadership Development Questionnaire will provide a tool that is currently missing, and will offer a way to provide nonprofit agencies with information that could make an important difference in their ability to motivate, retain and empower volunteers in communities across the country.

### **Limitations of the Study**

The study was limited by use of a convenience sample that could introduce selection bias. Because data was collected from only a small portion of the entire HON volunteer body, results may not be generalizable to other volunteer populations. Use of electronic media for data collection may have caused some information or the finer nuances of individuals' responses to be lost from the elicitation portion of the study. Accuracy of electronically based behavioral self-report measures is questionable, especially when that behavior tends to be regarded as socially

desirable or undesirable, or when respondents attempt to make their answers internally consistent (Warburton & Terry, 2000). In this case, the self-report bias might have been somewhat attenuated by including volunteers who were not intending to develop their leadership as well as those who may intend to do so.

## **Methods**

The creation and administration of the VLDQ occurred in close collaboration with HON, primarily between the author, HON's National Coordinator of Volunteer Leadership Training, and HON's Senior Director of Evaluation and Performance Measurement. It was hoped that the VLDQ would be a resource to HON in creating more advanced programming and a more supportive organizational culture to empower volunteers in developing and expressing their leadership.

Formative research was needed in order to produce an instrument suited to the specific behavior and population of interest (Ajzen, 2010b). Because the TPB is applied most effectively when the population and behavior to be investigated are well defined, it was necessary to create an index of activities considered to characterize leadership development intentionality among HON volunteers. Having established these behavioral parameters (see Table 3.1), an elicitation study was conducted among randomly selected volunteers from six HON Action Centers.

The member organizations of HON were required to complete an annual report at the beginning of each calendar year. The 2011 HON annual report included the question, "Are you interested in partnering with HandsOn Network in research projects to learn more about volunteers' overall civic engagement, volunteering behaviors and community impact?" At the close of the 2011 annual report response period, HON's research staff compiled a list of the 64 U.S. affiliates that had replied "yes" to this question. A random number generator was used to



select from that list six affiliates to participate in the elicitation study, all of which agreed to participate in the study. Affiliates in the drawn sample represented the Pacific Northwest, Midwest, North, South, Southeast and Northeast regions of the United States.

The elicitation study accessed a sample of 101 volunteers registered with these six HandsOn Network affiliates. The predominantly female, mostly Caucasian elicitation study sample group had a mean age of 35 and averaged in the \$40,000-\$50,000 range of combined annual household income. Three-quarters of elicitation study participants had at least a 4-year college degree. Over 80% of participants had performed volunteer service within the 12 months prior to the study, and nearly 50% of participants reported volunteering between once per month and once every 2-8 months. The most frequent behavior indicating potential leadership development was reported to be the exhibiting of self-motivated action in service to one's community outside of HON volunteer projects.

After conducting a content analysis to distinguish the most frequently mentioned themes from among the elicitation study responses (Appendix 6), the researcher converted these themes into survey questions according to a procedure given in a TPB questionnaire creation instruction manual (Francis et al., 2004). Several colleagues and a panel of experts reviewed the draft instrument and provided suggestions for improvements in language and organization of the material.

The VLDQ (Appendix 7) was administered in a two-phased pilot study to the accessible population. In the pilot study's first phase, HON's IT staff identified in its data base 4,516 volunteers who, when they registered electronically (between 2009-2011) as HandsOn volunteers, had checked a box on HON's website that gave HON permission to communicate with them directly (as opposed to communicating with volunteers only through their local

affiliates). Because the resulting list of volunteers also included the names of the local affiliates with which they were registered, the researcher was able to eliminate from the list all individuals registered with the six affiliates that had taken part in the elicitation study. Using a yes/no mini-survey with cover letter, HON's director of evaluations requested permission from the remaining volunteers on the list to include them in a pilot study of a new survey instrument. Over the nine-day period in which responses were collected, 188 individuals (4%) agreed to be included in the pilot study. Because random sampling was impractical and inappropriate among such a small number of participants, the researcher, within less than one week of obtaining their permissions, sent the pilot VLDQ, accompanied by an email cover letter, to all 188 individuals.

The survey was accessible for two weeks. In this first phase of the pilot study 82 responses were received (2%), of which 58 included answers to every question in the pilot instrument. The small number of respondents in Phase 1 made it necessary to conduct a second phase of the pilot study.

Phase 2 of the pilot study was initiated three months after Phase 1. Phase 2 commenced after HON's U.S. affiliates had completed their 2012 annual reports, which once again included the question, "Are you interested in partnering with HandsOn Network in research projects to learn more about volunteers' overall civic engagement, volunteering behaviors and community impact?" HON's research and evaluation team assembled a list of the 29 affiliates that had answered "yes" to this question, excluding all affiliates that had already been sampled in the elicitation study and in Phase 1 of the pilot study. Using an outline of speaking points and FAQ's provided by the researcher, HON's research and evaluation team reached out to these 29 affiliates by telephone and email in a concerted effort to enroll as many of them as possible into the second phase of the pilot study. While no incentives were offered to individual survey

participants, the affiliates that agreed to provide their volunteer lists were entered into a drawing for three free registrations (total value = \$1650) in the 2012 National Conference on Volunteering and Service.

Out of the 29 affiliates that were eligible to enroll in the pilot study, six agreed to participate. The directors of the six affiliates gave permission as well to use their logos in cover emails to their volunteers. These six affiliates represented the West Coast, Pacific Northwest, Midwest, South, and Southeastern regions of the United States, and their lists of currently registered volunteers aged 18 and over cumulatively totaled 20,718 individuals. Surveys were open for two weeks, and participants had the option of completing and saving partial responses, then returning to finish their responses at a later time within the two-week period. A total of 655 people (3%) responded to the survey, of whom 411 responded to every question.

Groves, Dillman, Eltinge, & Little (2002) recommend that nonrespondents and late respondents be compared to initial respondents to account for nonresponse bias, and to ascertain whether or not one's sample is generalizable to the target population. Because the number of respondents in the two phases of the pilot study represented less than 3% of the sample population, it was both likely that self-selection bias was present in the respondent body, and clear that the pilot study results would not be generalizable to the target population. The researcher therefore determined that sampling nonrespondents would not contribute sufficient results to make the effort worthwhile.

All statistical tests were conducted using SPSS (SPSS Inc., Chicago, IL). Independent samples t-tests and chi-square tests of the demographic responses from the two pilot study samples determined that the groups were not significantly different, and so could be considered as one sample group.

The pilot study was carried out among 665 volunteers representing approximately 350 nonprofit organizations nationwide, including many HON affiliates. The predominantly female, mostly Caucasian pilot study sample group had a mean age of 44 and averaged in the \$60,000-\$70,000 range of combined annual household income. Nearly 70% of participants had four or more years of higher education. Over 80% of participants had performed volunteer service within the 12 months prior to the study, and over 65% reported performing volunteer services between once per week and once per month. A wide range of behaviors indicating potential leadership development was reported, the most frequent being leading volunteers in a task.

An exploratory (nonconfirmatory) factor analysis was conducted to reduce the data and identify the instrument's latent dimensions. Within this exploratory framework, it was appropriate to consider all variance among the factors (as opposed to only the shared variance) (Hair et al., 1998). Principal components analysis with Varimax rotation was chosen as the best method by which to reduce the data. Pearson coefficients were used to determine inter-item correlations, and calculation of Cronbach's alpha provided reliability estimates for the direct measures within each belief domain. The results of these analyses were compared with means, standard deviations, and ranges of scores for each of the VLDQ items. These procedures were conducted and results compared in order to determine how VLDQ items reflected the constructs under consideration.

### **Elicitation Study Findings**

The open-ended responses to the elicitation study questions provided information that was independently analyzed, categorized and coded by three researchers according to a rigorous data audit procedure (Batson & Marks, 2008; Riffe et al., 1998; Trochim, 2008). Content analysis of subjects' responses to questions regarding the advantages and disadvantages,

approval and disapproval, and perceived control of developing leadership as a volunteer yielded a set of most-frequently mentioned themes in each belief domain. The behavioral belief-based attitude measure produced the themes: serve and help others, building relationships, new knowledge/skills, self development, better community, management conflicts, role model, welcoming diversity, and teamwork. Respondents identified the following referents within the normative belief-based measure: employers, family, other volunteers, friends, church members/pastor, other volunteer agencies, community members, and volunteer agency staff members. Lastly, the belief-based measure of perceived behavioral control yielded the themes: supportive environment, opportunities to lead, opportunities to volunteer, teamwork, clear expectations, training/leadership skill growth, lack of alignment/coordination/willingness, lack of resources, and autonomy.

### **Pilot Study Findings**

Principal components analysis of indirect measures resulted in an initial best solution consisting of five factors, of which factors two, three, four and five demonstrated virtually exact coherence to four of the six subconstructs of the indirect measures in the behavioral, normative, and control belief domains. Factor #2 contained all nine items from the Control Belief: Strength sub-construct; Factor #3 contained all eight items from the Behavioral Belief: Outcome Evaluation sub-construct, Factor #4 contained all eight items from the Subjective Norm: Motivation to Comply sub-construct, and Factor #5 contained all nine items from the Control Belief: Power sub-construct. Of the 22 items represented by these four factors, only the item *Ineffective management makes it difficult to develop my leadership as a volunteer*, a measure of behavioral belief, was grouped on Factor #5 with other items that were all from the Control Belief: Power sub-construct. This item ranked at the very bottom of the factor analysis, and was

the only one of all 52 items with a factor loading of less than .375. Cross-loadings were noted for one item in Factor #2, three items in Factor #3, and two items in Factor #4.

Factor #1 contained a mixture of behavioral belief and subjective norm items. Eight of the 17 variables were cross-loaded onto factors #3 and #4. A subsequent principal components analysis was conducted separately on this set of variables. Convergence in three iterations yielded two factors, where all eight items in the Subjective Norm: Normative Belief sub-construct separated out as Factor #1A. Factor #1B held all eight items in the Behavioral Belief sub-construct, plus one item from the Behavioral Belief: Outcome Evaluation sub-construct.

### **Estimates of Reliability**

It was important in constructing a TPB questionnaire to include both indirect and direct measures within each of the belief domains. The indirect measures, formulated in pairs, were meant to reflect the composite nature of attitudes: that attitudes are comprised of both beliefs about a behavior and valuations of the positive or negative consequences of the behavior. For example: *If I develop my leadership as a volunteer it is unlikely/likely that I will acquire new skills, AND Acquiring new skills is undesirable/desirable*. This composite nature holds true for attitudes in all three of the behavioral, normative, and control belief domains. The elicitation study was conducted for the purpose of educating the accessible beliefs held by a representative sample of the population, and the composite pairs within the VLDQ's 52 indirect measures were designed to reflect the salient beliefs identified through the themes extracted from the elicitation study. However, it should not be assumed that salient beliefs are internally consistent. As stated by Ajzen (2010), "People's attitudes toward a behavior can be ambivalent if they believe that the behavior is likely to produce positive as well as negative outcomes" (p. 8). Similar ambivalency can also occur relative to normative and control beliefs. For example, a volunteer may be highly

motivated to comply with expectations of family members, but not at all motivated to comply with expectations of employers outside of the employment setting. Internal consistency is therefore not necessarily a characteristic of belief composites.

In order to establish internal reliability of a TPB instrument, it was therefore necessary to include measures that required respondents to report directly on their attitudes within each domain, and whose internal reliability could be assessed using an index of internal consistency like Cronbach's alpha (Ajzen, 2005; Francis et al., 2004). Using both direct and indirect items within the same constructs also provided an opportunity to correlate the two types of measurement; if the same construct was being tapped by two different methods, the scores should be positively correlated (Francis et al., 2004).

Analysis of internal consistency was performed within the direct measures in each of the four constructs. The analysis yielded high Cronbach's alphas of .903 for the generalized intention direct measures and .911 for the direct measures within the behavioral belief domain. However, the lower reliability estimates of .551 for the control belief direct measures and .572 for the normative belief direct measures were of concern. Internal reliability might be improved by creating additional direct measures for normative and control beliefs, but rewording of the current items and/or their respective response scales should also be considered. The alpha of .572 for normative direct measures would be raised to .662 by deleting item Q65, *I feel social pressure to develop my volunteer leadership*, so this item should be dropped from the next iteration of the instrument, and the remaining normative belief direct measures may also need to be rewritten to improve clarity and measurement values.

Although reliability estimates showed that deleting any of the three control belief direct measures would actually *lower* this value, because direct measure Q14, *The decision to develop*

*my leadership as a [] volunteer is beyond my control*, showed five non-significant correlations with indirect measures, and item Q52, *I am confident that I could develop my volunteer leadership if I wanted to*, showed three non-significant correlations with indirect measures, it is recommended that all three of the direct measures in the control belief domain be revisited before further testing of the instrument.

Having estimated the reliability of the direct measures, correlations were examined between the direct and indirect measures within each belief domain. When correlated with all of the behavioral belief indirect measures, the four behavioral belief direct measures showed mean correlations of .412, .486, .458, and .476. In equivalent correlations with indirect measures in the other two domains, the normative belief direct measures showed mean correlations of .375, .399, and .129, and the control belief direct measures showed mean correlations of .154, .152, and .189. The last four of the values reported above are especially troublesome, and the wording, the bi-polar adjective responses, and the response scales should all be seriously reconsidered for these measures.

The challenge of establishing internal reliability was apparently not unique to this study. According to Ajzen (1991),

Of particular concern are correlations of only moderate magnitude that are frequently observed in attempts to relate belief-based measures of the theory's constructs to other, more global [i.e., direct] measures of these constructs. Optimally rescaling measures of belief strength, outcome evaluation, motivation to comply, and the perceived power of control factors can help overcome scaling limitations, but the observed gain in correlations between global and belief-based measures is insufficient to deal with the problem. (p. 206)

It is likely that issues of internal reliability will be resolved only with repeated applications of measures, including testing of various wording and response scale combinations among different sample groups, and using test-retest procedures.



The mean scores and standard deviations for the 66 direct and indirect measures demonstrated a highly restricted range of measurement. The mean of the combined 66 items was 5.34 and the overall standard deviation was 1.25; for 19 of the 66 questions only one standard deviation from the mean would take a score beyond the end of the scale. While this deviation from normality was not extreme enough to prevent convergence in the principal components analysis, it nevertheless detracted from the psychometric quality of the instrument.

## **Discussion and Conclusions**

### **Web-based Elicitation Study**

Design of the elicitation study communications was based upon an assumption that the elicitation study participants would consider the Action Center through which they were contacted to be their primary source of volunteer activity. This assumption failed to account for lack of affiliate name recognition among many HON volunteers and the fact that a large portion of the primary volunteer work accomplished by this population is with other nonprofit organizations to which they have been referred by HON Action Centers. Any future research conducted through HON affiliates will do well to consider the nature of HandsOn's relationship to the volunteers as one that may be distant and lacking in name recognition.

Electronic administration of the elicitation study was a limiting factor in asking participants to respond to open-ended questions. While a few hearty souls took the time and effort to give highly detailed answers to the 9 elicitation study questions, others were clearly trying to communicate complex ideas in just a few words or a phrase. As recommended by Ajzen (2012) and by Francis et al. (2004), in-person interviews or focus groups would be more thorough and reliable methods for ascertaining the attitudes and beliefs underlying volunteer leadership development behaviors.

## **Elicitation Study Themes**

One of the most important procedural features of the TPB is its use of elicitation studies to create a cognitive foundation of the sample population's salient behavioral, normative and control beliefs (Ajzen, 2010; Ajzen & Fishbein, 1980; Francis et al., 2004). The investigator's understanding of the cognitive and psychosocial determinants of the study population's behavior is enhanced by identification of the factors having the strongest influence on behavioral beliefs, subjective norms and perceived behavioral control (Ajzen & Fishbein, 1980). In this study, content analysis of volunteers' responses to questions regarding the advantages/disadvantages, approval/disapproval, and perceived control of developing leadership as a volunteer yielded a set of most-frequently mentioned themes in each belief domain.

The behavioral belief-based attitude measure yielded the themes: serve and help others, building relationships, new knowledge/skills, self development, better community, management conflicts, role model, welcoming diversity, and teamwork. These results strongly confirm McCarthy & Garavan's (2006) findings that emphasized the link between a supportive organizational environment and positive behavioral change. Furthermore, working as a volunteer can bring a sense of direction and purpose, and an experience of oneself in relationship to one's community not available elsewhere (Drucker, 1990; Wilson & Musick, 2000). In the course of their service many volunteers learn, grow and develop as people, they create new relationships, and they influence others as their activities build the capacity for social change (Brennan, 2007; Duguid, Slade, & Schugurensky, 2006). When volunteers' understandings, expectations or commitments are not aligned with those of their supervising staff or other volunteers, they feel thwarted in their efforts. Conversely, service opportunities often bring volunteers into contact with populations and conditions of life with which they are not familiar, and which may

significantly change their self- and worldviews. Shifts like these in volunteers' frames of reference may bring new assumptions and points of view, broader perspectives and more inclusive community horizons (Mezirow, 1997; Ross-Gordon, 2003). Such transformations of personal perspective can augment the value of a volunteer's time in the form of a fresh outlook on the individual's role in building community relationships, a new commitment to social action, greater involvement in local issues and an expanded capacity for engagement, creativity, and civic entrepreneurship (Freire, 1970/2009; Goldsmith, 2010; Meijs & Brudney, 2007; Mezirow, 1978, 1981).

Respondents identified the following referents within the normative belief-based measure: employers, family, other volunteers, friends, church members/pastor, other volunteer agencies, community members, and volunteer agency staff members. Normative measures showed employers as the group whose approval of leadership development volunteers would most strongly anticipate, thereby affirming Carmeli & Schaubroeck's (2007) demonstration of the normative influence of authority figures in the workplace. Researchers of volunteerism agree that acknowledgment from the volunteer agency and healthy social interaction with other volunteers are critical to volunteers' wellbeing and ongoing service (Bell, 2008; Cowman, Ferarri, & Liao-Troth, 2004; Farmer & Fedor, 1999; Gibson, 2009; Lammers, 1991). Important though it is, however, recognition from a host organization constitutes only a very small part of the subjective norm measures as evidenced in this study. Numerous studies of volunteer motivation have discussed the value to volunteers of forming supportive relationships with supervisory staff, fellow volunteers and/or volunteer mentors, but few studies of volunteerism or volunteer leadership note the influence on volunteers of social pressures originating outside the host agency.

Lastly, the belief-based measure of perceived behavioral control educed the themes: supportive environment, opportunities to lead, opportunities to volunteer, teamwork, clear expectations, training/leadership skill growth, lack of alignment/coordination/willingness, lack of resources, and autonomy. These results are consistent with the findings of one study conducted at a HandsOn Action Center (Gibson, 2009), which showed that volunteers whose commitment to service increased over time were more likely to be registered voters, to correspond with newspapers and politicians, and to attend political events. In other words, volunteers who were more highly engaged in a volunteer leadership capacity were also more highly engaged in the civic concerns of their community, thereby demonstrating a high degree of perceived control in corollary community involvement activities. In another study, Perry et al. (2008) determined that recipients of prestigious volunteer achievement awards were most likely to be highly educated and to be retired, which makes sense since these individuals could be expected to have both fewer family commitments and more free time to volunteer (both pertinent to perceived behavioral control) than other demographic groups. Wituk et al. (2003) also documented outcomes of leadership development that included considerable increases in volunteers' confidence in their ability to make important decisions, to solve problems and to make a difference in their communities, suggesting again the importance of perceived behavioral control as a component of motivation among volunteer leaders.

The behavioral, normative and perceived control belief themes identified in this study deserve further attention from researchers of leadership qualities, motivations and development in the volunteer workforce. Further investigation is needed to substantiate and clarify the roles of attitudes, subjective norms and perceived behavioral control in determining volunteer responses to various types of leadership development opportunities. Drawing correlations between

organizational leadership development efforts, levels of volunteer satisfaction, and quantifiable community service outcomes could shed new light on ways to more powerfully leverage financial and human resources in nonprofit organizations.

### **Pilot Study Results**

The second question in the VLDQ asked pilot study participants to identify the name of the organization with which they performed their primary volunteer service. The researcher's intent was to create a process by which each respondent could answer the survey questions within a consistent frame of reference. In some cases the named organization was a HandsOn affiliate, while in other cases respondents named organizations to which they had been referred by their local HandsOn Action Center. Once a respondent filled in the name of their primary service organization, the survey software program automatically entered that organization's name in appropriate places within subsequent questions. These mentions are denoted below by the symbol "[ ]".

The well-defined arrangement of TPB constructs on the factors extracted from principal components analyses is not only an impressive confirmation of the usefulness of this analytic method, it is also a testament to the instructional value of the manual created by Francis et al. (2004) as a tool for TPB researchers. In the initial five-factor solution where factors two, three, four and five contained 175 values, only six of them (3%) showed significant cross-loadings, and only one of the six showed a cross-loaded value above .360. In contrast, while the secondary analysis of Factor #1 yielded two sub-factors that were again perfectly aligned with the TPB constructs, 12 of the 34 values (35%) showed significant cross-loadings. The significance of load values was originally set at .300 due to the large sample size and numerous items being examined. However, because each of the indirect measures is paired with another indirect

measure in the same belief domain, any alteration in one member of a pair would necessitate reconsideration of the other member of the pair as well. Given the sizeable differences in the majority of these cases between the cross-loaded values and primary load values, and bearing in mind the recommendation by Hair et al. (2005) that, “Although factor loadings of +/- .30 to +/- .40 are minimally acceptable, values greater than +/- .50 are generally considered necessary for practical significance” (p. 129), decisions to delete these items from or change them in future versions of the VLDQ should be considered with utmost care.

Only one of the cross-loaded values in the two principal component analyses had a value greater than +/- .50: this was Q34 in Factor #1B (*If I develop my leadership as a [ ] volunteer, I will be a better role model for others*), with a cross-load value in Factor #1A of .518. Both Q34 and its partner item Q36 (*Being a good role model to others is \_\_\_\_\_*) were among those whose mean values showed a strong negative skew. This group of items will be further considered below.

**Behavioral Belief Measures.** With a primary factor loading of only -.353, behavioral belief item Q38 (*Ineffective management makes it difficult to develop my leadership as a volunteer*) ranked at bottom of the principal components analysis; this item also lacked significant correlation with two of behavioral belief direct measures (these being the only non-significant correlations among all the direct / indirect behavioral belief measures). Although item Q38 arose in the elicitation study out of questions about behavioral beliefs, the underlying premise of the theme “management conflicts” (that actions taken by people in positions of authority directly impact one’s capacity for leadership development) strongly echo many of the sentiments expressed in the domain of control beliefs -- and, in fact, item Q38 was the only one of all 18 behavioral belief statements to occur in Factor #5, grouped with the nine statements in

the sub-construct of Control Beliefs: Power. Item Q38 should not be retained in its current form in future versions of the VLDQ. It is likely that wording of the item left it easily open to misinterpretation, so if it is to be retained in the future, the item should be rewritten.

Items Q10 (*Building a network of relationships is \_\_\_\_*), Q25 (*Becoming more self-aware is \_\_\_\_*), and Q27 (*Acquiring new skills is \_\_\_\_*) were all significantly cross-loaded on Factor #1B, in which each of their respective paired items (Q10/Q47, *If I develop my leadership as a [] volunteer, I will build my network of relationships*; Q25/Q61, *If I develop my leadership as a [] volunteer, I will become more self-aware*; Q27/Q30, *If I develop my leadership as a [] volunteer, I will acquire new skills*) were also cross-loaded with Factor #1A. The principal components analyses indicate that, for respondents, distinctions between Behavioral Belief and Subjective Norm: Normative Belief items were not as clear as the distinctions among the other sub-constructs (Control Belief: Strength; Behavioral Belief: Outcome Evaluation; Subjective Norm: Motivation to Comply; Control Belief: Power) or as clear as the distinctions between the first two and the last four sub-constructs. Item Q10 (*Building a network of relationships is \_\_\_\_*) deserves particular notice, both because its loading on Factor #3 and its cross-load value on Factor #1 were nearly equal, and because Q10 is also one of several items for which the distribution was negatively skewed (see below). Building relationships has repeatedly been shown to be a central motivating factor among volunteers (Fisher & Cole, 1993; Freeman, 1978; Lammers, 1991; Mündel & Schugurensky, 2008; Snyder & Omoto, 2008) and was ranked second in importance among the themes extracted from the elicitation study. Refinement of the VLDQ would benefit from refinement of this question, perhaps to denote some aspect of relationship building that is pertinent specifically to the development of one's leadership.

**Subjective Norm Measures.** Although item Q68 (*Community members' approval of my [] volunteer activity is \_\_\_\_\_ to me*) in Factor #2 was cross-loaded on Factor #1, with a primary load value of .701 and a cross-load value of only .300, this item could be retained as is. The same judgment could be made for item Q31 (*What my family thinks of what I do with [] is \_\_\_\_\_ to me*), with a primary load value of .569 and a cross-load value of .328.

On the other hand, the correlation matrix for the Subjective Norm construct showed three non-significant correlations of indirect measures with item Q65, (*I feel social pressure to develop my volunteer leadership*), which was the only one of all 13 direct measures shown to raise Cronbach's alpha if deleted from the set. Because both of the other two direct measures of subjective norms correlated significantly with all subjective norm indirect measures, deleting item Q65 from future versions of the VLDQ would not detract from the instrument's reliability.

**Perceived Behavioral Control Measures.** The only one of 18 perceived behavioral control items to be significantly cross-loaded was item Q45, (*[] volunteers lack opportunities to oversee projects*). The partner item in this pair, item Q28 (*When I am prevented from overseeing [] volunteer projects, developing my leadership is \_\_\_\_\_*) was not cross-loaded, and item Q45 correlated significantly with all three of the control belief direct measures. In addition, item Q45 showed a mean value of 4.54, with a standard deviation of 1.61, giving it a distribution closer to normal than many. For these reasons it would be acceptable to retain this item in its current form.

The control belief correlation matrix showed that out of the 54 correlations between perceived control direct and indirect measures, eight (15%) were non-significant. This fact may reflect the difficulty of creating appropriate and easily interpretable language to reflect the elicitation study themes representing obstacles to or disadvantages of developing one's leadership as a volunteer. None of the indirect measures showing non-significant correlations



with direct measures Q14 (*The decision to develop my leadership as a [] volunteer is beyond my control*) or Q52 (*I am confident that I could develop my volunteer leadership if I wanted to*) were cross-loaded in the principal components analysis, and neither item Q14 nor item Q52 presented problems in reliability estimates using Cronbach's alpha. Even so, the non-significant correlations indicate a weakness in the measurements. The deletion of Q14 would eliminate five of the eight non-significant correlations, leaving three indirect measures not yet significantly correlated with item Q52.

Because all nine of the Control Belief: Strength indirect measures addressed negative influences and were consequently the most difficult of all indirect measures to write, it is recommended that this group of items as a whole, and including the direct measure item Q52, be revisited. Consideration of how these items might be languageed to make them all more conceptually accessible to respondents could substantially improve the overall quality of the instrument.

The mean scores and standard deviations for the 66 direct and indirect measures demonstrated a highly restricted range of measurement. The mean of the combined 66 items was 5.34 and the overall standard deviation was 1.25; for 19 (29%) of the 66 questions only one standard deviation from the mean would take a score beyond the end of the scale. These items included 13 of the behavioral belief indirect measures, all four of the behavioral belief direct measures, one of the control belief indirect measures, and one of the control belief direct measures (item Q52, discussed above). As noted earlier, methodological challenges undoubtedly led to sampling bias; it is probable that the people who responded to the pilot study were those individuals who are even more highly motivated than most HON volunteers to do their best, seize opportunities to "give back," and speak their minds, and do what is requested of them. The

instrument cannot help but benefit in future administrations from being tested in more controlled, in-person settings, and across more diverse sample groups, so that those volunteers who are *less* likely to develop their leadership would be more widely represented. Should a large portion of the behavioral belief measures continue to display abnormally high means in future testing, these questions should be rewritten.

In the initial 5-factor solution, the control belief indirect measures accounted for 16.6% of variance. It is this author's opinion that special attention should be given to control measures in the context of volunteer leadership development intention. Volunteering is, at its essence, people offering their services because they *want* to, and people who exhibit this behavior likely would not do so if they did not think it possible to accomplish the behavior. The obstacles to developing leadership that were voiced by participants in the elicitation study are perhaps the richest source of information offered by this research to volunteer administrators who wish to empower leadership development in the volunteer workforce. The elicitation study responses that made reference to negative influences on perceived control (e.g., staff and volunteer supervisors who micromanage volunteers; institutional disorganization and inflexibility; lack of clearly defined tasks, roles, or expectations; insufficient guidance, training and challenge in work assignments) could be a valuable source of information for nonprofit organizations wishing to gain insight into sources of volunteer frustration and burnout.

Any adjustments made to improve the VLDQ's measurement abilities should be followed by rigorous testing to assess the instrument's consistency across differing samples using further exploratory factor analysis (DeVellis, 2003), as well as confirmatory factor analysis (Ajzen, 1986; Hair et al., 2005).

## **Validity and Reliability**

One of the research questions addressed by this study was whether or not a valid and reliable quantitative instrument could be created to discern the intentions to develop leadership among volunteers based upon the salient factors influencing those intentions. Content validity was accomplished by using an elicitation study to establish the content framework of the VLDQ. Review and editing of the pilot instrument by a panel of experts prior to administration helped improve face validity.

As noted earlier, each pair of indirect measures is intended to measure a single dimension of attitude that is made up of both probabilistic (i.e., belief) and evaluative (i.e., outcome evaluation) aspects. Because the elicitation study produced a large number of themes, the VLDQ included only one set of indirect measures to address each theme within a given belief domain. However, by adding further item pairs to address the various themes, convergent validity could be established if different pairs of indirect measures of a single theme yielded comparable results (Fishbein & Ajzen, 1975). Use of the same method or of a future version of the VLDQ to measure a different set of variables (e.g., volunteer attitudes towards different outcomes), or comparison of VLDQ results with that of other leadership assessment tools could help establish the VLDQ's discriminant validity.

The VLDQ has the potential to be used as a predictive instrument. The direct measures of attitude, subjective norm and perceived control have predictive value and individual scores on these items alone might be sufficient to identify individuals who would be appropriate to invite to participate in targeted leadership development activities within a volunteer program, particularly if tests of temporal stability were used (test-retest) to strengthen the reliability of the direct measures (Ajzen, 1991, 2006).

Comparison of the direct intention measure (*How many times out of the next 10 do I plan to develop my leadership?*) could also be compared with observed behavior to further test the instrument's predictive validity.

Several threats to the study's validity were introduced by the nature of the experimental procedure. The most important of these was lack of random sampling. Given the predominance of high mean item values, discussed above, the self-selection bias resulting from sampling procedures produced a sample group exhibiting stronger leadership development intentions than would be expected from a truly random sample, thereby threatening external validity. The very small response group cannot be considered a representative sample, and the results of the study cannot be generalized to other populations. The length of the survey was also an inhibiting factor -- perhaps more so to younger respondents who might have had shorter attention spans, less patience, and a lesser sense of responsibility than older respondents. Experimental mortality (Campbell & Stanley, 1963) represented by the 38% drop-off in responses from the beginning to the end of the survey, threatened the study's internal validity, as well as adding to the selection bias (especially pertinent to items in the second half of the instrument).

Extensive social science research has established the reliability of standard attitude scales, and wide-ranging studies have achieved the same for attitude scales used specifically to create TPB questionnaires. Fishbein & Ajzen (1975) and Ajzen (2005) note that while reliability of single-response measures may vary considerably, seven-point bipolar semantic differential scales that express varying levels of probability (e.g., unlikely-likely) tend to demonstrate highly consistent measures of belief or intention strength. The semantic differential scales employed in the VLDQ were consistent with but not exactly the same as those used in the examples presented in Francis et al. (2004). Furthermore, while Ajzen (2005, 2010) and Francis et al. (2004)

recommend that indirect measure responses be collected in a mixture of unipolar (1-7) and bipolar (-3 - +3) scales, the type of response scale used in this study was constrained by the electronic survey software used herein. The VLDQ's reliability might be enhanced by further refinement of both the types of bipolar semantic differentials and type of numeric response scales utilized for indirect measures.

The results of this pilot study offer important information to people who train, supervise, or assess volunteers and volunteer programming, as well as to companies that want to support or develop corporate volunteer efforts. The behavioral, normative and perceived control beliefs elucidated here, and their pertinence to the development of leadership among volunteers, can provide valuable guidance to those responsible for both designing and managing volunteer programs, and for creating work environments in which emergent leaders are recognized, welcomed and encouraged to thrive. Having an instrument with which to ascertain what drives volunteers to develop their leadership will assist in understanding the volunteer workforce, and to design leader development programming and training in response to volunteers' leadership intentions. This study was the first step in creating such an instrument.

### **Sampling**

This collaborative project was HON's first-ever effort to conduct volunteer research on a nationwide scale. The three-year process of designing and implementing the study, including reaching out to Action Center officials, contacting volunteers, and gathering their questionnaire responses, provided a multitude of opportunities to learn what would and would not work in attempting to collect input from this population of community service providers. The confidence with which the research team approached the challenges of sampling HON's volunteer base belied the fact that, in the end, it would not be possible to achieve random sampling.

HON's organizational structure presented several challenges to accessing the HON volunteer body for purposes of conducting this study. HandsOn is a collaborative network of independent agencies, a great many of which operate as local area representatives of national nonprofit entities, such as the American Red Cross, Habitat for Humanity, Big Brothers Big Sisters, Meals on Wheels, Girl Scouts and Boy Scouts of America, and more. Other HandsOn affiliates are local organizations with local name recognition: for example, the Indianapolis Museum of Art, San Diego Hospice, the Oconee River Land Trust, Miami Rescue Mission, and the Tulsa Day Center Clinic. In addition, many HON Action Centers, rather than running their own volunteer programs, serve only as referral agencies where people go to find out where they can volunteer locally. Volunteers certainly recognize their own local nonprofit hosts, but they may not be aware of the organizations' affiliations with the HandsOn Network, or even that the HandsOn Network exists. Because this study originated in discussions about volunteer leadership development with HON staff members around the country, reaching out to volunteers via HON was a natural progression of the project's genesis. However, even with the active involvement of affiliate leaders, and with the inclusion of local affiliate HandsOn logo imprints on email cover letters in Phase 2 of the pilot study, the lack of name recognition may have been a severe obstacle to volunteer participation. Future investigators who work in partnership with HON, or other similar organizations, might consider conducting research through a particular cohort of Action Centers, such as those affiliated with United Way or the American Cancer Society, for example. This restriction would limit generalization of results to volunteers only of those organizations, but would also provide participants greater certainty about the context of the research questions being posed.

In addition, and to its credit, HON takes very seriously its legal obligation to protect the privacy of its volunteers. In the case of the elicitation study and Phase 2 of the pilot study, it was incumbent upon the researcher to respect the cautiousness with which affiliate leaders responded to the invitation to participate, and to provide them every assurance that the lists of currently registered volunteers they provided for sampling purposes would be treated with the utmost care and absolute confidentiality. For some, even these reassurances were insufficient to provide the peace of mind required for them to participate. Although a substantial number of affiliate directors had responded in the affirmative to the question in their Annual Reports of willingness to take part in research, when the opportunity to do so actually presented itself, many of them declined. In the case of Phase 1 of the pilot study, the researcher and her collaborators at HON expected that having a list of 4,500+ volunteers who had given permission to be contacted directly by HON would shortcut the cumbersome and time consuming process of getting in touch with volunteers through their local Action Centers. Nevertheless, protection of the volunteers' rights to privacy necessitated obtaining their permission to include them in the study prior to sending out an invitation to be part of the research.

Making contact with the volunteer audience electronically using web-based survey companies added another potential pitfall to the sampling process. When fewer than 5% of the 4,500+ individuals contacted in Phase 1 agreed to participate in the pilot study, it was unclear whether that many people were truly unwilling to be part of the research effort, or whether some of the email requests distributed through Zoomerang<sup>TM</sup> had landed in spam filters before ever being viewed by potential participants. The same issue was present in distribution of the electronic elicitation study and pilot study Phase 2 questionnaires through Qualtrix: even though the researcher's name was listed in the "Reply to" line of the email, detection of a

“noreply@qemailserver.com” return email address may have been sufficient for many servers to send survey email communications directly into spam filters. The effectiveness of spam filters could account for a large portion of the discrepancy between the pilot study sample size of 25,230 and the response pool of only 665 individuals (2.6%).

Dillman, Smyth & Christian (2009) offer some examples of steps that could minimize the chances of survey emails being identified as spam. However, these authors also offer the caveat:

...the advice provided here may quickly become obsolete, because spam filters are constantly being updated to catch increasingly creative spammers. Therefore, perhaps the most useful advice we can give is to research spam filters close to the time one will be doing the survey and to test the messages using a spam analyzer, a number of which are now available on the Web. These programs will examine the message for common content that is known to trigger spam filters. They then provide feedback on how likely the message is to be flagged as spam and what components of the message are particularly problematic so that one can make appropriate changes. (p. 285)

Additional concerns surfaced with regard to the accuracy of the lists received from participating HandsOn affiliates, although this was not the only factor that might have resulted in having 22.5% of the elicitation study and 2.4% of the pilot study respondents report “never” having volunteered. In contrast to pilot study respondents, elicitation study participants were not given the opportunity to specify the name of the primary organization with which they performed volunteer service. (Instead, elicitation study respondents were asked the frequency and date of their most recent volunteer efforts with the Action Center through which they were contacted.) The elicitation study participants may not have identified the Action Centers through which they were contacted as the source of their volunteer activity, if those Action Centers had served chiefly to refer them to other nonprofit agencies. It is also possible that the response choices to the question “How often do you participate as a volunteer with [Action Center]?” should have included the item, “I used to volunteer with [Action Center], but I don’t anymore.” Nevertheless,



currency and accuracy of volunteer lists would be essential to the success of any such research in the future.

The diversity of episodic volunteers as a population makes it impossible to describe a “typical” episodic volunteer. Researchers of volunteerism agree that there are as many different types of episodic volunteers as there are types of people (Cnaan & Amroffell, 1994; Cnaan & Handy, 2005; Handy et al., 2000; Meijs & Brudney, 2007), but it is well established that one of the reasons people volunteer on an occasional basis, rather than a long-term basis, is because they have full and busy lives, with many and varied, constantly changing demands on their time and attention. In this age of digital communication and social media, and among a population with whom HandsOn communicates almost exclusively through email, it is safe to assume that the group of volunteers accessed in this study was comprised of technologically savvy and heavily interconnected people who are frequently faced with email requests to take actions (e.g., sign petitions, participate in active democracy, make donations, buy things, and take surveys) on behalf of worthy causes. If this is an accurate profile, it would make sense that those who received this research invitation a) would be more likely to ignore or delete the request if they did not immediately recognize its origin, and b) tended overall to be younger, better educated, predominantly Caucasian, and in a higher income bracket than the volunteer population as a whole. Future electronic administrations of the instrument will need to account for possible skewness of the results by virtue of the sampling methodology.

### **Recommendations for Future Research**

Results of this study offered only preliminary information as to the efficacy of the VLDQ, and the cross-sectional nature of the current research design prevented causal inferences from being made. This investigation did not identify any particular leading indicators of

volunteer intentions to develop leadership. Since the data analyses did not include a path analysis, further research will be required to elucidate the precise nature of interactions among the variables and their effects on volunteer intentions to develop leadership. Future applications of the questionnaire should include analyses of scored instruments to determine whether background variables (both demographic characteristics and volunteer work behaviors) correlate with direct and indirect measures of leadership development intentions.

Users of the instrument might also consider inclusion of additional variables to address individual differences or social structure. Role-identity theory has been investigated as one possible source of additional predictive value. Charng et al. (1988) found that adding measures of role identity importance and of habit to the TPB model significantly improved predictions of intention and behavior among blood donors. Rise, Hukkelberg & Sheeran (2010) suggest that self-identity should be included as an additional factor in TPB research. Indeed, whether or not sampled HON volunteers *think of themselves as leaders* could account for variance beyond the current attitude and belief measures. Arnold, Loan-Clarke, Coombs & Wilkinson (2005) found evidence that adding the component of moral obligation may increase TPB's measurement power in some populations; this element might be relevant in a volunteer population, particularly in secular settings.

The TPB has also been widely used to explore entrepreneurial intentionality. Krueger & Carsrud (1993) investigated models of entrepreneurial activity, while Segal, Borgia & Schoenfeld (2005), and van Gelderen et al. (2008), among others, conducted empirical studies using the TPB to investigate entrepreneurship intentions. Whether or not some of the behavioral and attitudinal characteristics of entrepreneurs are shared with those of volunteers who are

pursuing leadership development could be an informative and valuable question for both fields of endeavor.

Ultimately, the results of this study indicated that 1) there do exist salient factors influencing volunteers' intentions to develop their leadership; 2) these factors can be distinguished and measured within the context of the TPB's behavioral beliefs, subjective norms and perceived behavioral control constructs; and 3) the VLDQ appears to have measured them. The precise separation of the behavioral, normative and control belief measures into distinct factors, the statistically significant load values of every single VLDQ item, and the predominantly significant correlations between direct and indirect measures in each belief domain demonstrate the strong psychometric qualities of the pilot instrument. Given the tremendous success of the pilot study, it is very important that the VLDQ continue to be used, among a variety of audiences, so that further data can support additional refinements. Should the VLDQ prove to be a productive tool in enabling HON or other nonprofit organizations to enhance the effectiveness of leadership training and other volunteer programming, the establishment of normative data would be enormously valuable. Such data could provide volunteer administrators with benchmark factors most clearly affecting volunteers' leadership intentions, assist in creating standards for targeted leadership development activities, and empower nonprofit paid staff and volunteers alike to purposefully generate organizational cultures that support leadership development in the volunteer workforce.

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APPENDIX 1: MEMORANDUM OF UNDERSTANDING

**MEMORANDUM OF UNDERSTANDING**

THIS AGREEMENT is effective this 20<sup>th</sup> day of February, 2011 by and between Janinia Fuller, PhD student at Louisiana State University (LSU, hereinafter "Recipient") and Points of Light Institute (hereinafter "Sponsor").

WHEREAS, the parties desire to conduct certain research project of mutual interest to the parties;  
and

WHEREAS, such research project may further the research objectives of Recipient in a manner consistent with her goals as a PhD student as well as derive benefits for both Recipient and Sponsor through inventions, improvements or discoveries;

NOW, THEREFORE, in consideration of the promises and mutual covenants herein contained, the parties hereto agree to the following:

ARTICLE 1 - DEFINITIONS

As used herein, the following terms shall have the following meanings:

1.1 "Project" shall mean a project described in the Project Proposal.

1.2 "Project Proposal" shall mean a research proposal which is attached hereto and incorporated herein by reference.

1.3 "Contract Period" will be the period, beginning February 20, 2011 through February 20, 2012, renewable in accordance with the terms hereof, unless earlier terminated pursuant to this Agreement.

ARTICLE 2 - RESEARCH WORK

2.1 Recipient and Sponsor shall perform the Project in accordance with the terms and conditions of this Agreement.

2.2 2.2 Sponsor commits to provide a representative to Recipient to complete the Project according to the Project Proposal.

### ARTICLE 3 - COMMUNICATION

3.1 Recipient and sponsor agree to provide ongoing and necessary information applicable to the Project in a timely manner in order to meet Proposal requirements. Critical dates are outlined in the Project Proposal and attached timeline.

3.2 During the term of this Agreement, representatives of Recipient may meet with representatives of Sponsor at times and places mutually agreed upon to discuss the progress and results as well as ongoing plans, or changes therein, of the Project.

3.3 During the term of this Agreement, Sponsor agrees to permit representatives of Recipients to collect and examine

(i) ~~appropriate~~ Appropriate research data, and

(ii) ~~any~~ Any other relevant information (and to make copies) necessary for the Sponsor to confirm that such Project is being conducted in conformance with the applicable Project Proposal and in compliance with applicable laws and regulations.

3.4 During the term of this Agreement, Recipient agrees to provide Sponsor with all raw data collected for the Elicitation Study so that Sponsor can provide quality customer service to Sponsor affiliates and utilize data for purposes outlined by Sponsor organization.

### ARTICLE 4 - COSTS

4.1 It is agreed that there will be no exchange of money between Sponsor and Recipient for this project.

### ARTICLE 5 - PUBLICITY

Sponsor will not use the name of Recipient, nor of any representatives of Recipient, in any publicity, marketing, advertising or news release without the prior written approval of an authorized representative of Sponsor. Recipient will not use the name of Sponsor, nor any representative of Sponsor, in any publicity, advertising or news release without the prior written approval of Sponsor.

### ARTICLE 6 - PUBLICATIONS

Sponsor recognizes that the results of a Project achieved by Recipient may be published and agrees that Recipient engaged in the Project shall be permitted to present at symposia, national, or regional professional meetings, and to publish in journals, or otherwise of their own choosing, methods and results of such Project, provided, however, that Sponsor shall have been furnished copies of any proposed publication or presentation at least two weeks in advance of the submission of such proposed publication or presentation to a journal, editor, or other third party. Sponsor shall have one

month after receipt of said copies, to object to such proposed presentation or proposed publication because there is patentable subject matter which needs protection or there is proprietary confidential information of Sponsor in such publication or presentation. In the event that Sponsor makes such objection, Recipient shall refrain from making such publication or presentation for a maximum of four months from date of receipt of such objection in order for Recipient to file patent application(s) directed to the patentable subject matter contained in the proposed publication or presentation. It is understood that the Sponsor may wish to be credited in the publication or publish with the Recipient, as it is appropriate. No such publication shall contain any confidential information of Sponsor, or any results of any Project obtained by Sponsor other than from the Recipient.

#### ARTICLE 7 - INTELLECTUAL PROPERTY

7.1 The purpose of this Project is to create an instrument, the Volunteer Leadership Development Questionnaire (VLDQ)\*, which can identify the attitudinal, normative and behavioral beliefs influencing the intentions of volunteers in a nationwide episodic volunteer organization to express and develop their leadership. All rights and title to the Intellectual Property created according to the purpose of the Project shall belong to the Recipient and shall be subject to the terms and conditions of this Agreement.

\*Volunteer Leadership Development Questionnaire is a working title and is subject to change. The instrument's title will be finalized prior to the Recipient's graduation (expected May 2012).

#### ARTICLE 8 - GRANT OF RIGHTS

8.1 Recipient hereby grants Sponsor a royalty-free license to use Recipient Intellectual Property (VLDQ) within its own organization organization's Affiliates until 1,000 instruments are processed, or for a period of two years from the completion of the Recipient's degree, whichever comes first.

8.2 Recipient agrees to conduct all scoring for the instrument produced from this Project at cost until 1,000 instruments are processed, or for a period of two years from the completion of the Recipient's degree, whichever comes first.

8.3 At the end of the two year period terms and conditions for the use of the instrument will be negotiated in good faith and agreed upon between Recipient and Sponsor.

#### ARTICLE 9 – DELIVERABLES

9.1 Recipient agrees to submit to Sponsor a comprehensive report summarizing the study with specific reference to results of analysis of the data collected from Affiliates in the pilot study (ies). The report will be delivered to Sponsor by the end of 2011. This analysis will include a



benchmark score to indicate the point above which respondents in future administrations of the instrument should be considered for targeted leadership development activities.

## ARTICLE 10 - CONFIDENTIALITY AND PUBLICITY

9.1 During discussions leading up to this Agreement, and during the course of performing the Project, it is anticipated that Recipient and Sponsor will learn confidential and/or proprietary information of the other. Parties will keep confidential, and not use, except in connection with the performance of the sponsored research hereunder, any information which is provided in writing and marked as confidential by either party, or if disclosed orally, described in a writing within 30 days after disclosure, including without limitation any information which relates to sponsored research to be performed under this Agreement, any information which either party may acquire with respect to the other party's business, and any information relating to new products, customers, pricing, know-how, processes, and practices, ("Confidential Information.") The obligations of confidentiality and non-use of Confidential Information shall survive the termination or expiration of this Agreement for a period of five years, unless or until:

(a) such information shall become known to third parties or shall become publicly known through no fault of Recipient, or

(b) such information was already in a party's possession, as evidenced by written documentation prior to the disclosure of such information to the informing party, or

(c) such information shall be subsequently disclosed to either party on a non-confidential basis by a third party who, to the best of the receiving party's knowledge, is not under any obligation of confidentiality.

(d) such information is specifically authorized by the informing party, in writing, to be disclosed.

(e) such information is required to be disclosed by applicable law or order of a court of competent jurisdiction in which case the disclosing party agrees to notify the other party of such requirement so that party may take steps to narrow or avoid disclosure.

## ARTICLE 11 - TERM AND TERMINATION

~~10.1~~ 10.1 This Agreement shall become effective upon the date first written above and shall continue in effect for the full duration of the Agreement Period. Thereafter, the term of this Agreement shall automatically renew for successive one year periods unless either party provides prior written notice to the other party of its desire not to renew the term hereof, which notice must be given at least 60 days prior to the then current term of this Agreement. Company may terminate this Agreement or any Project upon 60 days prior written notice at any time within the contract period.

~~10.2~~ 10.2 In the event that either party commits any breach of or default in any of the terms or conditions of this Agreement, and fails to remedy such default or breach within thirty days after receipt of written notice thereof from the other party, the party giving notice may, at its option and

in addition to any other remedies which it may have at law or in equity, terminate this Agreement by sending notice of termination in writing to the other party. Such termination shall be effective as of the date of the receipt of such notice.

10.3 No termination of this Agreement, however effectuated, shall release the parties from their rights and obligations accrued prior to the effective date of termination.

ARTICLE 12 - INSURANCE AND INDEMNIFICATION

12.1 Each party hereby assumes any and all risks of personal injury and property damage attributable to the negligent acts or omissions of that party and the officers, employees, and agents thereof.

ARTICLE 13 - GOVERNING LAW

Recipient agrees to at all times comply with all applicable federal, state and local laws and regulations.

ARTICLE 14 ~~INDEMNIFICATION~~ INDEMNIFICATIONS

Recipient shall indemnify and hold harmless the Sponsor for any and all claims, liabilities, or damages arising from Recipient's negligence or intentional misconduct in carrying out the Proposed Project.

This Agreement shall be governed and construed in accordance with the laws of Georgia and shall be constructed under the laws of Georgia.

ARTICLE 15 - AGREEMENT MODIFICATION

Any agreement to change the terms of this Agreement in any way shall be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.

ARTICLE 16 - NOTICES

Notices to the parties shall be made as follows:

If to Recipient, such notice will be addressed to the Recipient at:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

and if to the Institute:

**The Points of Light Institute**  
**600 Means Street Suite 210**  
**Atlanta, GA 30318**  
**404/979-2900**

or to such other address as may be designated by the parties from time to time. Any such notice sent by registered or certified U.S. mail should be addressed in accordance with this Paragraph. It should be deemed to have been made and delivered seven (7) days following deposit into the U.S. mail. Notice sent by hand delivery or through a national overnight delivery service will be deemed to have been made on the date of delivery.

#### ARTICLE 17 – GENERAL PROVISIONS

A. The term "Agreement" includes any amendments, modifications or supplements herein. The terms provisions and conditions of this Agreement may be modified, altered, amended, changed or supplemented only in writing signed by Consultant and by an officer of the Institute.

B. This Agreement contains the entire agreement of the parties and supersedes all prior or contemporaneous agreements, discussions or representations, oral or written with respect to the subject matter hereof. No purported subcontract, delegation, assignment or transfer by Recipient of this Agreement, or any of the duties or obligations, rights or remedies (whether in whole or in part) will be binding upon the Institute without prior written consent of the Institute, which, in view, of the personal nature of the services to be provided by the Consultant, may be withheld at the sole discretion of the Institute.

C. If any section, condition, provision or covenant of this Agreement is held to be invalid or unenforceable, either in itself or as to any particular party, the remainder of this agreement will continue in force unless it would be inequitable and inconsistent with the purpose of the Agreement to continue to do so.

This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to be one and the same instrument. All headings in this Agreement are inserted for convenience of reference only and shall not affect its meaning or interpretation.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first above written.

Sponsor Points of Light Institute

By 

**Typed Name**

Meridith Kentz

Recipient \_\_\_\_\_

By \_\_\_\_\_

**Typed Name**

\_\_\_\_\_

APPENDIX 2A: ELICITATION STUDY LETTER OF INVITATION FROM HON PROJECT  
TEAM TO SELECTED HON ACTION CENTER DIRECTORS

**From:** Candace Williams [mailto:[CWilliams@handsonnetwork.org](mailto:CWilliams@handsonnetwork.org)]  
**Sent:** Thursday, March 10, 2011 9:26 AM  
**To:** [mary.tell@unitedway.org](mailto:mary.tell@unitedway.org)  
**Cc:** Tricia Thompson  
**Subject:** Congrats!

Hi Mary,

Great News! You are one of six affiliates that have been selected to participate in an exciting collaborative survey!

The intention of this study is to gather information to better understand the motivation of volunteers to develop their leadership. **What's in it for you?**

Well, the result of this study will lead to better understanding of the identification and empowerment of leadership among HandsOn volunteers, which could greatly assist you in the design and implementation of volunteer programming. Furthermore, affiliates participating in the study will be recognized in print when results of the study are published!

Oh, and your organization has the opportunity to win a **free registration to the Advanced Volunteer Management Institute as well as a Free Conference Registration!**

**What does it mean to participate you might ask?** All you need to do is provide a comprehensive list of volunteer email addresses (only for those age 18 years or above) to HandsOn Network before March 16, 2011. If you use HandsOn technology (1-800 Volunteer.org, HandsOn Connect, or HOT) then we can pull this data for you we simply need your permission!

From the list you submit, we will randomly select 20 volunteers. We will then send you a communication that you can send out to those chosen volunteers to inform them about the study, ask for their participation, and provide directions for how to participate. Those volunteers will be asked to respond to a brief questionnaire in the next few weeks. The questions are listed below!

All volunteers selected for the study will have the option to accept or decline our request to participate. Those who accept will have two weeks to complete the questionnaire. Their essay responses and all demographic information will be held confidential. Please see the end of this email for the list of questions for this study.

**All volunteers who are invited to participate will automatically get a free webinar delivered through HandsOn Network training department, and their names will be entered in a drawing to win a free registration for the 2011 National Conference on Volunteering and Service.**

HandsOn Network will return to you the essay responses of your volunteers (with individual names removed). We are truly excited to be partnering with Louisiana State University and Virginia Tech on this project, and we believe it will have a positive impact on volunteer leadership!

Tricia Thompson, Manager of Training Development will be calling you this week to provide you with more details and answer any questions you may have. If you do not wish to participate, please let her know or simply email me so that we may quickly select another affiliate. Tricia is copied above.

Sincerely,

Candi Williams

**Candi Williams** Director, Affiliate Services  
HandsOn Network  
1805 2nd Ave South, Birmingham, AL 35210  
C) 404.987.2000 E-Fax) 678-539-6745  
Twitter: CandiThinks | Skype: Candi.C.Williams  
[CWilliams@HandsOnNetwork.org](mailto:CWilliams@HandsOnNetwork.org)

## Elicitation Study Questions:

The following questions will be asked of your volunteers during the elicitation study:

- When you volunteer with [Affiliate Name], what do you believe are the *advantages* of developing your leadership?
- When you volunteer with [Affiliate Name], what do you believe are the *disadvantages* of developing your leadership?
- When you volunteer with [Affiliate Name], is there anything else you associate with your own views about developing your leadership?
- When you volunteer with [Affiliate Name], are there any individual or groups who would *approve* of your developing your leadership?
- When you volunteer with [Affiliate Name], are there any individual or groups who would *disapprove* of your developing your leadership?
- When you volunteer with [Affiliate Name], is there anything else you associate with other people's views about your developing your leadership?
- When you volunteer with [Affiliate Name], what factors or circumstances would enable you to develop your leadership?
- When you volunteer with [Affiliate Name], what factors or circumstances would make it difficult or impossible for you to develop your leadership?
- When you volunteer with [Affiliate Name], are there any other issues that come to mind when you think about developing your leadership?



## APPENDIX 2B: CONSENT FORM FOR VOLUNTEER LEADERSHIP STUDY

### **HandsOn Network**

#### Research Purpose and Expectations

The HandsOn Network in partnership with Louisiana State University is launching a study to examine what motivates volunteers to serve and develop as leaders in community action. The findings from this study will lead to a better understanding of the identification and empowerment of leadership among HandsOn volunteers which could greatly assist HandsOn affiliates in the design and implementation of volunteer programming.

Your organization has been randomly selected to participate in the study. As a study participant, you will need to provide a list to the HandsOn Network that contains the names and email addresses of all of your volunteers that are 18 years of age or older. If your organization uses HandsOn technology (e.g., 1-800 Volunteer.org, HandsOn Connect, or HOT), the HandsOn Network will pull these data for you. From this list, we will randomly select 20 volunteers to complete a brief questionnaire. We will then send you a communication that you can send out to those chosen volunteers to inform them about the study, ask for their participation, and provide directions for how to participate. Volunteers selected for the study will have the option to accept or decline our request to participate. Those who chose to participate will have two weeks to complete the questionnaire. The questionnaire consists of nine open-ended (i.e., essay-type) questions and eight demographic items and will ask volunteers about their experiences and thoughts on various aspects of volunteer leadership development. Volunteers will be able to complete the questionnaire in 10 to 15 minutes. Each affiliate will receive the essay responses submitted by your volunteers with names and demographic data removed.

#### Volunteer Nature of Study and Confidentiality

Participation in this research project is completely voluntary. As an affiliate, your decision to participate or not participate will in no way affect your status with the HandsOn Network. All information shared will remain confidential and will only be used for the purposes of this study.

#### Benefits to Study Participants

Affiliates who participate in the study will be recognized in print when results of the study are published. Participating affiliates will also be entered in a drawing to win a free registration to the Advanced Volunteer Management Institute as well as a free registration to attend the National Conference on Volunteering and Service.

#### Contact for Volunteer Leadership Study

Tricia Thompson, Manager of Training Development is the contact for this project. If you have questions or concerns, feel free to contact her directly at (404) 308-4092 or [tthompson@pointsoflight.org](mailto:tthompson@pointsoflight.org).

## Statement of Consent

I have had the opportunity to read this consent form and ask questions about the research project. I am prepared to participate in this project. The HandsOn Network has permission to use HandsOn technology (1-800 Volunteer.org, HandsOn Connect, or HOT) to directly access my organization's volunteer data. If my organization's volunteer data are not stored using HandsOn technology, I will provide HandsOn Network a list of names and email addresses for all of my organization's volunteers.

---

Executive Director's Signature

---

Date

---

Executive Director's Name

---

Affiliate Name

APPENDIX 2C: ELICITATION STUDY LETTER OF INVITATION FROM HON ACTION CENTER DIRECTORS TO SELECTED VOLUNTEERS

Dear Volunteer:

Do you want access to a free webinar provided by HandsOn Network and the opportunity to win free registration to attend the National Conference on Volunteering and Service? Do we have a deal for you?

The *[Affiliate Name]* cares about providing a positive experience for volunteers. This includes developing leadership opportunities. We need your help to make that happen. HandsOn Network (HON), in partnership with Louisiana State University, is launching a study to examine what motivates volunteers to serve and develop as leaders in community action. You have been identified as a volunteer who has served with one of HON's Action Centers, and we invite you to participate in this exciting study!

By volunteering to complete this survey, you will help us provide better programming for volunteers and volunteer leaders! In addition you will automatically receive a free webinar provided by HandsOn Network and you will be entered in a drawing for a free registration to attend the National Conference on Volunteering and Service.

It is simple to participate. You will receive an email from Ms. Janina Fuller, a Ph.D. student at Louisiana State University, containing a link to an online survey.

The survey will take about 10-15 minutes to complete and will ask some questions about you and your service experience as well your thoughts on various aspects of leadership development in your role as a volunteer. We ask that you complete the survey before Friday, April 8. All information you share in the survey will remain confidential and will only be used for the purposes of this study.

Thank you in advance for participating in the study. The findings will be immensely helpful in improving HandsOn Network and the *[Affiliate Name]*'s ability to support volunteers in meaningful community action.

Please be on the look-out so that the email does not end up in your junk mail folder.

If you have any questions, you can contact me at any time,

Sincerely,

*[Executive Manager]*

APPENDIX 2D: ELICITATION STUDY LETTER OF INVITATION FROM RESEARCHER  
TO FIRST GROUP OF SELECTED HON VOLUNTEERS

Dear (Volunteer's First Name):

I am conducting a study of HandsOn volunteers, Volunteer Leaders and Project Leaders around the country. I am interested in the reasons why *[Affiliate name]* volunteers do or do not intend to develop their leadership. I would appreciate your responses to some questions on this topic. There are no right or wrong answers. Please tell me what you really think, and feel free to be detailed in your responses. Your answers will be anonymous.

Please click on the link below to begin taking the survey and answer the questions as accurately as possible. Note that while there are only nine questions in the survey, your answers may require some thought, and the more detail you can provide, the more helpful your responses will be. It is very important that you answer every question; please do not leave any questions blank. I appreciate your time in completing this survey, as the results will be very valuable to the HandsOn Network in serving its volunteers and its current and future volunteer leaders.

By being invited to complete this survey, you will automatically receive a [free webinar provided by HandsOn Network](#) and you will be entered in a drawing for a complimentary registration to attend the [National Conference on Volunteering and Service](#).

Thank you and please email me if you have any questions.

Sincerely,

Janina M. Fuller, Ph.D. Candidate  
Louisiana State University

**Follow this link to the Survey:**

`#{l://SurveyLink?d=Take the Survey}`

Or copy and paste the URL below into your internet browser:

`#{l://SurveyURL}`

Follow the link to opt out of future emails:

`#{l://OptOutLink}`

APPENDIX 2E: ELICITATION STUDY LETTER OF INVITATION FROM RESEARCHER  
TO SECOND GROUP OF SELECTED HON VOLUNTEERS

Dear (Volunteer's First Name):

In appreciation of your efforts, and in partnership with *[Affiliate name]*, I am asking you to share with me something of your experience as a *[Affiliate name]* volunteer. Your feedback and reflections provide the most valuable information in helping us improve our work with future volunteers.

The questionnaire linked below asks just 9 short-answer questions and should take only a few minutes to complete. There are no right or wrong answers. Please tell me what you really think, and feel free to be detailed in your responses. Your answers will be anonymous. The questionnaire will be accessible through Wednesday, May 3.

By being invited to complete this survey, you will automatically receive a [free webinar provided by HandsOn Network](#) and you will be entered in a drawing for a complimentary registration to attend the [National Conference on Volunteering and Service](#).

Please click on the link below to begin taking the survey and answer the questions as thoroughly as possible. It is very important that you answer every question; please do not leave any questions blank. I appreciate your time in completing this survey, as the results will be very valuable to the HandsOn Network in serving its volunteers and its current and future volunteer leaders.

Thank you and please email me if you have any questions.

Sincerely,

Janina

Janina M. Fuller, PhD. Candidate  
School of Human Resource Education and Workforce Development  
Louisiana State University  
Baton Rouge, LA 70803

**Follow this link to the Survey:**

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser: [\\${l://SurveyURL}](#)

Follow the link to opt out of future emails: [\\${l://OptOutLink}](#)

APPENDIX 2F: ELICITATION STUDY HALFWAY REMINDER FROM RESEARCHER  
TO SECOND GROUP OF SELECTED HON VOLUNTEERS

Dear (Volunteer's First Name):

Your volunteer service with *[Affiliate name]* is not only a contribution to your community, but also an experience from which others can learn. Whether or not you have held a volunteer leadership role, I am very interested to know how your volunteer experience has shaped your thoughts and opinions.

This survey of volunteers and volunteer leaders will close on Wednesday, April 20. I hope you will take a few minutes before that date to answer a few questions about you and your volunteering with *[Affiliate name]*. The information you provide will be of great value in bringing future volunteers a fully supportive and satisfying volunteer experience.

If you have already completed the survey, thank you very much for assisting us in understanding your opinions regarding development of your leadership as a volunteer.

In acknowledgment of your service and your participation in this survey, you are being offered a free webinar provided by HandsOn Network and the opportunity to win free registration to attend the National Conference on Volunteering and Service.

Again, thank you for the great service you provide in your community!

- - Janina

Janina M. Fuller, PhD. Candidate  
School of Human Resource Education and Workforce Development  
Louisiana State University  
Baton Rouge, LA 70803

**Follow this link to the Survey:**

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser: [\\${l://SurveyURL}](#)

Follow the link to opt out of future emails: [\\${l://OptOutLink}](#)

APPENDIX 2G: ELICITATION STUDY 1-DAY-LEFT REMINDER FROM RESEARCHER  
TO SECOND GROUP OF SELECTED HON VOLUNTEERS

Dear (Volunteer's First Name),

Hopefully, you received previous requests to complete the volunteer survey for *[Affiliate Name]*. If you are one of the 57 people who have already responded to the survey, THANK YOU! If you have not yet replied, will you help us reach our goal of 100 responses? The survey will close tomorrow, May 4, at midnight.

I hope you will take a few minutes before then to answer some questions about you and your volunteering with *[Affiliate Name]*. The information you provide will be of great value in bringing future volunteers a fully supportive and satisfying volunteer experience.

As a survey participant, you are being offered a [free webinar provided by HandsOn Network](#) and the opportunity to win free registration to attend the National Conference on Volunteering and Service.

Thank you for your help, and for your service to your community!

-- Janina

Janina M. Fuller, PhD Candidate  
School of Human Resource Education and Workforce Development  
Louisiana State University  
Baton Rouge, LA 70803

**Follow this link to the Survey:**

`{I://SurveyLink?d=Take the Survey}`

Or copy and paste the URL below into your internet browser: `{I://SurveyURL}`

Follow the link to opt out of future emails: `{I://OptOutLink}`

APPENDIX 2H: INSTITUTIONAL REVIEW BOARD EXEMPTION

**Application for Exemption from Institutional Oversight**



Institutional Review Board  
 Dr. Robert Mathews, Chair  
 131 David Boyd Hall  
 Baton Rouge, LA 70803  
 P: 225.578.8692  
 F: 225.578.6792  
 irb@lsu.edu  
 lsu.edu/irb

Unless qualified as meeting the specific criteria for exemption from Institutional Review Board (IRB) oversight, ALL LSU research/ projects using living humans as subjects, or samples, or data obtained from humans, directly or indirectly, with or without their consent, must be approved or exempted in advance by the LSU IRB. This Form helps the PI determine if a project may be exempted, and is used to request an exemption.

- Applicant, Please fill out the application in its entirety and include the completed application as well as parts A-E, listed below, when submitting to the IRB. Once the application is completed, please submit two copies of the completed application to the IRB Office or to a member of the Human Subjects Screening Committee. Members of this committee can be found at <http://www.lsu.edu/screeningmembers.shtml>

- A Complete Application Includes All of the Following:

- (A) Two copies of this completed form and two copies of part B thru E.
- (B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1&2)
- (C) Copies of all instruments to be used.  
 \*If this proposal is part of a grant proposal, include a copy of the proposal and all recruitment material.
- (D) The consent form that you will use in the study (see part 3 for more information.)
- (E) Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing or handling data, unless already on file with the IRB. Training link: (<http://phrp.nihtraining.com/users/login.php>.)
- (F) IRB Security of Data Agreement: (<http://www.lsu.edu/irb/IRB%20Security%20of%20Data.pdf>)

1) Principal Investigator:  Rank:   
 Dept:  Ph:  E-mail:

2) Co Investigator(s): please include department, rank, phone and e-mail for each

Dr. Michael Burnett, Director, HR Ed and Work Dev, 225-578-5748, vocbur@lsu.edu  
 Dr. Curtis Friedel, Undergraduate Coordinator, Dept of Ag and Extension Educ, Virginia Tech, 540-231-8177, cfriedel@vt.edu

IRB# 651604 - LSU Proposal #  
 Complete Application  
 Human Subjects Training on file

3) Project Title:

Study Exempted By:  
 Dr. Robert C. Mathews, Chairman  
 Institutional Review Board  
 Louisiana State University  
 203 B-1 David Boyd Hall  
 225-578-8692 | [www.lsu.edu/irb](http://www.lsu.edu/irb)  
 Exemption Expires: 9-25-2014

4) Proposal? (yes or no)  If Yes, LSU Proposal Number

Also, if YES, either  This application completely matches the scope of work in the grant  
 OR  More IRB Applications will be filed later

5) Subject pool (e.g. Psychology students)

\*Circle any "vulnerable populations" to be used: (children <18; the mentally impaired, pregnant women, the aged, other). Projects with incarcerated persons cannot be exempted.

6) PI Signature  Date  (no per signatures)

\*\* I certify my responses are accurate and complete. If the project scope or design is later changes, I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at LSU for three years after completion of the study. If I leave LSU before that time the consent forms should be preserved in the Departmental Office.

Screening Committee Action: Exempted  Not Exempted  Category/Paragraph 2  
 Reviewer Mathews Signature Robert Mathews Date 9/26/11



APPENDIX 3A: PILOT STUDY PHASE 1 FROM HON: REQUEST FOR PERMISSION TO INCLUDE SELECTED VOLUNTEERS IN VLDQ RESEARCH STUDY

Dear HandsOn Network Volunteer:

Because volunteers' dedication to service is at the heart of all we accomplish, we at HandsOn Network are committed to ensuring our volunteers get the most possible value from their service to the community.

In collaboration with Louisiana State University, HandsOn Network is exploring what motivates volunteers to serve and develop their skills. We are asking you to join in this exciting study so we can learn from your experience. By participating in our study, you will help us provide better programming for current and future volunteers.

If you have any questions, please feel free to contact me at any time [evaluation@handsonnetwork.org](mailto:evaluation@handsonnetwork.org).

Sincerely,

Brandee Menoher  
Director of Evaluation for HandsOn Network

Please click on the link below to indicate your interest in being a part of this study.

<http://www.zoomerang.com/Survey/U2L8F5CCW7XA>

\*\*\*\*\*  
*[The survey contained one question only, with a yes/no answer to be given to the invitation to participate. Respondents who selected YES when clicking on the link embedded in the email message above received the following message]:*  
\*\*\*\*\*

In the next few days, you will receive an email from Janina Fuller from Louisiana State University containing a link to the online survey. The survey will take about 20 minutes to complete and will ask questions about you and your service experience, as well your thoughts on various aspects of your development in your role as a volunteer. The survey will be accessible for two weeks. All information you share will remain confidential and will only be used for the purposes of this study.

Thank you in advance for your assistance. The findings will be immensely helpful in improving HandsOn Network's ability to support volunteers in meaningful community action. If you have any questions, please feel free to contact me at any time, at [evaluation@handsonnetwork.org](mailto:evaluation@handsonnetwork.org)

Sincerely,  
Director of Evaluation for HandsOn Network

\*\*\*\*\*

*[Respondents who selected NO when clicking on the link embedded in the email message above received the following message]:*

\*\*\*\*\*

We understand that you are not interested in participating in this survey. Thank you for your commitment to service.

To learn more about volunteering opportunities in your community, visit <http://www.handsonnetwork.org/>

APPENDIX 3B: PILOT STUDY PHASE 1 COVER LETTER FROM RESEARCHER AND  
HON EVALUATIONS MANAGER TO SELECTED HON VOLUNTEERS

Dear Volunteer:

Thank you for accepting our invitation to participate in a survey of volunteers nationwide!

The work that you do in service to your community has an impact that reaches far beyond any one project you might accomplish in a day or a weekend. I know from my own volunteer experience that in addition to the agencies and clients you serve, your volunteer efforts also make a difference in *your* life.

HandsOn Network is committed to making your volunteer experience positive and fulfilling. By responding to the survey below, you will be providing important information, from your unique perspective, which will be used to expand and refine volunteer programming in HandsOn Network's action centers across the country.

The survey will be accessible for two weeks. All information you share will remain confidential.

Please click on the link below to begin, and please complete the entire survey. I appreciate your time and your participation, as the results will be very valuable to the HandsOn Network in serving its current and future volunteers.

Feel free to contact me, or Brandee Menoher, Research and Evaluations Manager, at the HandsOn Network ([evaluation@handsonnetwork.org](mailto:evaluation@handsonnetwork.org)), if you have any concerns or questions. Thank you for your partnership, and for all you do to make your community a better place.

Sincerely,

Janina M. Fuller, Ph.D. Candidate  
Louisiana State University  
[jlamb2@lsu.edu](mailto:jlamb2@lsu.edu)

**Follow this link to the Survey:**

[Take the Survey](#)

Or copy and paste the URL below into your internet browser: [https://virginiatech.qualtrics.com/WRQualtricsSurveyEngine/?Q\\_SS=esQEPbTH3ggg5JG\\_cvDLP6QvC8YCFUw&\\_=1](https://virginiatech.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=esQEPbTH3ggg5JG_cvDLP6QvC8YCFUw&_=1)

Follow the link to opt out of future emails: [Click here to unsubscribe](#)

APPENDIX 3C: PILOT STUDY PHASE 1 HALFWAY REMINDER FROM RESEARCHER  
TO SELECTED HON VOLUNTEERS

Dear Volunteer:

If you have already participated in our joint effort with HandsOn Network by completing the survey linked below, thank you very much for assisting us by sharing your opinions. If you haven't done so already, we hope you will take a few minutes to answer these questions about you and your volunteer service experience. Your input will greatly assist us in refining our programs to fit the needs of volunteers just like you.

The survey will be open for one more week.

Again, thank you for the great service you provide in your community!

- - Janina

Janina M. Fuller, PhD. Candidate  
School of Human Resource Education and Workforce Development  
Louisiana State University  
Baton Rouge, LA 70803

APENDIX 4A: PILOT STUDY PHASE 2 TALKING POINTS FOR INVITATION CALLS TO  
SELECTED ACTION CENTERS

1. HON/POLI are cooperating with researchers from Louisiana State University and Virginia Tech on a new project.
2. Our participation will assist in understanding volunteers' motivations to develop their leadership.
3. Your affiliate is being invited to participate.
4. If you agree to participate, we will provide the researchers with a list of the emails and registration dates of your currently registered volunteers who are 18 or over.
5. From your list, volunteers will be randomly selected to respond in the next couple of weeks to an online questionnaire consisting of 70 survey questions and a few additional demographic items.
6. Should you choose to be part of this project, your personal encouragement and support of your volunteers to take and **complete the entire questionnaire** will be *critical* to the success of this effort.
7. If you agree to participate, your affiliate will be entered into a drawing for [a free registration to the NCVS conference in Chicago] (*if, in fact, this is what HON is going with...*)
8. After the data has been analyzed you will receive a brief report summarizing the overall results, as well as those pertaining specifically to your affiliate. The report will include ranges of scores within various content areas and an initial interpretation of findings.
9. All volunteers' responses will be anonymous and anyone can choose not to participate.
10. Will you be willing to participate? If so, we'll send you a communication containing this information.

## APPENDIX 4B: PILOT STUDY PHASE 2 FAQ FOR USE BY HON'S CALL TEAM

### LSU and HON Research Project Pilot Study FAQ

#### What is the benefit to affiliates?

- The end product of this research effort will be a survey instrument that can be used by any HON affiliate to assess its volunteers' intentions to develop their leadership. Having such information could be beneficial to affiliates in all aspects of volunteer management, especially leadership development.
- Participating affiliates will be entered into a drawing to receive one of three free registrations to the conference in Chicago in June 2012.

#### What is the intention of this study?

- The intention of this study is to develop a survey tool that can a) identify individual volunteers who could be targeted for leadership development, and b) provide more general information about strengths and weaknesses in an organization's volunteer programming. We are conducting a *pilot study* to validate the instrument.

#### What is the selection process for this pilot study?

Affiliates indicate in the AAR their availability to participate in research. HON asks affiliates to opt in or opt out of the study. Once affiliates have said "yes" ...

- The HON evaluation team will work with HON technology team to obtain a list of the first name, last name, and email addresses of the selected affiliate's current list of registered volunteers, excluding those under 18. HON will give this list to the researcher.
- From each list, the researcher will randomly select a subset of volunteers. The number of this subset will depend on how many are in the overall available sample.
  - NOTE: First and last names do not *have* to be included in the information from affiliates, but having names will enable the researcher to personalize the invitation to participate.
  - NOTE: This list will be used for *no other purpose* than this pilot study.
  - NOTE: The researcher will not share this list with anyone, *ever*.
- The affiliates will receive an email template to be sent to their volunteers explaining the study and informing volunteers that they may receive a request to fill out a survey.
- That invitation will be followed by a personalized invitation from the researcher to the randomly selected volunteers from each affiliate. This invitation will contain a link to the online survey.
  - NOTE: The researcher invites all participating affiliates to send her whatever image / imprint / logo is used on your communications to the public. This image will be placed in the header of the invitation email that goes to each affiliate's selected sample of participants. If desired, the Executive Director's (or other agency representative's) name and email address may also be included in the

“From” information on the cover email, so as to lend credibility to the communication and to give volunteers someone familiar with whom to communicate if they have questions.

- Respondents will be given two weeks to complete and return the questionnaire. At the end of the first week respondents will receive a follow-up email thanking them for their time and asking that they complete the questionnaire if they haven't already done so. The questionnaire will close at the end of 2 weeks.

### **What role will the Executive Director play in this process?**

- We will not include any agency in this process without the ED's permission.
- The ED's name and return email address may be included in the cover email to participants if desired.
- The ED's proactive, enthusiastic and persistent support and encouragement of volunteers to *take and complete* the survey is **critical** to our success. Based on past experience, the more support you give, the more of your volunteers will take our invitation seriously.

### **How long is the survey?**

- The pilot instrument has 70 short-answer research questions and a few additional demographic questions, and takes 15-20 minutes to complete. We expect the final instrument that affiliates would use in the future will be shorter than this.

### **What sorts of questions are in the survey?**

- The questions address volunteers' attitudes and beliefs about volunteer leadership development.

### **Where did the questions come from?**

- The instrument was developed based upon a widely used and heavily tested scientific theory, called the Theory of Planned Behavior, which has been used to develop similar questionnaires in research on behaviors ranging from quitting smoking to recycling. The questions in this survey were developed from the responses of volunteers in 6 different HON affiliates to an *elicitation study* that was conducted in 2011.

### **What will be the format of the pilot study?**

- All questions and responses will be administered electronically.

### **Will you provide each an affiliate an individual report?**

- Yes. All participating affiliates will receive a brief report summarizing the overall results of the pilot study. Affiliates that are represented by a sufficient number of volunteers will also receive comments specific to their agency. (What constitutes “sufficient” will depend upon the overall number of the end sample size.)

**Who do I contact with any questions about this survey?**

You may contact the HON evaluation team via [bmenoher@pointsoflight.org](mailto:bmenoher@pointsoflight.org), or you may be in touch with the researcher: Janina Fuller, [jlamb2@tigers.lsu.edu](mailto:jlamb2@tigers.lsu.edu), 225-288-8852.

**Does it matter that we do not have formal volunteer leadership training or opportunities at our affiliate?**

- No, we are interested in getting information from individual volunteers, not as representatives of different leadership development tracks. Even if the affiliate doesn't have specific volunteer leadership efforts underway, the volunteers might be developing *themselves* as leaders anyway!

**Does LSU have a formal MOU with HON?**

- Yes, LSU and HON have a formal Memorandum of Understanding.



APPENDIX 4C: PILOT STUDY PHASE 2 NEXT STEPS INFORMATION LETTER TO  
HON ACTION CENTER DIRECTORS

Dear HandsOn Affiliate Leaders,

We are profoundly grateful for your participation in the Pilot Study of the Volunteer Leadership Development Questionnaire (VLDQ). It is our hope and personal commitment that this new survey instrument will be a valuable tool in bridging the gap between academic research and the empowerment of volunteers who are in service to communities nationwide. We intend that the completed instrument, when administered in individual action centers, will offer information both about volunteers who could be targeted for leadership development activities, and about how the overall programming of an action center might be improved to support the quality and expansion of volunteer participation.

But we can't get from here to there until we take the draft instrument out for a test drive, so to speak, which is where you come in.

The next steps in moving the pilot study process forward are these:

**1. List of currently registered volunteers**

We need to obtain your list of currently registered volunteers who are 18 years of age and older. This list **MUST** contain email addresses. If you include volunteers' first and last names we will be able to personalize all communications that go out to them; however, we understand if you prefer to send email addresses only. (Either way, this information will not be shared with any person outside of the research team, and will be used for no other purpose than this pilot study).

If you have HandsOn Connect and you would like us to pull your volunteer data for you, we'll be glad to do that as soon as you give us the go-ahead. If you do not have HandsOn Connect, or you would simply prefer to pull the data yourself, you may go ahead and do that.

***Please send your volunteer list by no later than 5 p.m. ET on Friday, March 23, to:***

Tricia Thompson, MPA  
Interim Director, Military Initiatives  
Project & Program Training Development  
Points of Light 600 Means Street NW, Suite 210  
Atlanta, Georgia 30318 O. [240-575-9073](tel:240-575-9073) C. [540-588-3284](tel:540-588-3284) email:  
[tthompson@HandsOnNetwork.org](mailto:tthompson@HandsOnNetwork.org)  
Skype:ptriciathompson

## 2. **Permission to include you as a sender**

Because the survey invitation with embedded link will be sent out from a web-based survey site, we are looking for ways to have the email be recognized as legitimate mail, rather than going into a spam filter. One way to do this is to include your name as a sender in the “From” box, and your email in the “Reply-to” box. Having your name and email present on the survey invitation should reassure your volunteers that this invitation has been sanctioned by your organization, and that they may contact you if they have questions or concerns about completing the questionnaire. We will therefore include you as a sender unless you specifically ask us not to do so.

## 3. **Your image or logo**

For the same reasons stated in the point above, we would like to include your image or logo in the header of the survey invitation email. Having your image appear in the survey invitation will be a visual conformation that our request of the volunteers has been thoroughly vetted and approved by you and your agency.

***Please send your image or logo AS SOON AS POSSIBLE, and by no later than 5 p.m. ET on Friday, March 23, to:***

Tricia Thompson, MPA  
Interim Director, Military Initiatives  
Project & Program Training Development  
Points of Light 600 Means Street NW, Suite 210  
Atlanta, Georgia 30318 O. [240-575-9073](tel:240-575-9073) C. [540-588-3284](tel:540-588-3284) email:  
[tthompson@HandsOnNetwork.org](mailto:tthompson@HandsOnNetwork.org)  
Skype:ptriciathompson

PLEASE NOTE: If we don't hear from you saying that you do not want us to use your logo and you do not send us your agency's imprint or logo, we will take your agreement to participate in this project as permission for us to download it off of the Internet, but we would strongly prefer to receive it from you.

## 4. **Your support of your volunteers**

In the first phase of this project, which occurred in spring of 2011, the one element most critical to receiving responses from volunteers was ***the support of their agency directors!!!*** We are asking that you be proactive, persistent, and enthusiastic in communicating with your volunteers about this project, and urging them to participate by agreeing to take the survey and then by ***completing ALL of the survey questions*** (this takes 15-20 minutes).

We will provide you with an email letter of introduction that we will ask you to send to your volunteers a few days before we send the email survey invitation. We will also

notify you that your volunteers have been contacted with the initial invitation, and again when we send out a response reminder halfway through the response period. Whatever *additional support* you are willing and able to provide will be tremendously helpful in our obtaining the number of completed responses we need to be successful.

Thank you again for your partnership, your willingness for us to be in touch with your volunteers, and for your great work. If you have any questions or concerns whatsoever please do not hesitate to call or email :

Tricia Thompson, MPA  
Interim Director, Military Initiatives  
Project & Program Training Development  
Points of Light 600 Means Street NW, Suite 210  
Atlanta, Georgia 30318 O. [240-575-9073](tel:240-575-9073) C. [540-588-3284](tel:540-588-3284) email:  
[tthompson@HandsOnNetwork.org](mailto:tthompson@HandsOnNetwork.org)  
Skype:ptriciathompson

Janina M. Fuller, PhD. Candidate  
School of Human Resource Education  
and Workforce Development  
142 Old Forestry Building  
Louisiana State University  
Baton Rouge, LA 70803  
C. 225-288-8852  
email: [jlamb2@lsu.edu](mailto:jlamb2@lsu.edu)

APPENDIX 5A: PILOT STUDY PHASE 2 SAMPLE INVITATION FROM RESEARCHER  
TO HON VOLUNTEERS



Dear (Volunteer's First Name),

You are invited to participate in an effort involving volunteers nationwide!

The work that you do in service to your community has an impact that reaches far beyond any one project you might accomplish in a day or a weekend. We know from our own volunteer experience that in addition to the agencies and clients you serve, your volunteer service also make a difference in *your* life.

HandsOn Northwest North Carolina is committed to making your volunteer experience positive and fulfilling. By responding to the survey below, you will be providing important information, from your unique perspective, which will be used to expand and refine volunteer programming in HandsOn action centers across the country. The survey will take approximately 15-20 minutes of your time, and it is very important to answer every question.

The survey will be accessible for two weeks. All information you share will remain confidential. Please click on the link below to begin, and please complete the entire survey. We appreciate your time and your participation, as the results will be very valuable to us in serving our current and future volunteers.

Feel free to contact either one of us if you have any concerns or questions. Thank you for your partnership, and for all you do to make your community a better place.

Sincerely,

Amy Lytle, Executive Director  
HandsOn Northwest North Carolina  
690 Coliseum Dr.  
Winston-Salem, NC 27106  
[AmyLytle@HandsOnNWNC.org](mailto:AmyLytle@HandsOnNWNC.org)  
336-724-2866

Janina M. Fuller, PhD Candidate  
School of Human Resource Education  
and Workforce Development  
Louisiana State University  
Baton Rouge, LA 70803  
225-288-8852 (C)  
[jlamb2@tigers.lsu.edu](mailto:jlamb2@tigers.lsu.edu)

**Follow this link to the Survey:**

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser: [\\${l://SurveyURL}](#)

Follow the link to opt out of future emails: [\\${l://OptOutLink?d=Click here to unsubscribe}](#)

APPENDIX 5B: PILOT STUDY PHASE 2 SAMPLE HALFWAY REMINDER FROM  
RESEARCHER TO HON VOLUNTEERS



Dear (Volunteer's First Name):

If you have already participated in our volunteer development study by completing the survey linked below, thank you very much for assisting us by sharing your opinions. If you haven't done so already, we hope you will take a few minutes to answer these questions about you and your volunteer service experience. Your input will greatly assist us in refining our programs to fit the needs of volunteers just like you.

The survey will be open until midnight CST on Sunday, April 8<sup>th</sup>.

Again, thank you for the great service you provide in your community!

Sincerely,

Amy & Janina  
Amy Lytle, Executive Director  
HandsOn Northwest North Carolina  
690 Coliseum Dr.  
Winston-Salem, NC 27106  
[AmyLytle@HandsOnNWNC.org](mailto:AmyLytle@HandsOnNWNC.org)  
336-724-2866

Janina M. Fuller, PhD Candidate  
School of Human Resource Education  
and Workforce Development  
Louisiana State University  
Baton Rouge, LA 70803  
225-288-8852 (C)  
[jlamb2@tigers.lsu.edu](mailto:jlamb2@tigers.lsu.edu)

**Follow this link to the Survey:**

[\\${1://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser: [\\${1://SurveyURL}](#)

Follow the link to opt out of future emails: [\\${1://OptOutLink?d=Click here to unsubscribe}](#)

APPENDIX 5C: PILOT STUDY PHASE 2 SAMPLE FINAL REMINDER FROM  
RESEARCHER TO HON VOLUNTEERS



Dear (Volunteer's First Name),

We are grateful for your commitment to improving the quality of life in our community, and for your volunteer service. As a part of that service, we are asking, if you are one of those who have not yet responded, to please complete the survey linked below.

If you already submitted your completed questionnaire, you have our sincere thanks!  
Your unique input and just a few minutes of your time will make an enormous difference in our ability to improve volunteer programming. The quality of your volunteer service experience is important, and your feedback will help pave the way for volunteers to follow.

The survey will close at midnight on Sunday, April 8<sup>th</sup>.

Again, thank you for the great service you provide in your community!

Sincerely,

Amy & Janina  
Amy Lytle, Executive Director  
HandsOn Northwest North Carolina  
690 Coliseum Dr.  
Winston-Salem, NC 27106  
[AmyLytle@HandsOnNWNC.org](mailto:AmyLytle@HandsOnNWNC.org)  
336-724-2866

Janina M. Fuller, PhD Candidate  
School of Human Resource Education  
and Workforce Development  
Louisiana State University  
Baton Rouge, LA 70803  
225-288-8852 (C)  
[jlamb2@tigers.lsu.edu](mailto:jlamb2@tigers.lsu.edu)



**Follow this link to the Survey:**

[\\${1://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser: [\\${1://SurveyURL}](#)

Follow the link to opt out of future emails: [\\${1://OptOutLink?d=Click here to unsubscrib](#)

APPENDIX 5D: PILOT STUDY PHASE 2 RECOMMENDED TEXT FOR TWITTER AND FACEBOOK POSTINGS BY PARTICIPATING HON ACTION CENTERS

**TEXT #1**

**Twitter:** Watch for survey 4/2 from us. 20 min of your time makes HUGE difference in our ability to empower volunteers! Please answer all questions!

**Facebook:** Watch for a survey invitation from us coming to you on today, April 2. Just 20 minutes of your time will make a huge difference in our ability to support and empower volunteers. It's important to answer ALL the questions. Thanks ahead of time for your help with this important project!

**TEXT #2**

**Twitter:** Have you taken our volunteer development survey yet? Your input is critical to our success! Please log on and answer all questions!

**Facebook:** Just a few minutes of your time will make a huge difference in our ability to support and empower volunteers. If you haven't already responded to the survey you received on Monday, please do so now. It's important to answer ALL the questions. Thanks ahead of time for your help with this important project!

**TEXT #3**

**Twitter:** The questionnaire is open for 1 more week! Save your work and come back if you want to finish later on. Your input is deeply appreciated!

**Facebook:** Our volunteer development questionnaire will be open for one more week. You can save your work and come back to it, if you'd prefer to just answer a few questions at a time. The information we collect will be a valuable contribution to our efforts to improve volunteer programming, so we hope you'll take a few minutes to answer every question. We appreciate your time and input!

**TEXT #4**

**Twitter:** Please join our project to support volunteers by responding to the survey in your 4/2 email, or look for it again this Friday. Thank you!

**Facebook:** Just 15 minutes of your time will help improve programming for future volunteers! Our questionnaire closes this Sunday at midnight. If you no longer have the link, look for an email coming to you on Friday, and please help with this important project. Your input makes a huge difference!

## **HandsOn Survey Reminder**

Recently you received an invitation via email to complete a survey for the HandsOn Network. Your responses will help to improve HandsOn programs around the nation, and it only takes about 15 minutes to complete. Check your inbox for the survey if you haven't already completed it. If you didn't receive an invitation to your email address, let us know at [info@handsonnortheastgeorgia.org](mailto:info@handsonnortheastgeorgia.org) and we'll resend the survey. Thanks in advance for participating!

APPENDIX 6: STUDY THEME DEFINITION

	<b>THEME</b>	<b>DEFINITION</b>	<b>SAMPLE RESPONSE ITEM</b>
<b>Behavioral beliefs</b>	Serve and help others	The individual wants to affect positive change regarding local issues, and to facilitate making the same opportunity available to other people.	<i>Developing my leadership allows me to find and fulfill a need in the community I have chosen to live in. I also am able to give back to the community by assisting in developing leadership qualities in others by assisting in their education.</i>
	Building relationships	Volunteer leaders expand and solidify their social network.	<i>I get to meet people that I otherwise wouldn't know. They share the same interest as me and I develop some of the best relationships with these people.</i>
	New knowledge / skills	Developing one's leadership brings new information, new competencies, and new levels of understanding.	<i>One of the advantages of developing my leadership is that I can use what I learned while helping others in other aspects of my life. Another advantage is that I practice taking the initiative, which is a valuable skill.</i>
	Self development	The process of developing one's leadership expands self awareness, increases self-confidence, enhances the ability to appreciate others' points of view, and increases responsibility for one's actions.	<i>The advantages of developing one's leadership is it make you a more aware person and accountable for your as well the actions of others. It makes you a more well rounded person with the experiences that are gained.</i>
	Better community	Whole communities benefit when volunteers develop their leadership.	<i>By further developing leadership skills, we can support our great city.</i>
	Management conflicts	Development of leadership is thwarted when organizations are not equipped to appropriately manage and support volunteer leaders.	<i>I can see that development of leadership could potentially foster some insecurity and jealousy with an organization's management if not tempered with diplomacy and discretion.</i>

Appendix 6 Continued

Appendix 6 Continued

	Role model	A volunteer who develops leadership provides a positive example for others.	<i>It helps to bring more people to volunteer when I can show how gratifying serving my community is which in turn helps develop leadership.</i>
	Welcoming diversity	Volunteers who develop their leadership practice working with diverse volunteer and client populations.	<i>The advantages of developing leadership when I volunteer are diverse with me learning to communicate and operate with individuals of different race as well as cultural and ethnic backgrounds.</i>
	Teamwork	The ability and commitment to work collaboratively assists in developing leadership among volunteers.	<i>I believe that only by working with others, even though it may not be something that is easy for you, is the only way to truly develop leadership</i>
	<b>THEME</b>	<b>DEFINITION</b>	<b>SAMPLE RESPONSE ITEM</b>
<b>Normative beliefs</b>	<b>Who ...</b>	<b>... would approve of volunteers developing their leadership</b>	
	Employers	Current and prospective employers	<i>I am certain my employer would approve of me developing my leadership skills.</i>
	Family	Relatives	<i>My family think that it is great that I am active and have included my son.</i>
	Other volunteers	Peers who also offer their volunteer service	<i>The people who I volunteer with on a more regular basis definitely approve of my growth.</i>
	Friends	Members of a person's social network or affinity group	<i>My family, my friends, my teachers all approve.</i>
	Church / pastor	An individual's faith community and/or clergy	<i>My church definitely does.</i>
	Other volunteer agencies	Volunteer organizations other than the one in which the volunteer is developing his/her leadership	<i>Organizations that need Leadership skills in their volunteers would approve.</i>

Appendix 6 Continued

	Community members	People who live in the same area but are not necessarily known to the volunteer	<i>I believe that the community as a whole should approve of my volunteering.</i>
	Volunteer agency staff	Paid employees of the nonprofit organization for which the individual volunteers	<i>The employees who work there lean on me to help train new people and also to "run the station" so they don't have to keep double checking on the volunteers.</i>
<b>Control beliefs</b>	<b>THEME</b>	<b>DEFINITION</b>	<b>SAMPLE RESPONSE ITEM</b>
	Supportive & congenial environment and colleagues	Friendly and encouraging volunteer agency staff and an organizational commitment to empowering volunteers support leadership development.	<i>Supportive staff/co-workers at my volunteer placement, respect from my supervisor</i>
	Opportunities to lead	Volunteers who are regularly given chances to oversee projects, make decisions, give input, and supervise others are better able to develop leadership.	<i>Some factors or circumstances that would make it easy for me to develop my leadership is when I get the chance to assign tasks, direct others and make my own decisions to complete the tasks.</i>
	Opportunities to volunteer	Leadership development is more likely, rapid and efficient in agencies that offer individuals numerous occasions for volunteer service.	<i>To develop my leadership I should volunteer more often.</i>
	Teamwork	Volunteers are better able to develop their leadership when working cooperatively in a group.	<i>For me, I like to take charge on my own . . . However, leadership is mostly about being in a team. In this case, being placed as a leader or part of a team is the best way to develop leadership skills.</i>
	Clear expectations	Volunteer duties, processes and accountabilities need to be well defined.	<i>Being given a concrete task, position, or job description so that I know what my duties are and the bounds of my responsibility.</i>
	Training / leadership skill development	Volunteers are able to develop their leadership when they are provided with guidance and instruction on how to do so.	<i>Providing more opportunities for volunteering, and training and seminars to enhance leadership skills</i>

Appendix 6 Continued

	Lack of alignment, coordination, or willingness	Leadership development is thwarted when agency staff and/or volunteers are mismanaged, poorly organized, or lacking commitment.	<i>It's important to align with members who are similar in terms of energy, attitude and willingness to do the work. Often times when there is an unwillingness to move forward, or if the pace is not in alignment then it is a frustration for all involved.</i>
	Lack of resources	Volunteers require information, time, training, recognition, oversight, materials and supplies, and all the other resources necessary to accomplish their goals and develop their leadership.	<i>Not having sufficient information regarding projects and the needs of the projects are challenging at times.</i>
	Autonomy	The leadership development process requires that volunteers be allowed to practice leadership skills, make mistakes, and learn from the leadership experience without being micromanaged.	<i>When someone knows what they are supposed to do, then they are trusted to do the job without interference, confidence develops. When someone is confident in the job they do, they are confident training another to do it. That is the beginning of leadership.</i>

## APPENDIX 7: VLDQ PILOT STUDY INSTRUMENT

### Q1 INFORMED CONSENT

**Project Title:** Pilot Study: Volunteer Leadership Development Questionnaire

**Performance Site:** This is a nationwide sample using online survey methods.

**Investigators:** The following investigator is available for questions, M-F, 8:00 a.m. - 4:30 p.m. (CST): Janina Fuller, LSU School of Human Resource Education and Workforce Development, 225-578-5748, jlamb2@lsu.edu

**Inclusion Criteria:** Respondents will be randomly selected from among volunteers with Action Centers of the HandsOn Network (HON) who registered electronically within the past two years, and who have indicated their willingness to be contacted directly by the researcher.

**Description of Study:** Volunteers with affiliated Action Centers of the HandsOn Network will be asked to complete a survey. Respondents will also be asked to provide basic demographic information. Respondents will be age 18 or over and have various levels of education.

**Study Procedures:** Respondents will complete questions online regarding their beliefs and attitudes about their volunteer experience, and they will provide demographic information such as age, gender, education, and income level. Answers will be submitted electronically.

**Benefits:** There are no known personal benefits for completion of the survey. However, results of this study may lead to greater understanding of volunteer behaviors and motivations, and to improved programming to facilitate leadership development in the volunteer workforce.

**Risks:** There are no known risks associated with participation in this study.

**Right to refuse:** Subjects may choose not to participate or to withdraw from the study at any time without penalty or loss of any benefit to which they might otherwise be entitled.

**Privacy:** Results of the study may be published, but no names or identifying information will be included in the publication. Subjects' identity will remain confidential unless disclosure is required by law.

**Financial Information:** There is no cost for participation in the study and participants will not be financially compensated.

**Consent:** By selecting "I agree to participate" below and answering the questions on the subsequent survey, I am providing and documenting my consent. I may direct additional questions regarding study specifics to the investigators. If I have questions about my rights or



other concerns, I can contact Robert C. Matthews, Chairman, Institutional Review Board, Louisiana State University, 225-578-8692, irb@lsu.edu, www.lsu.edu/irb.

Study Exempted By:  
Dr. Robert C. Matthews, Chairman  
Institutional Review Board  
Louisiana State University  
203 B-1 David Boyd Hall  
225-578-8692  
www.lsu.edu/irb

Exemption Expires: 1/17/2014

- Yes, I agree to participate in the study described above. (1)
- No, I do not agree to participate in the study described above. (2)

If No, I do not agree to parti... Is Selected, Then Skip To End of Survey

**Q2**

With what organization do you perform your primary volunteer service?

**Q3**

Dear Volunteer,

This survey will ask you questions about several factors that could affect your volunteer experience. Because each question has been designed for a specific purpose, it is important to answer every question, even if some of the questions seem repetitive. There are no "right" or "wrong" answers; please select the best answers from the choices given, based upon your involvement as a volunteer with the organization you indicated above. Your participation in this survey is deeply appreciated.

-- The Researchers

**Q4**

Out of the next ten times I volunteer with [Organization], I expect to develop my leadership \_\_\_\_\_ times.

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5**

If I develop my leadership as a [Organization] volunteer, I will enhance my ability to serve others.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q6**

Expectations are too vague for [Organization] volunteers to perform their duties effectively.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q7**

If [Organization]'s commitment to my success is unreliable, developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q8**

Volunteer agencies other than [Organization] would regard developing my leadership to be

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9**

It is expected of me that I develop my volunteer leadership.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q10**

Building a network of relationships is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q11**

When I volunteer with [Organization] I expect to develop my leadership.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q12**

My friends think that developing my leadership as a [Organization] volunteer is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q13**

When I do not have access to [Organization]'s organizational resources, developing my leadership as a volunteer is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14**

The decision to develop my leadership as a [Organization] volunteer is beyond my control.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q15**

When I am restrained from using my skills in action (including making mistakes), developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q16**

There are insufficient opportunities to volunteer with [Organization].

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q17**

Volunteering within a well-organized management system is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q18**

If I work independently, rather than with a [Organization] team, developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewh at Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19**

When I volunteer with [Organization] I want to develop my leadership.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q20**

Volunteering as a member of a [Organization] team is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q21**

Overall, I believe that developing my leadership as a [Organization] volunteer is

Very Bad	Bad	Somewhat Bad	Neither Bad nor Good	Somewhat Good	Good	Very Good
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q22**

Supervisors oversee [Organization] volunteers in a way that inhibits volunteers from practicing leadership.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q23**

What faith community members believe I should do is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q24**

Employers think that developing my leadership as a [Organization] volunteer is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q25**

Becoming more self-aware is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q26**

[Organization]’s staff members think that developing my leadership as a volunteer is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q27**

Acquiring new skills is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q28**

When I am prevented from overseeing [Organization] volunteer projects, developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q29**

The approval of [Organization] staff members is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q30**

If I develop my leadership as a [Organization] volunteer, I will acquire new skills.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q31**

What my family thinks of what I do with [Organization] is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q32**

Faith community members would consider developing my leadership as a [Organization] volunteer to be

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q33**

Overall, I believe that developing my leadership as a [Organization] volunteer is

Very Worthless	Worthless	Somewhat Worthless	Neither Worthless nor Useful	Somewhat Useful	Useful	Very Useful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q34**

If I develop my leadership as a [Organization] volunteer, I will be a better role model for others.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q35**

Increasing my exposure to people of diverse backgrounds is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q36**

Being a good role model to others is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q37**

Members of my community would believe that developing my leadership as a [Organization] volunteer is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q38**

Ineffective management makes it difficult to develop my leadership as a volunteer.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q39**

My family views developing my leadership as a [Organization] volunteer to be

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q40**

If I develop my leadership as a [Organization] volunteer, I will help make my community a better place.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q41**

When support from [Organization]'s staff members is inconsistent, developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q42**

[Organization] volunteers lack opportunities to work collaboratively in teams.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q43**

When I have fewer opportunities to volunteer with [Organization], developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q44**

Being able to better serve others is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q45**

[Organization] volunteers lack opportunities to oversee projects.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q46**

If [Organization]'s expectations are not clearly defined, developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q47**

If I develop my leadership as a [Organization] volunteer, I will build my network of relationships.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q48**

Other [Organization] volunteers would see developing my leadership as

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q49**

Overall, I believe that developing my leadership as a [Organization] volunteer is

Very Unrewarding for Me	Unrewarding for Me	Somewhat Unrewarding for Me	Neither Unrewarding nor Rewarding for Me	Somewhat Rewarding for Me	Rewarding for Me	Very Rewarding for me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q50**

Unreliable staff members with [Organization] hinder volunteers' leadership development.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q51**

Overall, I believe that developing my leadership as a [Organization] volunteer is

Very Meaningless	Meaningless	Somewhat Meaningless	Neither Meaningless nor Meaningful	Somewhat Meaningful	Meaningful	Very Meaningful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q52**

I am confident that I could develop my volunteer leadership if I wanted to.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q53**

Making my community a better place is

Very Undesirable	Undesirable	Somewhat Undesirable	Neither Undesirable nor Desirable	Somewhat Desirable	Desirable	Very Desirable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q54**

[Organization] volunteers lack adequate organizational resources to develop their leadership.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q55**

Employers' approval of what I do is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q56**

My friends' approval of my [Organization] volunteer activity is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q57**

How other volunteer agencies regard me is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q58**

[Organization] volunteers lack instruction on how to develop their leadership.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q59**

People who are important to me think that I should develop my leadership as a [Organization] volunteer.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q60**

When I do not receive guidance as a [Organization] volunteer, developing my leadership is

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q61**

If I develop my leadership as a [Organization] volunteer, I will become more self-aware.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q62**

[Organization]'s staff and volunteers are inconsistent in their commitment to volunteers' success.

Very Rarely	Rarely	Somewhat Rarely	Neither Rarely nor Frequently	Somewhat Frequently	Frequently	Very Frequently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q63**

My leadership development will be enhanced if I work as a member of a [Organization] team.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q64**

The opinion of other [Organization] volunteers is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q65**

I feel social pressure to develop my volunteer leadership.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q66**

When I volunteer with [Organization] I intend to develop my leadership.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q67**

If I develop my leadership as a [Organization] volunteer, I will interact with people of diverse backgrounds.

Very Unlikely	Unlikely	Somewhat Unlikely	Neither Unlikely nor Likely	Somewhat Likely	Likely	Very Likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q68**

Community members' approval of my [Organization] volunteer activity is \_\_\_\_\_ to me.

Very Unimportant	Unimportant	Somewhat Unimportant	Neither Unimportant nor Important	Somewhat Important	Important	Very Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q69**

Whether or not I develop my leadership as a [Organization] volunteer is entirely up to me.

Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q70**

What is your gender?

- Male
- Female

**Q71**

What is your current age?  
(Years)

**Q72**

What is your racial and / or ethnic identification? (Mark all that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other, specify: \_\_\_\_\_
- Prefer not to respond

**Q73**

How often do you participate as a volunteer with [Organization]?

- Once a week
- 2-3 times a month
- Once a month
- Once every 2-5 months
- Once every 6-8 months
- Once every 9-12 months
- Never

**Q74**

When did you last participate with [Organization]?  
(Month / Year)

**Q75**

Please indicate whether you have performed any of the following tasks in the course of your volunteer work with [Organization]. (Mark all that apply.)

- μ Leading volunteers in a task
- μ Leading volunteer projects
- μ Registering for a volunteer leader training
- μ Attending a volunteer leader training
- μ Leading a volunteer training
- μ Sharing best practices with volunteer leaders
- μ Recruiting people to become volunteer leaders
- μ Being a mentor of volunteer leaders
- μ Researching local social problems
- μ Requesting financial contributions on behalf of volunteer organizations, [Action Center], any of its partner agencies, or other volunteer organizations
- μ Exhibiting self-motivated action in service to my local community outside of volunteer projects with [Action Center]



**Q76**

What is the highest level of education that you have completed?

- Less than high school
- High school diploma or GED
- 2-year college degree (Associate's)
- 4-year college degree (Bachelor's)
- Master's degree
- PhD or other advanced professional degree (law, medicine, etc.)
- Other, specify: \_\_\_\_\_

**Q77**

What is your combined annual household income?

- under \$20,000
- 20,000-29,999
- 30,000-39,999
- 40,000-49,999
- 50,000-59,999
- 60,000-69,999
- 70,000-79,999
- 80,000-89,999
- 90,000-99,999
- 100,000-109,999
- 110,000-119,999
- 120,000-129,999
- 130,000-139,999
- 140,000-149,999
- 150,000+

**Q78**

How often do you attend religious services?

- Never
- Less than once a month
- Once a month
- 2-3 times a month
- Once a week
- 2-3 times a week
- Daily

## VITA

Janina M. Fuller's public service career began when she helped found a crisis hotline that, since its opening in 1977, has grown into one of Oregon's most successful treatment, advocacy and educational nonprofit organizations. After returning from two years in the Peace Corps (Philippines '78-80), Janina served as a volunteer, board member and consultant in a variety of settings in Portland, Oregon, including hospice care, environmental awareness, parent-teacher coordination, neighborhood safety initiatives, food banks, at-risk youth ventures, and community and faith-based arts programs. During 10 years as a volunteer, staff member and program manager with The Hunger Project in San Francisco, Janina coordinated projects and led trainings for volunteers and volunteer leaders in education, project management, media and public relations and community activism. Before entering graduate school Janina served in the role of Chief Operating Officer for enterprises ranging from airplane parts and wood floor manufacturing to graphic arts to computer software training. Janina has degrees in biology from Oregon State University (B.S., 1978), Portland State University (M.S., 2004), and Louisiana State University (M.N.S., 2009), and is an avid birdwatcher.