

# Community Volunteer Leadership Motivation

Factors that Influence Individuals  
Seeking Leadership Roles in  
West Virginia Communities

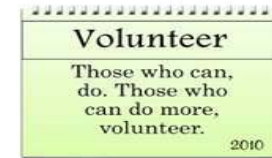
Kelly Nix, PhD

# Purpose

To identify characteristics of leaders and the motivations of community leaders.



# Statement of Problem



The volunteer rate in West Virginia is declining. Because good leadership is a key to strong community, it is imperative to understand what motivates individuals to be community leaders for successful leader recruitment, placement and retention.



# Research Questions

1. What are the demographic characteristics of volunteer leaders of the community development population?
2. What are the motivational desires possessed by volunteer community leaders?
3. What are key incentives that motivate individuals to volunteer in community leadership roles?
4. What are the factors that influence individuals seeking leadership roles in West Virginia communities?

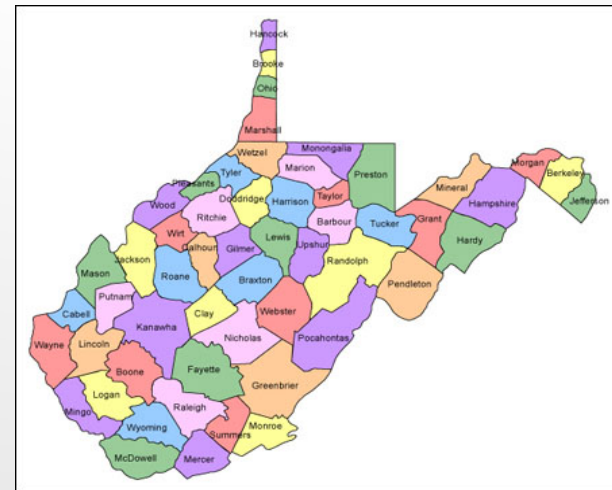
# Research Questions cont.

5. Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?
6. Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?
7. Do motivational desires differ among key demographics including gender, age and educational level?



# Limitations

- ▶ The findings are limited to volunteers in WV
- ▶ The accessible population is not representative of all community development in WV



What do you think motivates individuals  
to become volunteer community  
leaders?

# Review of Literature

- ▶ Demographic Characteristics
- ▶ Basic Motivational Desires / Key Incentives
- ▶ Paid vs. Non Paid Volunteers
- ▶ Behavior Assessments



# Demographic Characteristics

More likely to volunteer without pay (Hayghe (1991):

- ▶ 35–44 years of age
- ▶ College degrees
- ▶ Employed
- ▶ Higher income

# Baby Boomers

(born 1946–1964)

## Lindblom (2001) found:

- ▶ Asking someone to return a service
- ▶ Receiving free or discounted tuition
- ▶ Companionship
- ▶ Opportunities to volunteer as a group

## Rouse and Clawson (1992) found:

- Making a difference in their community
- Affiliation

## Culp (2009) found:

- More financially well off, educated, skilled & independent
- Want leadership opp that will work with their schedules

# Basic Motivational Desires/ Key Incentives

Public Service Motivation (PSM) Perry (1997) found:

- ▶ Positive childhood experiences
- ▶ Religion
- ▶ Professional life

# Reiss Profile

Havercamp and Reiss (2003) found:

- ▶ Studied conducted with a volunteer group of 66 members from the Peace Corps and Habitat for Humanity. It was predicted that they would score high in the idealism desire since humanitarian efforts fall under this motive.
- ▶ Findings: ...the more a person was concerned for society's welfare, the more apt the person would want to be a volunteer.

# Paid vs. Non Paid Volunteers

Paid Volunteers reported (Gerstein, et al., 2004):

Paid Males:

- Stronger values associated with concerns for others

Paid Females :

- Increase their ego development and growth
- Reported motives had little relation to compensation

# Research Design

Descriptive research methodologies were used to summarize the characteristics of different groups and measure the respondents attitudes and opinions regarding motivational factors that influence individuals to seek volunteer leadership roles in rural communities



# Population

Target population was a purposeful sample (N = 577) from the Community Development field:

- West Virginia Regional Planning & Development Council
- West Virginia Economic Development Council

285 surveys returned (49.4% response rate)

# Instrument

Based on:

- ▶ 16 Basic Desires (Reiss, 2000)
- ▶ Two of the 16 motivational desires were not included in the study:
  - Romance
  - Tranquility
- ▶ Volunteer Functions Inventory (VFI) (Clary, 1998)
- ▶ Demographic questions (gender, age, race, paid vs non paid, previous training, needs for future training, educational background and level)

# Research Question #1

What are the demographic characteristics of volunteer leaders of the community development population?

Statistic Used: Percentages

# #1. Basic Demographics

- ▶ 68.1% male
- ▶ 52.8% Baby boomers (1946–1964)
- ▶ 50% earned at least a 4 year degree
- ▶ 65% work full time
- ▶ 77.9% are currently volunteering
- ▶ 68% live and volunteer in rural/non-farm
- ▶ 77.9% were trained in leadership
- ▶ 88.7% do not receive payment for volunteering
- ▶ 63.9% volunteer for 2–4 organizations

# #1. Motivational Factors

- ▶ 76.6% – Desire to help the less fortunate
- ▶ 73.4% – The wish to learn more about one's community

When asked to specify “other”:

- ✓ 13 respondents indicated community development

What are reasons for not volunteering?



# #1. Reasons for not volunteering

- ▶ 90.2% – Time requirements
- ▶ 59.1% – Demands of job

When asked to specify “other”:

- ✓ 14 respondents indicated apathy

## #1. Involvement in Activities and/or Groups

- ▶ 82.2% – community service projects
- ▶ 76.6% – fundraisers
- ▶ 73.1% – involvement in government
- ▶ 69.6% – church

When asked to specify “other”:

- ✓ 14 indicated community development
- ✓ 13 indicated sports
- ✓ 12 indicated service organizations

# #1. Influences to Volunteer

- ▶ 64.3% – friends
- ▶ 55.9% – family
- ▶ 49.7% – church

When asked to specify “other:”

- ✓ 13 indicated filling a need
- ✓ 8 indicated community improvement

# Research Question #2

What are the motivational desires possessed by volunteer community leaders?

Statistic Used: Means and Standard Deviation

## #2. Motivational Desires

- ▶ Honor ( $M = 3.03$ )
- ▶ Idealism ( $M = 2.96$ )

Both desires were considered “strong”

3.5 – 4.0 = very strong desire

2.5–3.4 = strong desire

1.5–2.4 = moderate desire

1.4 and under = slight desire

In line with Reiss, 2002:

- ✓ Honor motivates people to place importance on duty
- ✓ Idealism motivates people to get involved and contribute for the improvement of humanity

# Research Questions #3

What are the key incentives that motivate individuals to volunteer in community leadership roles?

Statistic Used: Frequencies



## #3. Key Incentives

- ▶ 60.1% – Flexible meeting schedules
- ▶ 46.2% – Networking
- ▶ Findings are in line with the research that indicates that baby boomers are looking for volunteer leadership opportunities that will work with their schedules (Culp, 2009; Lindblom, 2001).

When asked to specify “other”:

- ✓ 28 – helping others
- ✓ 17 – satisfaction

# Research Questions #4

What are factors that influence individuals seeking leadership roles in West Virginia communities?

Statistic Used: Discriminative analysis

# Factors That Influence

Motivational Factors (Dependent Variable – nominal data)	Behavioral Desire(s) (Independent Variable – interval/ratio data)	Prediction (% accuracy)
Exercise Important Values	Idealism & Status	62.9%
Strengthen Social Relationships	Social Contact	60.5%
Grow and Develop Psychologically	Honor & Curiosity	59.4%
Gain Career-Related Experience	Idealism	53.5%

# Research Questions #5

Do differences exist between paid and non-paid community leader volunteers concerning motivational desires?

Statistic Used: T-Test

## #5. Paid and Non Paid Volunteers

- ▶ There was a significant difference between the means of paid vs non paid volunteers regarding desires for social contact and eating.
- ▶ Non paid had a higher social contact mean ( $M = 2.67$ ) than those that were paid ( $M = 2.53$ ).
- ▶ Non paid had a lower eating mean ( $M = 2.15$ ) than those that were paid ( $M = 2.29$ ).
- ▶ Both desires had a large effect (Cohen, 1988)

# Research Questions #6

Does a relationship exist between the amount of hours community leaders volunteer and the motivation to volunteer?

Statistic Used: Chi Square



## #6. Relationship between hours Volunteer and Motivation

Significant relationship between # of hours community leaders volunteer and gaining career related experience:

- Individuals who vol. 1–3 hrs. p/wk were more likely to be motivated by the opportunity to gain career related experience.
- Individuals who vol. 20 or more hrs. p/wk week were less likely to be motivated by the opportunity to gain career related experience.

## #6. Relationship between hours Volunteer and Motivation cont.

Significant relationship between the # of hrs. community leaders vol. and strengthening social relationships:

- Individuals who vol. 4–7 hrs. p/wk were more likely to be motivated by strengthening social relationships.
- Individuals who vol. 16–19 hrs. p/wk were less likely to be motivated by strengthening social relationships.

# Research Question #7

Do motivational desires differ among key demographics including gender, age and educational level?

Statistics Used:

- ANOVA for age and educational level
- T-Test for gender

Survey Questions:

- Age – #77
- Educational level – #86
- Gender – #76

## #7. Motivational Desires differ

Gender. There was a significant difference between the means of the motivational desires of power and gender, and vengeance and gender.

–For power, The mean for females ( $M = 2.38$ ) was greater than the mean for males at ( $M = 2.30$ ).

–For vengeance, the mean was lower for females ( $M = 2.20$ ) than the mean for males ( $M = 2.35$ ).

## #7. Motivational Desires differ

Age. There was a significant difference between the means of age and social contact:

### Post Hoc Analysis (LSD):

The means were lower ( $M = 2.55$ ) in those who were born between the years 1922–1945 than those who were born between 1946–1964 ( $M = 2.66$ ).

The means were lower in those who were born between the years 1922–1945 ( $M = 2.55$ ) than those who were born between 1981–1993 ( $M = 2.78$ ).

## #7. Motivational Desires differ

Educational Level. There was a significant difference between the means of the motivational desires of power and vengeance and educational level.

# #7 Post Hoc Analysis

## Power

### LSD:

- The mean of individuals with some college education ( $M = 2.34$ ) was greater than the mean of individuals with a master's degree ( $M = 2.23$ ).
- The mean of individuals with a bachelor degree ( $M = 2.39$ ) was greater than individuals with a master's degree ( $M = 2.23$ ).
- The mean of individuals with a bachelor degree ( $M = 2.39$ ) was greater than individuals with a doctorate degree ( $M = 2.18$ ).



# #7 Post Hoc Analysis

Vengeance.

LSD:

- The mean of individuals with a high school degree ( $M = 2.24$ ) was less than the mean of individuals with a master's degree ( $M = 2.41$ ).
- The mean of individuals with some college ( $M = 2.34$ ) was greater than the mean of individuals with an associate degree ( $M = 2.14$ ).
- The mean of individuals with an associate degree ( $M = 2.14$ ) was less than the mean of individuals with a master's degree ( $M = 2.41$ ).
- The mean of individuals with a master's degree ( $M = 2.41$ ) was greater than the mean of individuals with a doctorate degree ( $M = 2.10$ ).



# What are recommendations?

# Recommendations

- ▶ Communicate Findings
- ▶ Design a volunteer assessment tool
- ▶ Develop a training program for potential volunteers
- ▶ Develop a volunteer mentoring program

# Recommendations cont.

- ▶ Develop a volunteerism training program for agencies and organizations
- ▶ Develop a workplace campaign

# Further Studies

- ▶ Investigate motivational factors that influence non-government individuals to volunteer in rural communities
- ▶ Identify individuals that have not volunteered in their community to determine why they haven't volunteered

# Further Studies cont.

- ▶ Investigate the connection between motivational desire and preference for volunteer activities
- ▶ Identify high school age students to determine their interest and experience in community volunteerism

# Questions?

Thank you for completing the survey!

[Kelly.Nix@mail.wvu.edu](mailto:Kelly.Nix@mail.wvu.edu)

304.293.8680

# Power

- ▶ 68.1% usually choose to sit at the head of the table in order to influence others.
- ▶ 44.2% usually take control in social situations.

# Independence

- ▶ 60.6% enjoy getting things done by themselves without relying on others.
- ▶ 68.5% disagreed that independence was important to them.



# Curiosity

- ▶ 65.7% want to understand how things work.
- ▶ 61.9% have a desire to seek knowledge.
- ▶ 61.5% disagreed that they like activities that require thought.

# Acceptance

- ▶ 68.2% consider themselves confident.
- ▶ 55.6% being included in a group was important to them.
- ▶ 62.5% disagreed that they tend to go with the group consensus even if it conflicts with their own opinion.

# Order

- ▶ 71.7% set guidelines to follow.
- ▶ 71.6% are more comfortable when things are put in the proper place.
- ▶ 65.7% being organized is important to them.

# Savings

- ▶ 80.9% are bothered when other people are wasteful.

# Honor

- ▶ 80.7% feel they are held in high public esteem.
- ▶ 76.1% high morals are important to them.
- ▶ 64.2% honor is important to them.
- ▶ 61.9% loyalty is important to them.

# Idealism

- ▶ 73.9% charitable organizations are important to them.
- ▶ 71.3% humanitarian causes are important to them.
- ▶ 58.3% they contribute to the need.
- ▶ 56.5% pay attention to what is going on in their community.

# Social Contact

- ▶ 76.2% enjoy social activities.
- ▶ 72.9% being around people makes them happy.
- ▶ 72.2% disagreed that they enjoy meeting new people.

# Family

- ▶ 73.1% family is extremely important to them.
- ▶ 68.5% places importance on spending time with family.



# Status

- ▶ 59.3% care about what people think of them.

# Vengeance

- ▶ 59.9% are competitive.

# Exercise

- ▶ 57.7% being physically fit is important.
- ▶ 69.4% disagreed that they enjoy physical activity.
- ▶ 65% disagreed that they feel better when they are physically active.

# Eating

- ▶ 47.7% usually eat more than they should.
- ▶ 77.5% disagreed that proper nutrition is important to them.
- ▶ 61.3% disagreed that they enjoy dining with others.
- ▶ 55.3% disagreed that social activities that involve eating are important to them.