

A CORRELATIONAL INVESTIGATION OF THE RELATIONSHIP BETWEEN
LEADERSHIP SKILLS AND VOLUNTEERISM

by

Tammy Tillotson

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ABSTRACT

Nonprofit organizations are essential to the vitality of communities because the organizations enrich the quality of life, demonstrate the highest societal values, and strengthen human kindness. The growth and development of a nonprofit organization often depends on volunteers who commit their time, knowledge, and skills in a variety of cost effective ways. The vital role volunteers play in a nonprofit organization and critical role nonprofit organizations have in a community underscore the importance of the nonprofit leaders being effective in recruiting, managing, and retaining volunteers. Relationships that existed between the self-perceived leadership skills of leaders in a nonprofit organization and the number of volunteers recruited, managed, and retained were identified in this descriptive correlational study. Using information identified through the review of literature, a survey was created and pilot test conducted to ensure the validity and reliability of the tool. The survey regarding the awareness and application of leadership skills as identified by prior research was used to collect data. Thirty-five of the 43 leaders invited to participate, responded to the survey. Using descriptive correlational methods, the data were analyzed and correlations were identified using the Spearman Correlation Test. The leaders' awareness of skills was statistically significant to the reported application of skills. Recognizing volunteers in correlation to the number of volunteers recruited, managed, and retained was statistically significant. The remaining leadership skills, though relevant, were not identified as statistically significant.

DEDICATION

Learning is a lifelong endeavor, and one that I hope to have modeled well for those closest to me. The leaders in my life have taught me many lessons that I have carried through this journey. Philippians 4:13 says, “I can do all things through Christ who strengthens me.” With God by my side, this journey has been more than I had hoped for in so many ways.

Without the support, patience, and encouragement from my amazing husband, Scott, this journey would have had far more bumpy roads and obstacles to overcome. His gentle nudges, positive prompting, and home front support got me motivated, even in my most creative procrastination moods. I love and appreciate you beyond all words.

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Chapter 1

Introduction

Nonprofit organizations are essential to the vitality of communities. Community-based nonprofit organizations enrich the quality of life, demonstrate the highest societal values, and strengthen human kindness (Anheier, 2014). The critical role of nonprofit organizations in a community underscores the importance of the nonprofit leadership that continues to move organizations forward (Boezeman & Ellemers, 2014; Stroup, 2006). A common definition of community-based nonprofit organizations found in the literature was:

...nonprofit organizations, to nongovernmental institutions that nevertheless serve essentially public, as opposed to private, economic goals. These organizations do not operate only in the social welfare field, moreover. Rather, they play many other roles as well serving as vehicles for cultural expression, as mechanisms for political action, as instruments for social cohesion, and more. (Salamon, 2013, p. 2)

Volunteerism is long lasting and planned, benefits strangers, and occurs in organizations (Penner, 2002). An individual becomes involved with a community-based nonprofit organization as a volunteer because of the organization's mission and the individual's personal interest (Wymer & Starnes, 2001). The growth and development of a nonprofit organization depends on volunteers who commit their time, knowledge, and skills in a variety of ways (Landsberg, 2004). Volunteerism is not a new phenomenon but through the years, volunteerism has been described in a variety of ways and forms. Corporate social responsibility (Gerdeman, 2012), civic group activity (Eliasoph, 2009;

Wymer & Starnes, 2001), mandatory community service (Stukas, Snyder, & Clary, 1999), third sector organizations, nongovernment organizations, civil society organizations, private voluntary organizations, and charities (Shah, 2005) are all examples of growing trends in volunteerism that began as early as the 1950s. Nonprofit organizations typically rely on volunteers to meet the goals of the organization in cost-effective ways (Brooks, 2002; Feirman, 2001; Pynes, 2015). Nonprofit leaders value volunteer service to community-based nonprofit organizations (Brooks, 2002). Without volunteers, the missions of the nonprofit organizations may not be met, funds may not be raised, and most significantly, services may not be provided to those in desperate need (Hager & Brudney, 2004).

Trends in volunteerism at community-based nonprofit organizations have grown (Lockett & Boyd, 2012; Pynes, 2015). The growth however, comes with an increased need for leaders of the nonprofit organizations to have knowledge, skills, and abilities to recruit, manage, and retain those volunteers who provide critical services on behalf of the organization (Clary & Snyder, 1999; Groves, 2007; Jones, Forner, Parrish, Eidenfalk, Kiridena, Popov, & Berry, 2015; Lockett & Boyd, 2012; Pynes, 2015; Stahl, 2013). Leaders who are not able to effectively recruit, manage, and retain volunteers for the various roles and responsibilities because of a lack of knowledge, skills, and abilities jeopardize the success in meeting the goals of the nonprofit organization (Hager & Brudney, 2004; Jones et al., 2015; Pynes, 2015). When organizational goals are not met and services are not provided due to funds not being raised, individuals in need of the services are not able to receive the help they need (Hager & Brudney, 2004). Furthermore, the lack of volunteers may lead the organization into a dire situation of

having to reduce services or having to disband completely. With such an outcome, communities lose valuable resources (Anheier, 2014).

To better understand the leadership skills effective in recruiting, managing, and retaining volunteers in this descriptive correlational study, the intention was to examine whether leaders of community-based nonprofit organizations had an awareness of the skills in relation to executing the skills with volunteers. The awareness of leadership skills was based on the leader's self-perceived skills and the number of volunteers maintained at the community-based nonprofit organizations. The leader's tenure and the duration of the volunteers' retention were also examined. The leadership skills needed to manage paid employees differ greatly from the skills necessary for managing volunteers (Rawlings, 2012) therefore, it was important to consider any differences. The Children's Dyslexia Centers, Inc. (Centers) in the Northern Masonic Jurisdiction served as the nonprofit organization in which the awareness of nonprofit leadership skills was studied in relation to the number of volunteers recruited, managed, and retained by the Directors at the community-based Centers.

Information included in Chapter 1 is a synopsis of the research problem, purpose for the study, significance and nature of the study, and additional information pertinent to the overall framework of the study. The background provides essential information for understanding the value and necessity of volunteers in nonprofit organizations. The background also contains information on why leaders must have awareness, knowledge, skills, and abilities to recruit, manage, and retain volunteers for an organization. The problem statement provides concise justification for studying the awareness of nonprofit leadership skills when working with volunteers. The purpose statement clearly describes

that the purpose of the study was to identify relationships between variables. The variables included a self-perceived awareness and application of the leadership skills in effectively recruiting, managing, and retaining volunteers nonprofit leaders reported as possessing and the actual number of volunteers recruited, managed, and retained in the nonprofit organization.

Chapter 1 also includes information about the significance and nature of the study, the theoretical framework, and the research design, questions, and hypotheses. The significance of the study was to help raise awareness of and inform nonprofit leaders about essential skills needed to recruit, manage, and retain volunteers. With the increased awareness of essential leadership skills, presumably leaders would be able to develop and enhance the leadership skills identified in the study as having an impact on the recruitment, management, and retention of volunteers. Furthermore, with the information gathered from the study, nonprofit leaders would be better equipped to lead the organization in meeting the goals and ultimately providing clients with the much-needed services because of the increased awareness that leaders have. Most significantly, with the information gleaned from this study, nonprofit leaders would be able to cultivate the volunteers who contribute to the nonprofit organizations that are invaluable to the communities served. Leaders of nonprofit organizations who had an awareness of essential leadership skills were presumed to be better positioned to use those skills in recruiting, managing, and retaining volunteers. The theoretical framework accounted for the larger scope of how this study impacted the field of leadership. The research design, questions, and hypotheses sections outline the specific details of what was intended to be identified in the study.

Background of the Problem

As trends continue to support and encourage volunteerism, an awareness of the benefits to both the volunteer and the organization is important (Ismail, 2009). Volunteering has taken on many variations of terms including corporate social responsibility programs, civic groups, third sector organizations, private voluntary organizations, nongovernmental organizations, charities, civil society organizations, and mandatory community service projects (Battilana, Lee, Walker, & Dorsey, 2012; Bhattacharya, Sen, & Korschun, 2008; Ismail, 2009; Landsberg, 2004). The act of volunteering, known by any term, offers opportunities for leaders of organizations to collaborate with volunteers for the benefit of both entities that nonprofit leaders have not always been mindful of (Battilana, Lee, Walker, & Dorsey, 2012; Bhattacharya, Sen, & Korschun, 2008; Ismail, 2009; Landsberg, 2004). To provide effective opportunities for volunteers, nonprofit leaders need to have a clear understanding of effective volunteer recruitment, management, and retention skills (Clary & Snyder, 1999; Pynes, 2015). The ability to recruit, manage, and retain the volunteers requires a unique skillset that nonprofit leaders may not even be aware of (Clary & Snyder, 1999; Groves, 2007; Howlett, 2014; Lockett & Boyd, 2012; Stahl, 2013).

In 1994, the Children's Dyslexia Centers, Inc., a nonprofit organization founded by the Scottish Rite Masonic organization, began providing free, accredited training in the Orton Gillingham (OG) based instruction method to adults who could then provide free tutoring using the OG method of instruction to children who struggled with reading, writing, and spelling (Children's Dyslexia Centers, Inc., 2014). The tutor training program relies exclusively on volunteers to be trained and to provide the tutoring

services. The nonprofit organization utilizes volunteers in a variety of other roles as well at the Centers. Board members, committee members, event coordinators, reception staff, and clerical support, though not completely comprehensive or all-inclusive, are a few common roles often filled by volunteers at the Centers (Children's Dyslexia Centers, Inc., 2014).

The Children's Dyslexia Centers, Inc. provided the population for the study. At the time of the study, the Children's Dyslexia Centers, Inc. consisted of 43 individual centers linked with one another through the combined nonprofit 501c3 headquarters located in Lexington, Massachusetts (Children's Dyslexia Centers, Inc., 2014). A Center Director who was responsible for the daily operations, the training program, and the oversight of all staff and volunteers of that Center managed each Center (Children's Dyslexia Center, Inc., 2014). The Center Directors came from a wide variety of backgrounds and expertise that may or may not have included volunteer recruitment, management, and retention.

As is typical of many community-based nonprofit organizations, one way to serve a larger population without dramatically increasing the expenses is to recruit volunteers (Andersen, 1981). Community-based nonprofit organizations generally use only a small percentage of volunteers in any capacity beyond a specific role, which could be due to the nonprofit leader's awareness and skills (Landsberg, 2004). Managers of volunteers are often ill prepared to effectively supervise or manage the volunteers (Adams, Schlueter, & Barge, 1988; Andersen, 1981; Disney, 1979). The lack of preparedness that leaders of nonprofit organizations have contributed to the need for a research study that explored the relationship between leadership skills and volunteers.

Problem Statement

Volunteers are critical to the success and sustainability of nonprofit organizations. Organizations are dependent upon volunteers to provide services, raise funds, and more (Boezeman & Ellemers, 2014; Hager & Brudney, 2004; McClesky, 2014). Without volunteers, nonprofit organizations cease to exist. The total number of public charities decreased from 353,483 in 2008 to 293,103 in 2013 (McKeever, 2015). Though many contributing factors for this decrease may have existed, the inadequate acquisition, management, or retention of volunteers was noted as one of the direct impacts on community-based nonprofit organizations. A nonprofit leader's awareness, or lack of awareness, of leadership skills necessary for acquiring, managing, and retaining volunteers has a significant effect on the sustainability of programs, services, and organizations (Jain, 2014; Landsberg, 2004). The Children's Dyslexia Centers, Inc., for example, expanded to 60 Centers affiliated with the nonprofit organization. Reportedly, due to the lack of volunteers to support the Center operations, raise funds, and promote the mission of the organization, 17 Centers have had to close within the last five years (Children's Dyslexia Centers, Inc., 2014). The following research suggests that the lack of volunteers may have been a direct result of a lack of awareness of the leadership skills needed by nonprofit organizational leaders to effectively recruit, manage, and retain volunteers.

A nonprofit leader needs to be able to maximize the skills of the volunteers while providing the volunteers with ample reward and recognition that require a unique skillset (Adams et al., 1988; Howlett, 2014). To make best use of the volunteers who are key to accomplishing the mission of nonprofit organizations, leaders need to (a) do an

assessment of needs, (b) plan, (c) prepare, (d) recruit, (e) orient, (f) train, (g) oversee, (h) manage, (i) monitor, and (j) recognize just as with any other aspect of operating an organization, but may not have the skills to do so (Forsyth, 1999; Hager & Brudney, 2004; Howlett, 2014; Jain, 2014; Landsberg, 2004; Netting, 2001; Wymer & Starnes, 2001). Clanton Hudman (2010) and Stroup (2007) contended that leaders in nonprofit organizations need to improve their methods of recruiting and developing a skilled, committed, and diverse workforce of volunteers. Without the awareness of volunteerism leadership skills, nonprofit leaders are not able to effectively recruit, manage, and retain volunteers for the various roles and responsibilities that directly affect the nonprofit organizational success and sustainability (Boezeman & Ellemers, 2014; Hager & Brudney, 2004; McClesky, 2014). While the literature provides information about all of these important skills, the literature lacks a concise and comprehensive compilation of the skills leaders need. Volunteer recruitment, management, and retention had all been studied primarily in isolation and in terms of skills leaders must have. The studies did not imply or suggest an interconnectedness between the skills in application with volunteers.

When organizational goals are not met, organizations lose the ability to sustain services. The inability to sustain services require nonprofit leaders to reduce or eliminate services provided. Furthermore, when funds are not raised, individuals who could benefit from the services do not receive the help they need. Nonprofit organizations are critical to communities and the loss of the valuable resource can have detrimental consequences. In terms of the Children's Dyslexia Centers, Inc. specifically, children who desperately needed reading instruction specialized in a method most conducive to their learning may

not have received the support they needed to become productive members of society. The closing of 17 individual Children's Dyslexia Centers, Inc. centers affiliated with the nonprofit organization caused gaps in communities where services were no longer available. The nonprofit leader's self-perceived leadership skills in relation to the number of recruited, managed, and retained volunteers was studied because of the inadequate acquisition, management, or retention of volunteers that may have led to the significant decrease in the number of Centers resulting in children being unserved.

Purpose of the Study

The purpose of the study was to investigate whether relationships existed between the leadership skills necessary for effectively recruiting, managing, and retaining volunteers and the number of volunteers reported to have been recruited, managed, and retained. The correlations were considered based on the self-perceived skills nonprofit leaders reportedly possessed. A multitude of predictor variables representative of leadership skills believed to relate to, and potentially impact, a leader's ability to recruit, manage, and retain volunteers were examined in the study. The predictor variables, in addition to a leader's tenure in the position, included self-perceived skills in (a) assessing the needs of the organization for volunteers, (b) planning volunteer activities and tasks, (c) orienting new volunteers, (d) overseeing volunteer performance, (e) monitoring volunteer performance and contributions, (f) evaluating volunteer performance and contributions, and (g) recognizing volunteers. The predictor variables were considered in isolation as well as collectively. The criterion variables included the number of volunteers reported by the Center Directors to have been recruited, managed, and retained as well as the duration of the volunteers' retention.

The study served to better understand whether there was an awareness of the leadership skills in recruiting, managing, and retaining volunteers by nonprofit leaders in relation to volunteers. The awareness of skills was based on relationships between the predictor variables and the number of volunteers reported by the nonprofit leaders as having been recruited, managed, and retained. Self-perceived, self-reported information about each of these skills was gathered using an online survey. Self-reported data regarding the number of volunteers who had been (a) recruited, (b) managed, (c) retained, and (d) the duration of the volunteer retention was also gathered. Presumably the greater the number of volunteers who had been recruited, managed, and retained, the more aware the nonprofit leaders were of essential leadership skills. The analysis of the information gathered provided a premise for understanding what skills leaders were aware of through the implementation of recruiting, managing, and retaining volunteers as well as which skills leaders were not aware of and were not being used with volunteers. When nonprofit leaders have an awareness and understanding of the skills that better support them in recruiting, managing, and retaining volunteers, the leaders are better prepared to do so (Pynes, 2015). The existing literature indicated, though fragmented, what skills nonprofit leaders should possess. The literature however, did not indicate if nonprofit leaders are even aware of those skills. Furthermore, if the leaders are aware, the existing literature did not indicate what the leaders' perceptions are about possessing or utilizing the skills.

Significance of the Problem

More than 60.8 million individuals volunteer every year (Nonprofit Times, 2012). The most recent data collected by the National Center for Charitable Statistics (2015),

indicated that more than 1.5 million nonprofit organizations in the United States alone are vying for volunteers. This figure is up from the 654,000 charities in the United States reported by Wymer and Starnes in 2001. The importance of recruiting, managing, and retaining volunteers has evolved because of the growth of nonprofit organizations and the increased number of individuals interested in serving as volunteers (Collins & Holton, 2012; Groves, 2007; Howlett, 2014; Lockett & Boyd, 2012; Pynes, 2015). The leadership skills necessary to recruit, manage, and retain volunteers have also evolved and require improved application (Adams et al., 1988; Collins & Holton, 2012; Pynes, 2015; Wymer & Starnes, 2001). When nonprofit leaders are unaware of and do not possess the necessary skills to effectively recruit, manage, and retain volunteers, there is a strong likelihood that the objectives of the organization will not be fully met (Hager & Brudney, 2004). When objectives are not met, important services may not be provided, potential recipients may be underserved, and organizations may have to disband.

Significance of the Study

The information identified in this study contributes to the body of knowledge, raises awareness of nonprofit leadership skills to effectively recruit, manage, and retain volunteers, and inform future practices. By providing a comprehensive list of attributes, nonprofit organization leaders have a greater opportunity to be more aware of important leadership skills and develop necessary skills through training and continuing education. Though directionality of any correlations could not be made in the research, it stood to reason that the more aware leaders were of essential skills, the more those skills could be applied. Information gathered was used as a premise from which leaders of community-based nonprofit organizations were aware of and understood what skills were necessary

for recruiting, managing, and retaining volunteers and where gaps existed in those skills. By having a clear understanding of what skills are necessary based on the correlation that was discovered in this and other studies, nonprofit leaders can take steps to ensure the skillset needed is adequate (Adams et al., 1988; Boezeman & Ellemers, 2014; Ellis, 2015; Pynes, 2015).

Volunteers add to the depth and breadth of an organization by creating connections, propelling the mission, raising awareness, and providing service in cost-effective ways (Brooks, 2002; Terry, Harder, & Pracht, 2011). Dutta-Bergman (2004) indicated that, while a shortage of volunteers existed in the nonprofit services, those who volunteered showed a stronger sense of responsibility. When nonprofit leaders were aware of and utilized effective skills that encouraged volunteers to create connections, propel the mission, raise awareness, and provide service in cost-effective ways, nonprofit leaders were more likely to maximize the volunteer efforts for the organization (Clary & Snyder, 1999; Groves, 2007; Lockett & Boyd, 2012; Posner, 2015).

Significance of the Study to Leadership

Leadership plays an important role in the recruitment, management, and retention of volunteers at community-based nonprofit organizations (Clary & Snyder, 1999; Groves, 2007; Lockett & Boyd, 2012; Stahl, 2013). Many leadership styles impact an individual's ability to lead (Bass & Avolio, 2006). Situational, transformational, transactional, and charismatic are a few of the more widespread leadership styles discussed throughout the literature (Bass & Avolio, 2006; McClesky, 2014). Though transactional and charismatic leadership styles are prevalent in the research discussion about nonprofit leadership characteristics, neither was the focus nor discussion of this

study. Situational and transformational leadership styles on the other hand are two of the more prevalent leadership styles included in literature (McClesky, 2014), that were discussed. Although neither transformational nor situational styles are exclusively significant to the role of a nonprofit leader, both served as part of the framework for the study.

Nonprofit leaders must possess a variety of skills that should include the ability to (a) identify and communicate with others, (b) use motivation to encourage activity, (c) accurately assess situations and collaborators, and (d) be flexible (Shriberg, Shriberg, & Lloyd, 2002). According to Hesselbein and Goldsmith (2006), effective nonprofit leadership consisted of performance-based, capacity-building attributes unique to each person. Leadership in the modern world requires a well-defined focus on developing leadership skills (Day, 2009), an updated view on the role of leader identity (Day & Harrison, 2007), and the development of adaptive leadership capacity (DeRue & Wellman, 2009). Davis and Rimm (2004) suggested that different nonprofit leadership situations required different traits, characteristics, and skills that contributed to the strengths of a nonprofit leader in recruiting, managing, and retaining volunteers.

Transformational leadership theory was suggested by social scientists in the late 1940s but became far more prevalent in the 1980s (Stogdill, 1948; 1963; 1974; Bass, 1985). Since the early development of research around transformational leadership, additional researchers have identified several traits associated with the transformational leadership style. Transformational leaders should (a) practice open communication, (b) be respectful, (c) seek ideas, (d) act independently, (e) have strong moral values, (f) be motivated, (g) build meaningful relationships with others, and (h) desire to grow

spiritually (Burns, 1978; Bass, 1985; Johnson, 2007; Winens, 2007). Dialogue, sharing, collaborating, and teaching techniques also characterize the transformational leadership style (Bass & Avolio, 2006). A transformational leader builds trust, acts with integrity, encourages creative thinking, coaches people, and inspires others (Bass & Avolio, 1993). Transformational leaders are also noted for high inspirational standards, expressing a shared vision, making a difference, being confident, being decisive, and having optimism (Yukl, 2008). Zaccaro (2001) reported that transformational leadership was effective in nearly all situations and could be instrumental in recruiting, managing, and retaining volunteers.

Situational leadership theory is described as leadership that is modified as a situation dictates (Grint, 2011; McClesky, 2014). Developed by Hersey and Blanchard, situational leadership evolved from a task-oriented versus people-oriented leadership continuum (Bass, 2008; Conger, 2011; Graeff, 1997; Lorsch, 2010). According to the situational leadership theory, a leader is most effective when a rational and appropriate approach is taken based on the specific situation (Conger, 2011). Some authors have classified situational leadership theory as a behavioral theory (Bass, 2008) or a contingency theory (Yukl, 2011) because situational leadership theory focuses on leaders' behaviors as both task- and people-focused. According to the situational leadership theory, task-oriented and relation-oriented behaviors are dependent upon one another, rather than being mutually exclusive approaches (Yukl, 2008; 2011). McClesky (2014) suggested that an effective nonprofit leader engages in a mix of both task and relation behaviors, which could be advantageous when recruiting, managing, and retaining volunteers. Situational leadership theory has been criticized, however, for lack

of consistency, continuity, conformity, and ambiguity, (Bass, 2008; Nicholls, 1985) which could cause challenges when applying leadership skills.

Both, situational and transformational leadership styles, lend well to the responsibilities of leading volunteers. Based on the definitions and literature that describe transformational and situational leadership styles, leaders who ascribe to the transformational style of leadership but can adjust and adapt as dictated by a particular situation, attributed to the situational style of leadership, have characteristics that promote volunteerism (McClesky, 2014; Yukl, 2008; 2011). Leaders of nonprofit organizations are situated well when they are able to ascribe to both transformational and situational leadership styles. Nonprofit leaders who determine the needs of the volunteers and balance those needs with the needs of the organization are well equipped for leading a community-based nonprofit organization's volunteer program (McClesky, 2014).

Nature of the Study

A descriptive correlational research study is the method of quantitative research used to investigate whether a relationship exists between variables (Moinester & Gottfried, 2014). Using a systematic, factual, and accurate approach to the descriptive correlation research, a survey was used to identify the self-perceived recruiting, managing, and recruiting skills that nonprofit leaders reported having. The number of volunteers the nonprofit leaders reported to have recruited, managed, and retained as well as the duration of the volunteers' retention and the tenure of the Director were also identified using the survey. The relationships identified by the self-perceived, self-reported skills the leaders possessed were used to identify the awareness nonprofit leaders had of essential leadership skills in recruiting, managing, and retaining volunteers.

Presumably if the leaders indicated using a skill and the skill was confirmed by reflecting several volunteers reported to have been recruited, managed, and retained that correlated with the skill, the leaders were aware of the skill. Because causality cannot be assumed in a descriptive correlational study, the investigation of how variables in one element correspond with variations in other factors should be considered (Christensen, Johnson, & Turner, 2011; Moinester & Gottfried, 2014).

Overview of Research Design and Method

The aim of the descriptive correlation design used in the study was to identify whether a relationship existed between variables. This design is relatively quick and is effective in establishing relationships (Bordens & Abbott, 2011). Quantifiable data produced in descriptive correlation research can be used to better understand any relationships that may exist between variables (Christensen et al., 2011). The awareness a nonprofit leader has of the skills needed to effectively recruit, manage, and retain volunteers at a community-based nonprofit organization had been explored minimally and in isolation or in reference to skills rather than awareness. Little research had been conducted to identify a nonprofit leader's professional experiences in relation to these skills, which is what prompted this research study. The survey used to gather information was aimed at identifying the awareness leaders had of skills in effective recruiting, managing, and retaining volunteers by correlating the self-perceived skills. Assuming that the survey was reliable and valid, information regarding nonprofit leaders' tenure in the current positions and skills in assessing the organizational needs for volunteers, planning volunteer activities, orienting volunteers, overseeing volunteers, monitoring volunteer performance and contributions, evaluating volunteer performance and

contributions, and recognizing volunteers were all considered. The final result of the quantitative approach was to answer the research questions and confirm the null hypothesis or alternate hypothesis for each research question.

Research Questions and Hypotheses

The overarching question considered in the study was:

R₁. What is the relationship between community-based nonprofit leaders' awareness of the leadership skills in effectively recruiting, managing, and retaining volunteers within their organization and the leaders' self-perceived abilities?

H₁₀. There is no statistical relationship between community-based nonprofit leaders' awareness of effective leadership skills and the overall self-perceived ability of the leaders.

H_{1a}. There is a statistical relationship between community-based nonprofit leaders' awareness of effective leadership skills and the overall self-perceived ability of the leaders.

The overarching question was answered by correlating more detailed sub-research questions. Sub-research questions considered for this study were:

R₂. What is the relationship between nonprofit leaders' tenure in his or her current position and the number of volunteers recruited, managed, and retained at nonprofit organizations?

H₂₀. There is no statistical relationship between nonprofit leaders' tenure in current position and the number of volunteers recruited, managed, and retained.

- H*_{2a}. There is a statistical relationship between nonprofit leaders' tenure in current position and the number of volunteers recruited, managed, and retained.
- R*₃. What is the relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₃₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained.
- H*_{3a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained.
- R*₄. What is the relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₄₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained.
- H*_{4a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained.

R₅. What is the relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained at nonprofit organizations?

H₅₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained.

H_{5a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained.

R₆. What is the relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?

H₆₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained.

H_{6a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained.

R₇. What is the relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?

- H*₇₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained.
- H*_{7a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained.
- R*₈. What is the relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₈₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained.
- H*_{8a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained.
- R*₈. What is the relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₉₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained.

H_{9a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained.

Theoretical Framework

Situational and transformational leadership are two prevalent leadership styles included in literature regarding leadership (McClesky, 2014), and although neither is exclusively significant to the role of a leader, both served as part of the framework for the study. Leadership plays an important role in the recruitment, management, and retention of volunteers at community-based nonprofit organizations (Clary & Snyder, 1999; Groves, 2007; Lockett & Boyd, 2012; Stahl, 2013). Many leadership styles influence an individual's ability to lead (Bass & Avolio, 2006). Though many leadership styles exist, situational and transformational are the more prominent (Bass & Avolio, 2006; McClesky, 2014) found in literature related to volunteerism. Nonprofit leaders possess a variety of skills that include the ability to identify and communicate with others, ability to use motivation to encourage activity, ability to accurately assess situations and collaborators, and ability to be flexible (Shriberg et al., 2002). Assessing situations and the progress of staff and volunteers is an important skill in managing volunteers (Day, 2009). Effective nonprofit leadership consists of attributes unique to each person (Hesselbein & Goldsmith, 2006).

Nonprofit leadership in the modern world requires a well-defined focus on developing nonprofit leadership skills (Day, 2009). Nonprofit leadership also requires an updated view on the role of leader identity (Day & Harrison, 2007; Yukl & Mahsud, 2010) and the development of adaptive leadership capacity (DeRue & Wellman, 2009).

Davis and Rimm (2004) suggested that different nonprofit leadership situations require different traits, characteristics, and skills, which may contribute to the strengths of a nonprofit leader in recruiting, managing, and retaining volunteers.

Transformational leadership theory was suggested by social scientists in the late 1940s (Bass & Avolio, 1993) but became far more prevalent in the 1980s. Since the early development of research around transformational leadership, additional researchers have identified several traits associated with transformational leadership.

Transformational leaders should (a) practice open communication, (b) be respectful, (c) seek ideas, (d) act independently, (e) have strong moral values, (f) be motivated, (g) build meaningful relationships with others, and (h) desire to grow spiritually (Burns, 1978; Bass, 1985; Johnson, 2007; Winens, 2007). Dialogue, sharing, collaborating, and teaching techniques also characterize the transformational leadership style (Bass & Avolio, 2006). A transformational leader, according to Bass and Avolio (1993), builds trust, acts with integrity, encourages creative thinking, coaches people, and inspires others. Transformational leaders are also noted for high inspirational standards, expressing a shared vision, making a difference, being confident, being decisive, and having optimism (Yukl, 1994). Zaccaro (2001) reported that transformational leadership had been effective in nearly all situations and was instrumental in recruiting, managing, and retaining volunteers.

Situational leadership theory is described as leadership that is modified as a situation dictates (Grint, 2011; McClesky, 2014). Developed by Hersey and Blanchard (1969; 1979; 1980; 1981; 1996), situational leadership evolved from a task-oriented versus people-oriented leadership continuum (Bass, 2008; Conger, 2011; Graeff, 1997;

Lorsch, 2010). Theorists suggest that the situational leadership theory is most effective when a rational and appropriate approach is taken based on the specific situation (Conger, 2011). Some authors have classified situational leadership theory as a behavioral theory (Bass, 2008) or a contingency theory (Yukl, 2011) because situational leadership theory focuses on leaders' behaviors as both task- and people-focused. The evolution of the situational leadership theory is that task-oriented and relation-oriented behaviors are dependent upon one another, rather than being mutually exclusive approaches (Yukl, 2008; 2011). McClesky (2014) suggested that an effective nonprofit leader engaged in a mix of both task and relation behaviors known as performance-based and capacity building that were advantageous when recruiting, managing, and retaining volunteers. Situational leadership theory however, is criticized for lack of consistency, continuity, conformity, and ambiguity (Bass, 2008; Nicholls, 1985).

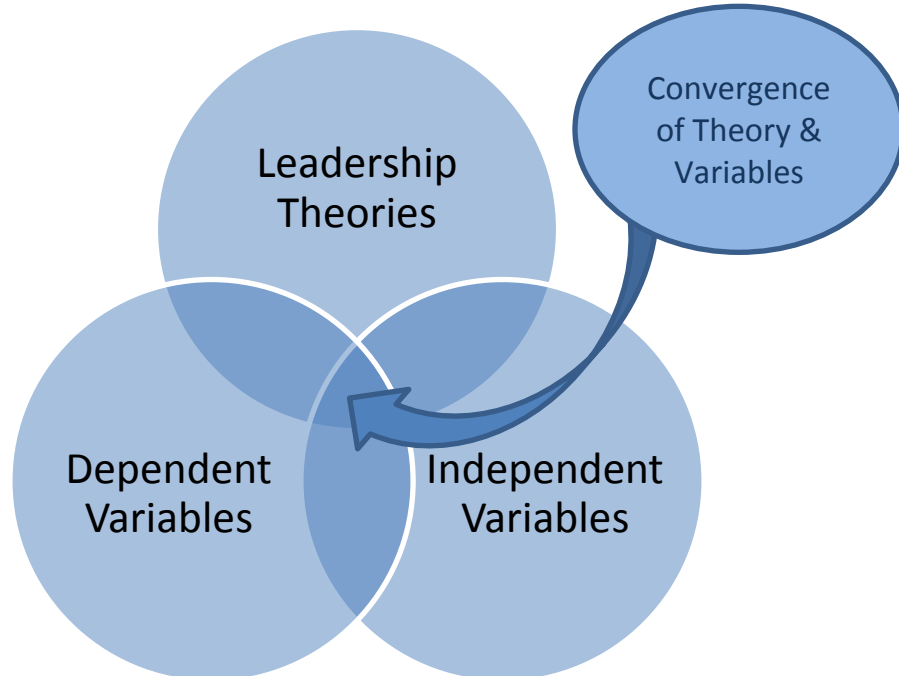


Figure 1. Theory and leadership convergence. Convergence of theory, dependent variables, and independent variables demonstrates how all intersect and overlap with one another.

The theoretical assumption that nonprofit leaders want the best for the organization and strive to improve their abilities since the leaders influence the productivity of an organization through their own efforts and skills (Nelson, Zaccaro, & Herman, 2010), was included in this research. The assumption was that the nonprofit leaders in this study were individuals who endeavored to improve their organization and were willing and able to meet the demands of charity work. Nonprofit leadership development is an evolving process to improve leadership skills and abilities that equip a person to lead effectively (Nelson et al., 2010). Based on the leadership skills essential to effective recruitment, management, and retention of volunteers, leaders who exhibited tendencies and practices of the transformational style yet retained the ability to adjust as a situation dictated were well suited to work with volunteers in nonprofit organizations.

Definitions

Terms used in the study related to volunteerism, leadership, and the skills necessary for recruiting, managing, and retaining volunteers. The following terms were used:

Assessing. Assessing is referenced as a predictor variable consider an essential skill of leaders in managing job performance of volunteers (Jackson, 2007). Assessing the performance of those affiliated with an organization as paid or volunteer staff is identified as the skill of knowing what needs to be accomplished and who is responsible for completing the tasks in an efficient and effective way. Assessing also relates to the leader's ability to accurately assess the needs of the organization. The R₃ research sub-question asked what the relationship was between nonprofit leaders' self-perceived skills

in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained at nonprofit organizations.

Children's Dyslexia Centers, Inc. (Centers). The Children's Dyslexia Centers, Inc. is referenced as a nonprofit organization that utilizes volunteers to provide free tutoring services to children who struggle with reading, writing, and spelling as well as other volunteer services (Children's Dyslexia Centers, Inc., 2014).

Civic Group Activity. Civic group activities are noted as initiatives made by an on-going group of like-minded people who voluntarily join the group to collectively discover and work on solving shared problems and to create some public good (Eliasoph, 2009).

Corporate Social Responsibility. Corporate social responsibility is referred to as voluntary and charity initiatives in business and commercial companies that support the common good of society and the communities where employers are based (Gray, 2010).

Criterion Variables. Criterion variables are used in a correlational study to determine any relationships with the predictor variables (Laerd Statistics, 2013). The number of volunteers who were recruited by the Center Director, the number of volunteers who were managed by the Center Director, and the number of volunteers who were retained at a nonprofit organization as well as the duration of the volunteers' retention as reported by the Center Director were used as criterion variables.

Evaluating. Evaluating was referenced as a predictor variable considered to be a crucial skill for nonprofit leaders. To determine the effectiveness of a volunteer program and individuals completing work in the program, leaders effectively evaluated the

efficacy and value of the contributions made (DeRue & Wellman, 2009). The R₈ research sub-question asked what the relationship was between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations.

Mandatory Community Service. Mandatory community service refers to the requirement of a minimum number of hours committed to volunteering as a condition for college graduation, certification, or completion of a specific objective (Stukas et al., 1999).

Monitoring. Monitoring is referenced as a predictor variable considered an important skill for leaders in managing staff (Day, 2009). Monitoring the progress of projects completed by volunteers helps leaders to maintain timelines and accountability for the work completed. Monitoring includes both formal and informal accountability checks. The R₇ research sub-question asked what the relationship was between nonprofit leaders' self-perceived skills in monitoring volunteer performance and contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations.

Nonprofit Organization. Nonprofit organizations are noted as part of a wider civil society and welfare system consisting of a group of people who work toward a common goal for the greater good of the community (Anheier, 2014).

Orientation. Orientation is referenced as a predictor variable related to an initial process new employees go through with organizational leaders. The orientation process provides basic information about the organization, programs, and services, and is thought to be effective in establishing successful, productive working relationships. According to the University of California San Francisco (2014), an effective orientation fosters an

understanding of the organizational culture, its values, and its diversity. Orientation helps new employees to make successful adjustments to the new job, understand their role, and realize how they fit into the complete organization. The R₅ research sub-question asked what the relationship was between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained at nonprofit organizations.

Oversight. Oversight is referenced as a predictor variable considered to be a vital skill in any aspect of leadership but particularly in recruiting, managing, and retaining volunteers in nonprofit organizations (Netting, 2001). Oversight is mentioned as the process of planning, supervising, monitoring, evaluating, and adjusting a project or program (Hager & Brudney, 2004). The R₆ research sub-question asked what the relationship was between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations.

Planning. Planning is referenced as a predictor variable considered to be a critical skill of nonprofit leaders when implementing volunteer programs. To effectively recruit volunteers Clanton Hudman (2010) stated that planning and preparation needs to be done first. Nonprofit leaders who aimed to recruit volunteers should minimally possess an awareness and skills in publicity, promotion, marketing, networking, and analysis to assist in effective planning. The R₄ research sub-question asked what the relationship was between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained at nonprofit organizations

Predictor Variables. Predictor variables are used to predict any relationships that exist in correlation with the criterion variables (Laerd Statistics, 2013). The primary predictor variable in this study was the overall awareness nonprofit leaders had of essential leadership skills. Additional predictor variables that informed the overall hypothesis included self-perceived skills nonprofit leaders reportedly possessed for recruiting, managing, and retaining volunteers through tenure, assessing the needs of the organization for volunteers, planning volunteer activities, orienting volunteers, overseeing volunteers, and monitoring, evaluating, and recognizing volunteer performance and contributions.

Recognition. Recognition is referenced as a predictor variable considered to be an essential skill of leaders who manage volunteers and hope to retain the volunteers (Adams et al., 1988; Howlett, 2014). Recognizing volunteers in both formal and informal ways demonstrates an appreciation for the contributions made by the volunteers but also serves as a public relations opportunity for retaining and recruiting additional volunteers. The R₉ research sub-question asked what the relationship was between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations.

Tenure. Tenure is referenced as a predictor and criterion variable considered in leadership skills. Tenure relates to the amount of time an individual works for an employer (Bureau of Labor Statistics, 2014). Tenure also relates to the time a volunteer contributes to an organization. The R₂ research sub-question asked what the relationship was between nonprofit leaders' tenure in his or her current position and the number of volunteers recruited, managed, and retained at nonprofit organizations.

Volunteerism. Volunteerism is comprised of individuals who want to do something useful to help others, desire to make a difference, have an interest in the work or activity, want to learn new skills or use one's skills productively, and want to simply have fun without the intent of earning money (Young & McChesney, 2013).

Assumptions

A descriptive correlational study is presumed to be singular and objective (Bordens & Abbott, 2011). Unlike in a controlled research environment, researchers have much less control over the research participants when logistical or geographical situations occur (Cook & Campbell, 1979). Though the survey used to gather information from leaders was validated and assumed to be reliable, it was anticipated that no issues due to logistics or geography existed. Using a research survey in an employment setting, there is an inherent risk that research participants may not complete the survey in the most honest way for fear of reprimand from employers (Krosnick, 1999). With this risk in mind, it was assumed that participants completed the survey in the most honest and comprehensive way because of the confidentiality and anonymity of the survey. It was also assumed that the survey provided adequate information in determining whether nonprofit leaders were aware of effective leadership skills in recruiting, retaining, and managing volunteers based on the existing research used to inform the study. Finally, it was assumed that because the researcher took precautionary measures, the data would be handled correctly to avoid statistical errors, which it could have been vulnerable to. Utilizing valid and reliable resources to process the data included understanding the appropriate statistical measurements and tools associated with quantitative data processing.

Scope of the Study

The scope of the study was designed to examine the awareness of effective leadership skills in recruiting, managing, and retaining volunteers based on the relationship between the leaders' self-perceived leadership skills and the actual number of volunteers recruited, managed, and retained. The descriptive correlational study consisted of first examining what other researchers had identified as essential skills needed by nonprofit leaders who worked with volunteers. The essential skills identified were then used in the survey to assess the participant's self-perceived skills as the skills related to the number of volunteers reported to have been recruited, managed, and retained. Data gathered from surveying 43 Center Directors affiliated with the Children's Dyslexia Centers, Inc. in the Northern Masonic Jurisdiction was compiled using quantitative research methods. The survey design aligned with the predetermined group of participants examined. The participants were not randomized as a census-based study that invited every Center Director from the 43 community-based sites to participate. The data were analyzed to determine relationships between variables using the Spearman correlation test.

Limitations

The limitations of this study were items beyond the researcher's control. A quantitative study may infer a general cause, but presence of other unmeasured variables limit the inference (Christensen et al., 2011). Unmeasured variables such as the geographic differences or financial differences of each Center may have caused skewed results for example. Validity of the study was limited to the reliability of the survey used and the pilot test conducted with a small study population sample. Because participants

may have felt threatened for their honesty on the survey regarding work-related questions, they may not have been completely truthful or forthcoming when reporting self-perceived skills.

The study participants included invitation to all Center Directors from the 43 community-based nonprofit organizations affiliated with the Children's Dyslexia Centers, Inc. who were all female. The fact that the participants were all affiliated with the same organization could have been considered a limitation because the participants may not have been representative of a larger population in the field of nonprofit work. The fact that the Center Directors were all female also potentially limited the scope of the study and could have skewed the results or made the results ungeneralizable because of this narrow limitation.

Additional limitations included that research methods of a quantitative study were inflexible because the instruments could not be modified once the study began. Errors in the hypotheses tested may have created inaccurate perceptions about the quality or efficacy of the study and results. The results of the study may not have been generalizable to other populations. Furthermore, results of a descriptive correlational study may not have inferred causality.

Delimitations

Delimitations resulted from specific choices made by the researcher. The decision to investigate the awareness of leadership skills by nonprofit leaders in terms of recruiting, managing, and retaining volunteers in community-based nonprofit organizations extended from the literature that showed a need for further exploration. The Directors of the Children's Dyslexia Centers, Inc. were chosen as the population to

study because the organization had a long-standing record of utilizing volunteers, was convenient, and had demonstrated unfavorable outcomes presumably due to a lack of successful volunteer integration, which may have stemmed from a lack of leadership skill awareness by the Directors. Other research methods could not have provided the type of comprehensive information necessary to explore the awareness of skills essential for nonprofit leaders who recruited, managed, and retained volunteers in relation to the volunteers and were not chosen because the group in the study was specific, focused, and all-inclusive. The design of the study did not include research on the influences of other leadership styles, so no conclusions about the effectiveness of other styles were included.

Summary

Nonprofit organizations are critical to communities (Anheier, 2014). Volunteerism is a vital component in community-based nonprofit organizations (Brooks, 2002; Feirman, 2001). Despite the growing trends in volunteerism, leaders of nonprofit organizations may not be aware of or possess the skills needed to recruit, manage, and retain volunteers (Adams et al., 1988; Posner, 2015; Wymer & Starnes, 2001). Because the success in reaching organizational goals is dependent on the utilization of volunteers in community-based nonprofit organizations, it is increasingly important for leaders to be aware of, understand, and implement skills to recruit, manage, and retain individuals effectively (Clary & Snyder, 1999; Groves, 2007; Howlett, 2014; Lockett & Boyd, 2012; Pynes, 2015; Stahl, 2013).

The literature reviewed in Chapter 2 provides a more thorough and comprehensive look at the essential skills leaders of nonprofit organizations needed to be aware of in order to effectively recruit, manage, and retain volunteers. The literature

reviewed also provides information about the significance of those essential leadership skills. The literature explains how the lack of awareness and application has an impact on the organization, which illustrates the need for leaders to be aware of effective leadership skills when recruiting, managing, and retaining volunteers.

Chapter 2

Literature Review

Volunteerism was found to be common practice among community-based nonprofit organizations and as such, required nonprofit leaders to have a unique skillset to effectively recruit, manage, and retain volunteers (Adams et al., 1988; Andersen, 1981; Boezeman & Ellemers, 2014; Disney, 1979; Ellis, 2015; Posner, 2015). The literature reviewed in this chapter provides a thorough and comprehensive examination of leadership skills effective in recruiting, managing, and retaining volunteers that nonprofit leaders needed to be aware of. The literature encompasses information about the Children's Dyslexia Centers, Inc. as well as the skills nonprofit leaders should possess, not only from a historical perspective but also from a current view. Despite including researched information about leadership skills in recruiting, managing, and retaining volunteers, some gaps exist and are explained in this chapter.

Nonprofit organizations were, and continue to be essential to the vitality of communities. The quality of life as demonstrated by the highest societal values and strengthened human kindness is enhanced by community-based nonprofit organizations (Anheier, 2014). Nonprofit organizations play a critical role in a community, which underscore the importance of having nonprofit leadership that continue to move the organization forward (Boezeman & Ellemers, 2014; Stroup, 2006). Though no universally accepted or agreed-upon definition of a community-based nonprofit organization existed, a definition in the literature was:

...nonprofit organizations, to nongovernmental institutions that nevertheless serve essentially public, as opposed to private, economic goals. These organizations do

not operate only in the social welfare field, moreover. Rather, they play many other roles as well-serving as vehicles for cultural expression, as mechanisms for political action, as instruments for social cohesion, and more. (Salamon, 2013, p. 2)

Community-based nonprofit organizations often rely on volunteers. Volunteerism is long lasting and planned, benefits strangers, and occurs in organizations (Penner, 2002). Individuals become involved with community-based nonprofit organizations because of an organization's mission and the individual's personal interests (Wymer & Starnes, 2001). The growth and development of a nonprofit organization depends on those who commit their time, knowledge, and skills in a variety of ways (Landsberg, 2004). Volunteers allow organizations to save money as well as expand services that may not be feasible otherwise (Independent Sector, 2004). Leaders of nonprofit organizations rely on volunteers to advance the goals of the organization in cost-effective ways (Brooks, 2002; Feirman, 2001; Howett, 2014).

Since the 1950s corporate social responsibility programs (Gerdeman, 2012), civic groups activity (Wymer & Starnes, 2001), third sector organizations, nongovernment organizations, civil society organizations, private voluntary organizations, charities (Shah, 2005), and mandatory community service (Stukas et al., 1999) were developed as growing trends for engaging volunteers with nonprofit organizations. The act of volunteering, whether through a corporate social responsibility program, a civic group, or any other name, offers opportunities for organizations to collaborate for the benefit of both the organization and the volunteer that nonprofit leaders are not always mindful of (Battilana, Lee, Walker, & Dorsey, 2012; Bhattacharya, Sen, & Korschun, 2008; Ismail,

2009; Landsberg, 2004). With contributing factors such as workplace volunteering incentive programs and early retirement, more professionals are contributing to community-based nonprofit organizations than ever before (Independent Sector, 2004). A combined worth of approximately \$239 billion was worked by volunteers in 2000 by more than 9.1 million full-time equivalent paid employee positions in the United States (Independent Sector, 2004).

Nonprofit leaders value volunteer service to nonprofit organizations (Brooks, 2002). Increased trends in volunteerism however place additional strain on leaders of community-based nonprofit organizations to not only be aware of leadership skills but also to understand how volunteers come to the organization and how to develop skills in managing and retaining volunteers (Clary & Snyder, 1999; Groves, 2007; Lockett & Boyd, 2012; Stahl, 2013). An increased challenge for nonprofit leaders stems from the growth of professionals who come to an organization with diverse experiences and expertise to volunteer (Independent Sector, 2004). Nonprofit leaders are required to be much savvier and develop highly professional volunteer opportunities. Without volunteers, the missions of the nonprofit organizations may not have been met, funds not raised, and most significantly, services not provided to those in desperate need (Hager & Brudney, 2004).

Only a few clearly defined activities are found throughout the literature regarding the recruitment, management, and retention of volunteers that serve as a comprehensive guide for nonprofit leaders (Feirman, 2001; Forsyth, 1999; Fredericks & Rasinski, 1990; Hager & Brudney, 2004; Jackson, 2007). Activities that support recruitment, management, and retention of volunteers served as an overview of actions that leaders

took but lacked the identification of what skills leaders needed to actually be aware of and possess to implement the activities. To provide effective opportunities for volunteers, nonprofit leaders need to have a rich awareness and clear understanding of volunteer recruitment, management, and retention skills (Clary & Snyder, 1999; Pynes, 2015). The ability to recruit, manage, and retain the volunteers requires a unique skillset as experienced by the ability or inability of nonprofit leaders and should be developed to help ensure sustainability of programs and services (Clary & Snyder, 1999; Groves, 2007; Howlett, 2014; Lockett & Boyd, 2012; Stahl, 2013).

An acute awareness of essential leadership skills is necessary before leaders can begin to develop those skills. Leaders who are not able to effectively recruit, manage, and retain volunteers for the various roles and responsibilities due to a lack of awareness, knowledge, skills, or abilities jeopardize the success in meeting the goals of the nonprofit organization (Hager & Brudney, 2004; Jones et al., 2015; Pynes, 2015). The disbandment of 17 of the 60 Centers affiliated with the Children's Dyslexia Centers, Inc. in the last five years was an example of the impact a leader's awareness of and ability to work with volunteers could potentially have on the sustainability of the organization.

Information about the Centers

The Children's Dyslexia Centers, Inc., a nonprofit organization founded by the Scottish Rite Masonic organization, was established in 1994. The Centers began providing free, accredited training to adults who could then provide free tutoring to children who struggle with reading, writing, and spelling (Children's Dyslexia Centers, Inc., 2014). Since inception of the program, the organization grew to 60 centers at its peak and had dropped to 43 centers across the northeast part of the country to include 15

states (Connecticut, Delaware, Illinois, Indiana, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin) that followed the Masonic jurisdiction. The 43 individual Centers were connected with one another through the combined nonprofit 501c3 headquarters located in Lexington, Massachusetts (Children's Dyslexia Centers, Inc., 2014).

Each Center was managed by a Center Director who was responsible for the daily operations, the tutor training program, and the oversight of all staff and volunteers of that Center (Children's Dyslexia Center, Inc., 2014). The Center Directors came from a wide variety of backgrounds and expertise that may or may not have included volunteer recruitment, management, and retention. Though not intentional, all of the current Center Directors were female (Children's Dyslexia Centers, Inc., 2014).

Volunteers were relied on to be trained and to provide the tutoring services offered at the Centers. Volunteers were also utilized in a variety of other roles at the Centers. Though not completely comprehensive and all-inclusive, board members, committee members, event coordinators, reception staff, and clerical support were common roles often filled by volunteers at the Centers (Children's Dyslexia Centers, Inc., 2014).

Title Searches, Articles, Research Documents, Journals

The primary title search terms used in the research study were (a) volunteerism, (b) leadership skills, (c) nonprofit leaders, (d) volunteer recruitment, (e) volunteer management, and (f) retaining volunteers. Online databases, including ProQuest, EBSCOhost, and Google Scholar, were searched for peer-reviewed literature. Information regarding the Children's Dyslexia Centers, Inc. was provided from the

website and through personal correspondences with Children's Dyslexia Center, Inc. headquarter staff. Books, reports, dissertations, and scholarly articles provided the background for the literature review.

Foundation for the Method and Design

A quantitative method for this research study was deliberately chosen based on the existing literature about leadership skills and volunteerism, and the objective of the study. A quantitative method is typically used to collect and analyze data in a numerical way. A quantitative method is a means to handle numbers in research in a statistical or scientific way (Fink, 2003). Quantitative research is thought to be more reliable and objective than qualitative research. Quantitative methods of research test theories or hypotheses, use statistics to generalize a finding, and explore relationships between variables (Collier, 2010, Fink, 2003). Researchers have suggested that a descriptive correlational design produces results about relationships as a quantitative method (Bordens & Abbott, 2011; Christensen et al., 2011).

As a quantitative approach to research, a descriptive correlational design is used to establish a relation, association, or correlation between two or more relevant variables that do not lend well to experimental manipulation (Fink, 2003). The descriptive correlational design lends well to exploring relationships that may exist between variables (Collier, 2010). The correlational approach was appropriate for this study because of the exploration and consideration of relationships. Using the descriptive correlational design in this study, quantifiable data were examined regarding the variables. Relationships between the self-perceived skills of nonprofit leaders and the number of volunteers reported as recruited, retained, and managed were studied using the

descriptive correlational design in this study. The quantitative, descriptive correlational approach aligned with the predetermined group surveyed. Quantitative methods of research generally assume that the study sample is representative of the larger population (Teijlingen & Hundley, 2001). This study sample consisted of leaders from nonprofit organizations who were representative of a larger population of leaders in nonprofit organizations.

In order to identify relationships between the variables, it was decided that a survey would capture the information necessary. Surveys provide a standardized approach in gathering information while minimizing subjectivity or biases by the researcher. Surveys are also reliable when appropriate measures are taken to ensure the validity (Teijlingen & Hundley, 2001). Pilot tests help to ensure the validity of a survey (Muoio, Wolcott, & Seigel, 1995; Teijlingen & Hundley, 2001). In order to preserve the validity and reliability of the survey, a pilot test was conducted prior to distribution to the entire study population and modifications were made to the survey as necessary.

Descriptive correlational designs permit researchers to describe patterns of behavior and discover links between variables (Collier, 2010). Since variables studied were not being manipulated, the intention was to reveal any relationships between the predictor and criterion variables in the study and to identify correlations between the variables. Correlational research involves an assessment of the relationship between or among variables (Collier, 2010; Fink, 2003). Jones et al (2015) suggested that the criterion variables in a study are important because of the associations made with the predictor variables. With these things in mind, the method and design chosen for the study were solidified.

Gaps in the Research Literature

A literature review revealed a gap in a concise and comprehensive compilation of the skills leaders needed to be aware of to successfully recruit, manage, and retain volunteers. Volunteer recruitment, volunteer management, and volunteer retention had all been studied primarily in isolation and in terms of skills leaders must have. The studies did not imply or suggest an interconnectedness between the skills needed for effective recruiting, managing, and retaining volunteers. Nonprofit organizations generally utilized only a small percent of volunteers in any capacity beyond a specific role, which could have been due to the lack of awareness or knowledge of essential skills needed by nonprofit leaders (Landsberg, 2004). Researchers contended that managers of volunteers might have been ill prepared to effectively supervise or manage volunteers (Adams, Schlueter, & Barge, 1988; Andersen, 1981; Anheier, 2014; Disney, 1979), which could have been from the lack of comprehensive information available.

Historical Overview of Leadership

American philanthropy had been well documented throughout history. Nonprofit organizations enhanced the quality of life in communities. However, nonprofit leaders dependent upon volunteers to perform duties and tasks of the nonprofit organization improved the quality of life of others may have been ill prepared (Adams, Schlueter, & Barge, 1988; Andersen, 1981; Anheier, 2014; Disney, 1979). Community-based nonprofit organizations played a critical role in a community in terms of demonstrating high societal values and strengthening human kindness which underscored the importance of the nonprofit leadership that continued to move the organization forward (Boezeman & Ellemers, 2014; Stroup, 2006). Individuals became involved with

nonprofit organizations because of an organization's mission and the individual's personal interests (Wyman & Starnes, 2001).

The growth and development of a nonprofit organization depended on those who committed their time, knowledge, and skills in a variety of ways (Landsberg, 2004). Volunteers had historically been used in several ways in nonprofit organizations. The traditional model of volunteering stemmed from a group of people who desired to have an impact without the necessity of pay (Warta, 2009). It is believed that in 1736 Benjamin Franklin founded the first volunteer firehouse. Groups of people became active for the good of a cause or necessity rather than a paycheck. Volunteers continued to serve in many ways in nonprofit organizations but that did not necessarily mean leaders were prepared to work with volunteers.

Leadership Skills in Volunteer Management Preparation. Before volunteers were even recruited to an organization, leaders first needed to prepare. Preliminary work, such as assessing the needs of the organization, developing policies and procedures, creating full job descriptions, and planning for volunteers, were done prior to bringing volunteers into an organization. Landsberg (2004) suggested that a paradigm shift in how community-based nonprofit organizations operated in regard to volunteers had happened. Increased awareness and preparation was more important than ever to effectively enlist volunteers. Being properly prepared could have minimized conflicts and misalignments of individuals to tasks; therefore, close attention should have been given to the skills volunteers had and the actions taken by nonprofit leaders to engage the volunteers (Landsberg, 2004). Bad management of volunteers, poor communication with volunteers, and the inability to acknowledge volunteers for the efforts they had made

could have been minimized with proper planning (Forsyth, 1999; Hager & Brudney, 2004).

It was suggested in the article, *Directing and Managing Volunteers* (2014), that nonprofit organizational leaders were situated best to recruit, manage, and retain volunteers when an effective internal system had been established and the leaders were aware of the essential skills needed to perform effectively. Volunteer processes, policies, and procedures that were established prior to bringing volunteers on board produced more successful volunteer interactions (Forsyth, 1999; Hager & Brudney, 2004; Landsberg, 2004; Netting, 2001; Wymer & Starnes, 2001). Governance, management, mission relevancy, and nonprofit status were being more carefully considered by nonprofit organizational leaders before enlisting volunteers to serve rather than just freely bringing on volunteers (Brooks, 2002; Gerdeman, 2012; Keys, Malnight, & Van Der Graaf, 2009).

Nonprofit organizational leaders who were taking greater care in implementing for-profit business strategies such as developing job descriptions for those individuals who were volunteering were better prepared to work with volunteers (Bogel, 2004; Landsberg, 2004). As more professionals engaged in volunteer activities through employer encouraged volunteer programs, the professional nature in how volunteer programs were established had become more important (Independent Sector, 2004). Bogel (2004) and Landsberg (2004) suggested that nonprofit leaders who anticipated enlisting the help of volunteers should be aware of and possess skills in developing position descriptions and responsibilities, planning, organizing, and developing policies and procedures.

As part of the planning and preparation for implementing the use of volunteers in a community-based nonprofit organization, it was recommended that leaders determine specifically what volunteers would do and how the volunteers would make a difference (U.S. Department of Health and Human Services, 2005). Specific goals and objectives should have been established for volunteer achievements (Landsberg, 2004). Resources that were used in supporting the volunteers should have been identified and a clear management plan should have been created before recruitment begins.

Leadership Skills in Recruiting Volunteers. Leaders of nonprofit organizations needed the knowledge and skills to identify what motivated an individual (Wymer & Starnes, 2001). Nonprofit leaders also needed awareness of and skills in how to create an opportunity that met or exceeded the volunteer's expectation (Wymer & Starnes, 2001). A nonprofit leader's ability to clearly understand and appreciate the value of volunteers was critical to recruiting volunteers whether for a project or a lifetime (Shields, 2009).

In general, older volunteers were motivated by social responsibility while younger volunteers were more interested in recognition, according to Peterson (2004) as cited by Shields (2009). This example of differing motivations for volunteering served as fundamental knowledge that a nonprofit leader must have (Shields, 2009). Many reasons existed for individuals to be driven to volunteer (Forsyth, 1999; Shields, 2009; Wymer & Starnes, 2001). Nonprofit leaders who understood more clearly, why individuals chose to volunteer were better positioned to entice individuals to give of their time and talent to the organization.

Wymer and Starnes (2001) reported 654,000 charities in the United States were vying for volunteers. Nonprofit leaders who understood a key component to recruitment

was reducing turnover were better at developing and implementing plans to use volunteers (Collins & Holton, 2012). This knowledge was critical to the success of recruitment efforts. According to Miller, Powell, and Steltzer (1990), if turnover could have been reduced, volunteer recruitment could have been more selective and more energy could have been potentially given to managing the retention of existing volunteers (Wymer & Starnes, 2001).

Collins and Holton (2012) suggested that nonprofit leaders who chose to do a preliminary, front-end analysis as part of the recruitment process to determine the skills and abilities of volunteers were better equipped to align the volunteer with tasks and responsibilities that supported the volunteer's abilities. Front-end analysis and volunteer alignment were thought to provide a more rewarding experience for the volunteer and better overall outcomes for the nonprofit organization, which led to increased retention of the volunteer (Collins & Holton, 2012; Shields, 2009). Front-end analysis was part of the initial planning and preparation for implementing volunteers in a nonprofit organization.

Recruiting volunteers could have been a daunting task for any nonprofit leader regardless of the volunteer's experience. Fredericks and Rasinski (1990) suggested that recruiting should have been done continuously and aggressively in order to maintain a large database pool of volunteers to fill vacancies. This concept caused some conflict in the body of knowledge in that other researchers suggested that recruiting became less necessary when nonprofit leaders spent time effectively managing and retaining volunteers (Bogel, 2004; Hager & Brudney, 2004). Despite differences in ideas about recruiting, researchers agreed that efforts to recruit volunteers began with planning and preparations that, when done well, led to ongoing commitments from volunteers.

Based on the literature, nonprofit leaders who aimed to recruit volunteers should have been aware of and possessed skills in publicity, promotion, marketing, networking, and analysis, minimally. Whether the nonprofit leader had the skills or not to develop the actual marketing materials, the leader needed to be aware of how to develop a message that invited and encouraged potential volunteers to take action (U.S. Department of Health and Human Services, 2005). A message alone was not sufficient for recruiting high quality volunteers. Nonprofit leaders needed to also be aware of where and how to reach volunteers (Collins and Holton, 2012).

Once a volunteer had been identified and had expressed interest in the organization, additional preliminary work as part of the recruitment process was done by nonprofit leaders. Interviewing and screening volunteers who had submitted application with references were recommended as part of a placement process (U.S. Department of Health and Human Services, 2005). Taking the time to identify the volunteer's interests and motivations improved the outcomes for both the volunteer and the organization (Adams et al., 1988; Collins and Holton, 2012; Dunn, 1989; Lambert, 2005).

Leadership Skills in Managing Volunteers. Managing volunteers required different skills than managing paid staff. Since volunteers get involved with organizations for different reasons than paid employees, it was important for nonprofit leaders to be aware of, understand those differences, and know how to manage them (Adams et al., 1988; Dunn, 1989; Lambert, 2005). Some researchers suggested that many blurred lines existed in the chain of responsibilities in nonprofit organizations that may have caused nonprofit leaders to misunderstand what motivated a volunteer as well as what frustrated a volunteer from a worker's perspective (Brooks, 2002; Clary &

Snyder, 1999). Those blurred lines accounted for a portion of the interdependent situational opportunities available for volunteers but did not necessarily account for the quality of the opportunity (Clary & Snyder, 1999). The U.S. Department of Health Services (2005) suggested that identifying a specific person to coordinate all volunteer activities, orientation, management, and oversight was ideal.

Volunteers gave of their time to organizations for many reasons. Clary and Snyder (1999) and Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene (1998) asserted that volunteers had six personal and social motivations that ultimately drew them to an organization. Leaders of community-based nonprofit organizations who utilized volunteers had an awareness that a volunteer's values, understanding, enhancement, career, social, and protective functions were important and needed to align with the mission of the organization (Clary & Snyder, 1999; Clary et al., 1998). Volunteers were more satisfied and more likely to volunteer in the future when these motivations aligned properly (Clary et al., 1998). This indicated that greater care should have been given by nonprofit leaders to be aware of and understand a volunteer's interests, skills, and commitment level.

Although much of the literature regarding the management of volunteers was from the perspective of what motivated a volunteer and things that nonprofit leaders needed to be aware of, little directly related comprehensively to the actual skills a nonprofit leader should have. The U.S. Department of Health Services (2005) suggested that skills used to manage volunteers were similar to skills needed to manage paid staff. Jackson (2007) purported that individuals who managed volunteers must be organized, have exceptional time management, and understand the value in setting expectations high

for volunteers. The ability to communicate with volunteers and evaluate volunteer performance were important skills (U.S. Department of Health Services, 2005). The ability to create enjoyable experiences that aligned a volunteer's interests to an appropriate task was also a skill that should be developed (Jackson, 2007).

Leadership Skills in Retaining Volunteers. Retaining volunteers was a direct reflection of how nonprofit leaders prepared, recruited, and managed volunteers. Ross (1992) contended that well-managed nonprofit organizations developed experts in the core competencies of managing volunteers. It was through effective and receptive management that volunteers chose to continue service (Jain, 2014).

Nonprofit leaders viewed volunteers as customers and not just as extensions of the staff. Volunteers and paid staff were different and needed to be treated differently (Adams et al., 1988). Volunteers came to the organization with a different purpose, motivation, and involvement. Nonprofit leaders who carefully defined projects and did the work up front to identify factors that engaged volunteers in meaningful ways, left the volunteers feeling satisfied, which in turn encouraged retention (Jain, 2014; Lockett & Boyd, 2012). Nonprofit organizational leaders developed and provided training for volunteers once screening and alignment to tasks had been completed (Hager & Brudney, 2004; Ross, 1992). Nonprofit leaders also took great care in knowing and understanding how a volunteer's interests, skills, and commitment level matched the needs of the position (Clary et al., 1998).

Throughout the literature, recognizing volunteers was noted as important. In fact, the most influential factor in retaining a volunteer was recognition (Bogel, 2004; Forsyth, 1999; Hager & Brudney, 2004; Ross, 1992; Shields, 2009). Realizing that a volunteer's

time was a critical resource and recognizing the volunteer's commitment to the organization and contribution of time was a fundamental attribute of nonprofit leaders who retained volunteers. Without the volunteerism leadership skills, nonprofit leaders may not have been able to effectively recruit, manage, and retain volunteers for the various roles and responsibilities that directly affected the nonprofit organizational success and sustainability (Boezeman & Ellemers, 2014; Hager & Brudney, 2004; McClesky, 2014). Incorporating methods of recognizing volunteers assisted nonprofit leaders in cementing the volunteer's commitment.

Current Overview of Leadership

Current literature revealed that despite the passage of time, little had changed in terms of volunteerism. Volunteers continued to be used in a number of ways in community-based nonprofit organizations (Pynes, 2015). Groups of people continued to volunteer in an effort to have an impact without the necessity of pay (Ellis, 2015). Groups of people continued to be active for the good of a cause or necessity of the resource rather than a paycheck (Pynes, 2015). Volunteers continued to serve in many ways in community-based nonprofit organizations and nonprofit leaders became more aware of essential leadership skills and continued to refine those skills.

Leadership Skills in Volunteer Management Preparation. Nonprofit leaders who were properly prepared could minimize issues of volunteer recruitment, management, and retention (Jones et al., 2015; Pynes 2015). Landsberg (2004) purported that close attention should be given to the skills nonprofit leaders required and actions nonprofit leaders took in terms of working with volunteers. This sentiment had been

reinforced by researchers as recent as 2015. Planning and preparation constituted the most significant part of taking action with volunteers (Mazi, 2015).

It was suggested in the article, *Directing and Managing Volunteers* (2014), that nonprofit organizational leaders were situated best to recruit, manage, and retain volunteers when an effective internal system had been established. Nonprofit leaders responsible for volunteer processes, policies, and procedures ensured greater success in volunteer recruitment, management, and retention by establishing policies, processes, and procedures prior to volunteer operations (Boezeman & Ellemers, 2014; Howlett, 2014; Jones et al., 2015).

Planning to use volunteers in a community-based nonprofit organization began with an organizational assessment of what the needs of the organization were and how volunteers might be utilized to move the mission forward (Jones et al, 2015). An assessment included a comprehensive look at what current projects were being done that could use volunteers as well as what future projects might be possible with the inclusion of volunteers (Howlett, 2014; Pynes, 2015). An assessment of volunteer needs included examination of what types of tasks volunteers could do, the types of skills that would benefit the organization, the time frame in which volunteers would be used, and the internal structure of who and how the volunteers would be managed (Howlett, 2014; Posner, 2015).

Once a complete assessment had been completed to consider the need and utilization of volunteers in the organization, nonprofit leaders needed to be aware of and able to develop a governance plan that included consideration of the processes, policies, and procedures to be used for recruiting, managing, and retaining volunteers (Ellis, 2015;

Pynes, 2015). Having a clear understanding of why and how volunteers were utilized was developed in part by having specific goals and objectives for each volunteer position as described in a detailed job description (Boezeman & Ellemers, 2014; Ellis, 2015). If the role of a volunteer was not relevant to the mission of the organization and did not benefit either the organization or the volunteer, organizational leaders needed to reconsider the use of volunteers prior to the recruitment process.

Leadership Skills in Recruiting Volunteers. Possessing the knowledge and skills to identify the motivations of an individual was essential for leaders of community-based nonprofit organizations (Posner, 2015; Pynes, 2015). A nonprofit leader's ability to clearly understand and appreciate the value of volunteers was critical to recruiting volunteers whether for a project or a lifetime (Shields, 2009). Nonprofit leaders also had the awareness and skills of how to create an opportunity that met or exceeded the volunteer's expectation (Boezeman & Ellemers, 2014; Ellis, 2015; Jones et al., 2015).

Volunteers continued to be driven to give of their time for many reasons (Howlett, 2014; Newton, Becker, & Bell, 2014; Shields, 2009). According to the most recent data collected by the National Center for Charitable Statistics (2015), more than 1.5 million nonprofit organizations existed in the United States alone that were vying for volunteers. This figure was up from the 654,000 charities in the United States reported by Wymer and Starnes in 2001. Community-based nonprofit leaders who understood the motivations of a volunteer were better positioned to effectively recruit and retain the volunteer.

The motivations for volunteering varied from volunteers having a sense of civic or social responsibility to a desire to be recognized for their contributions (Newton,

Becker, & Bell, 2014). Nonprofit leaders needed to be aware of and understand the specific motivations of a volunteer in order to successfully recruit and retain volunteers. The U.S. Department of Health and Human Services (2005) defined volunteering as doing unpaid work through or for an organization regardless of what motivated the individual to volunteer. Hager and Brudney (2004) suggested that the more time involved and the more specific the task being recruited for the more difficult it may have been to recruit an individual equipped to successfully perform the task. However, organizations that offered a greater variety of volunteer tasks were more likely to be successful in recruiting overall.

Additional components to successful recruiting were a nonprofit leader's awareness of marketing techniques, public relations activities, networking opportunities, and outreach knowledge (Anheier, 2014; Collins & Holton, 2012; Hager & Brudney, 2004; Newton et al., 2014). Although no single right way existed to market or publicize volunteering opportunities, organizational leaders had done things such as develop a media campaign that included brochures, posters, and media releases or set up displays at volunteer or vendor fairs. Researchers suggested that a variety of ways be utilized to publicize volunteer opportunities to increase the likelihood of reaching desired volunteers (Posner, 2015; Pynes, 2015).

Taking advantage of networking and outreach opportunities was one of the most effective ways of reaching volunteers for organizations that had little to no advertising budget. The power of word-of-mouth advertising was immeasurable especially when current volunteers had a good experience (Collins & Holton, 2012). Nonprofit leaders

who were aware of and understood how to effectively engage volunteers also increased the likelihood of recruiting new volunteers (Posner, 2015).

In 1990, Fredericks and Rasinski suggested that recruiting should be done continuously and aggressively in order to maintain a large database pool of volunteers to fill vacancies. This concept, though it continued to cause some conflict in the body of knowledge, also continued to be suggested (Posner, 2015; Pynes, 2015). The notion that recruiting became less necessary when volunteers had been effectively recruited and managed was less prevalent but still existed (Bogel, 2004; Hager & Brudney, 2004; Howlett, 2014; Jones et al., 2015). Regardless of the lack of clarity in the literature regarding the long-term need for effective recruiting, the majority of researchers supported the concept of recruiting volunteers well from the beginning.

As the need for volunteers continued to grow, it became even more essential for nonprofit leaders to understand that a key component to recruitment was reducing turnover of volunteers (Collins & Holton, 2012; Howlett, 2014; Newton et al., 2014). The sentiment of Wymer and Starnes in 2001, that if turnover was reduced volunteer recruitment could be more selective and more energy could be given to managing the retention of existing volunteers held true still today. Collins and Holton (2012) suggested that nonprofit leaders who chose to do a preliminary, front-end analysis as part of the recruitment process were better equipped to align the volunteer with tasks and responsibilities that supported the volunteer's abilities. Front-end analysis and volunteer alignment were thought to provide a more rewarding experience for the volunteer and better overall outcomes for the nonprofit organization which led to ease in management and increased retention of the volunteer (Collins & Holton, 2012; Jones et al., 2015).

Leadership Skills in Managing Volunteers. Management, defined in general as working with people, was thought to be the most difficult task in nonprofit organization operations (Mazi, 2015). Managing volunteers was complex since volunteers got involved with organizations for different reasons. Because managing volunteers was different from managing paid employees, it continued to be important for nonprofit leaders to be aware of and understand the differences between volunteer motives and paid staff motives and how to manage the differences (Anheier, 2014; Ellis, 2015; Lockett & Boyd, 2012). Ensuring that systems and structures within the nonprofit organization provided effective management and support to volunteers helped contribute to the overall effectiveness and success of the organization (Mazi, 2015). Current literature continued to support the premise that volunteers gave of their time to organizations for many reasons; therefore, nonprofit leaders needed to have management systems in place to appropriately support, manage, and retain the volunteers (Jain, 2014; Jones et al., 2015; Newton et al., 2014; Pynes, 2015; Terry et al., 2011).

Providing orientation to volunteers was an initial way to set the tone and develop a rapport (Terry et al, 2011). Orientations, when done effectively, helped volunteers learn about the history and mission of the organization, connect with others associated with the organization, and establish goals for the work to be done (Lockett & Boyd, 2012; Mazi, 2015). Nonprofit leaders used orientations to communicate needs and expectations that aligned with the motivations of the volunteer.

Managing volunteers once an orientation had been done became easier in that volunteers were aware of the expectations and tasks for the service they were to provide (Boezeman & Ellemers, 2014). Periodically checking in with volunteers was important

to ensure that they felt supported and appreciated (Newton et al., 2014; Pynes, 2015). It was also important because it allowed identification of and corrections to be made for any misdirection or unsatisfactory work. Nonprofit leaders were aware of and able to evaluate, both formally and informally, as necessary, which was less challenging when periodic checks had been done with volunteers.

Being organized, having good time management, and being able to communicate effectively contributed to a nonprofit leader's ability to manage volunteers. The core competencies also afforded leaders to better understand how to align volunteers to tasks that were best suited for the volunteer's interests, skills, and motivations (Newton et al., 2014). When nonprofit leaders were aware of and possessed these core competencies the likelihood of retaining volunteers also improved (Jain, 2014).

In 1998, Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene, followed by Clary and Snyder in 1999, purported that volunteers had six personal and social motivations that ultimately drew them to an organization. Since the completion of those studies, no located research had been put forth to dispute volunteer motivations. Ultimately this meant that leaders of nonprofit organizations were aware that a volunteer's values, understanding, enhancement, career, social, and protective functions were important, and nonprofit leaders were most successful in managing volunteers when the nonprofit leaders ensured the mission of the organization aligned well with that of the volunteer (Clary & Snyder, 1999; Clary et al., 1998).

Literature regarding the management of volunteers was primarily from the perspective of what motivated a volunteer rather than actual skills a nonprofit leader possessed to effectively manage volunteers. Performance-based and capacity-building

activities such as organization, exceptional time management, and understanding the value of setting expectations high for volunteers were knowledge and skills presented in existing literature that assisted leaders in volunteer management (Boezeman & Ellemers, 2014; Mazi, 2015; McClesky, 2014; Terry et al., 2011). The complexities in managing volunteers appeared to be the same through time, but efforts to understand volunteer motivations and develop essential leadership competencies helped to minimize the potential challenges.

Leadership Skills in Retaining Volunteers. It was through effective and receptive management that volunteers chose to continue service with community-based nonprofit organizations (Jain, 2014). A number of studies reported the positive correlation between volunteer motivations and volunteer satisfaction (Mazi, 2015). More than 10 years ago, researchers suggested that nonprofit leaders must take great care in knowing and understanding how a volunteer's interests, skills, and commitment level matched the needs of the position (Clary et al., 1998). Since that time, it had been suggested that nonprofit leaders viewed volunteers as customers and not as extensions of the staff (Jones et al., 2015). Mazi (2015) suggested that the goal of the leaders should be to utilize volunteers in the most effective and efficient way.

Engaging volunteers in meaningful ways that aligned with the volunteer's motivation for giving of their time and talent was essential for leaders to do. When volunteers felt they had made a significant impact on the mission of the organization, the volunteers were far more likely to continue to support the organization through continued service, recruitment of other volunteers, and positive commendations (Mazi, 2015). Nonprofit leaders were willing to do work on the front end of a volunteer program as

noted with the assessment of needs, development of job descriptions, incorporation of volunteer orientation, and successful management, in order to increase overall volunteer retention (Jain, 2014; Lockett & Boyd, 2012).

Various theories had been applied to volunteer management and retention through the years. Theories, such as systems theory, conflict theory, empowerment theory, functionalist theory, social learning theory, life span theory, and social exchange theory, had been applied, adapted, and studied in relation to nonprofit leadership and volunteerism, but regardless of the theory being explored, researchers agreed that volunteers came to the organization with a different purpose, motivation, and involvement (Mazi, 2015). As such, nonprofit leaders who carefully defined projects and did the work up front to identify factors that engaged volunteers in meaningful ways left the volunteers feeling satisfied and wanting to continue service with the organization (Jain, 2014; Lockett & Boyd, 2012).

Volunteer recognition had been documented throughout literature over the years as important. Recognition was noted through history as the most influential factor in retaining a volunteer (Bogel, 2004; Forsyth, 1999; Hager & Brudney, 2004; Mazi, 2015; Ross, 1992; Shields, 2009). Recognition continued to be one of the key elements in recruiting, managing, and retaining volunteers (Howlett, 2014; Jones et al., 2015; Newton et al., 2014; Terry et al., 2011). Recognizing a volunteer's time and commitment to the organization was one of the most fundamental and advantageous acts that a nonprofit organizational leader could do to retain volunteers (Terry et al., 2011). Volunteers added value to the organization and the simple act of recognizing a volunteer contributed to the retention of that volunteer.

Conclusions

A number of skills nonprofit leaders must be aware of and possess to effectively recruit, manage, and retain volunteers for a nonprofit organization existed. Developing volunteer position descriptions and responsibilities, and planning, organizing, and developing policies and procedures were tasks that required a nonprofit leader to have proficient skills in before a volunteer became engaged with an organization (Boezeman & Ellemers, 2014; Collins & Holton, 2012; Howlett, 2014; Jones et al., 2015). Developing and implementing plans to utilize volunteers, knowing how to create an opportunity that met or exceeded a volunteer's expectation, and doing a preliminary, front-end analysis to ensure an alignment with a volunteer's values, understanding, enhancement, career, social, or protective functions were important skills that nonprofit leaders needed to be aware of and possess (Clary & Snyder, 1999; Clary et al., 1998; Jones et al., 2015; Mazi, 2015; Pynes 2015).

Nonprofit leaders needed to be aware of and have skills in time management, setting high expectations for volunteers, and understanding a volunteer's interests, skills, and commitment level (Jackson, 2007; Posner, 2015; Pynes, 2015; Wymer & Starnes, 2001). Nonprofit organizational leaders needed to have an awareness of and the ability to create enjoyable experiences for volunteers (Clary et al., 1998; Jackson, 2007; Mazi, 2015). The most influential factor in retaining a volunteer was recognition; therefore, a nonprofit leader needed to have strong skills in recognizing and showing appreciation for a volunteer's efforts (Bogel, 2004; Forsyth, 1999; Hager & Brudney, 2004; Howlett, 2014; Jones et al., 2015; Newton et al., 2014; Ross, 1992; Shields, 2009; Terry et al., 2011).

Summary

The literature regarding the nonprofit leadership skills necessary for recruiting, managing, and retaining volunteers extended back to the early 1950s. Although literature supported that nonprofit leaders need an awareness of specific skills to lead, gaps in what those skills were when leading volunteers existed. The need for a more comprehensive view of what skills may be most beneficial when recruiting, managing, and retaining volunteers remained despite the abundance of current literature. The existing literature provided a disconnected view of the leadership skills that nonprofit leaders should have been aware of and possessed rather than a complete and comprehensive perspective.

The exploration of what had already been researched about leadership and volunteerism allowed for informed decisions to be made about the direction and methodology to be used in this study. The purpose of the study and the rationale of the methodology were explained in Chapter 3. Research components such as the research design, design appropriateness, population under investigation, data collection procedures, rationale, and the validity and reliability of the survey to be used were articulated in the chapter. The research questions and hypotheses were also conveyed in detail in the chapter.

Chapter 3

Methodology

Chapter 3 on methodology includes discussion on the research study design, methods, and purpose, as well as rationale for the choices to do a quantitative, descriptive, correlational study. Components of the methodology, including information about the population under investigation, data collection procedures, rationale and appropriateness of the design and methods, validity and reliability of the study and the instrumentation, data analysis, and essential features of the tests used in the study are presented comprehensively in this chapter. Based on the research questions and hypotheses, which influenced the survey used in gathering information from participants of the study the predictor and criterion variables are discussed in detail in the Methodology chapter.

The purpose of this study was to determine whether nonprofit leaders had an awareness of the leadership skills effective in recruiting, managing, and retaining volunteers within their organization in relation to the identified variables. The awareness leaders had was determined by exploring relationships that may have existed between the self-perceived skills reportedly possessed by nonprofit leaders in the study and the number of volunteers the leaders reported to have been recruited, managed, and retained, and the duration of that retention. Researchers have suggested that descriptive correlational methods produce results about relationships (Bordens & Abbott, 2011; Christensen et al., 2011). Using the descriptive correlational method in this study, quantifiable data were produced regarding the variables. Relationships between the self-perceived skills of nonprofit leaders and the number of volunteers reported as recruited,

retained, and managed were identified because of the method used. The Spearman correlation method of data testing, reported by Bordens and Abbott (2011) as being relatively quick and effective in establishing relationships when comparing data within one group and one point of time, was used in this study.

Research Design

The descriptive correlational design of the study lends well to exploring relationships that may exist between variables (Collier, 2010). A survey created for this study was designed to gather data regarding the leadership skills and practices used by nonprofit leaders in effectively recruiting, managing, and retaining volunteers within the organization. Pilot tests ensure the validity of the survey (Muoio, Wolcott, & Seigel, 1995; Teijlingen & Hundley, 2001). To preserve the validity of the survey, a pilot test was conducted prior to distribution to the entire study population and modifications were made to the survey as necessary. The survey was then distributed to study participants through an online survey. The data gathered from the survey were then analyzed to examine the awareness nonprofit leaders had of essential leadership skills based on self-reported, self-perceived skills in recruiting, retaining, and managing volunteers, and the number of volunteers involved with the community-based nonprofit organizations. The descriptive correlational design aligned with the predetermined group surveyed. The Spearman correlation test used to examine the awareness of nonprofit leadership skills used by nonprofit organizational leaders in recruiting, managing, and retaining volunteers aligned with analyzing and correlating data. As a quantitative approach to research, descriptive correlational studies were used to establish a relation, association, or correlation between two or more relevant variables that do not lend well to experimental

manipulation (Fink, 2003). The correlational approach was appropriate for this study because of the exploration and consideration of relationships.

Several researchers suggested that with two variables in a research design, one of them is called the predictor variable and the other is called the outcome or criterion variable (Collier, 2010; Creswell, 2005; Fink, 2003). The correlational research involves an assessment of the relationship between or among variables (Collier, 2010; Fink, 2003). Jones et al (2015) suggested that the criterion variables in a study are important because of the associations made with the predictor variables. The criterion variable could have been related to the predictor variables and was chosen to be explored. The criterion variables included in this descriptive correlational research study were the number of volunteers reported to have been recruited, managed, and retained at the nonprofit organization during the Director's tenure as well as the duration of the volunteers' retention. Each of the criterion variables were examined for possible relationships with the predictor variables. The criterion variables were considered in isolation but also considered in sum as the total related to the overall awareness leaders had of effective leadership skills in recruiting, managing, and retaining volunteers.

A predictor variable is a variable used to explain the outcome (Fink, 2003). Predictor variables are assumed to be factors that are manipulated in an examination (Collier, 2010). The predictor variables in the study were the self-reported, self-perceived skills that community-based nonprofit leaders possessed for recruiting, managing, and retaining volunteers through the leader's tenure. The skills recognized by researchers as being essential in effectively recruiting, managing, and retaining volunteers, and included as predictor variables were (a) assessing the needs of the

organization for volunteers, (b) planning volunteer activities, (c) orienting new volunteers, (d) overseeing volunteer activities, and (e) monitoring, (f) evaluating, and (g) recognizing volunteer performance and contributions.

In this descriptive correlational research study, only predictor variables that were not manipulated were included. Descriptive correlational methods permit researchers to describe patterns of behavior and discover links between variables (Collier, 2010). Since variables studied were not being manipulated, the intention was to reveal any relationships between the predictor and criterion variables in the study and to identify correlations between the variables. The predictor variables in a study, referred to as X, are used to identify correlations with the criterion variables, which are referred to as Y (Campbell & Stanley, 1963).

The predictor variables were self-perceived skills nonprofit leaders reportedly possessed for recruiting, managing, and retaining volunteers throughout the respondent's tenure. More specifically, the predictor variables included (a) assessing the needs of the organization for volunteers, (b) planning volunteer activities, (c) orienting new volunteers, (d) overseeing volunteers, and (e) monitoring, (f) evaluating, and (g) recognizing volunteer performance and contributions. Based on specific skills identified through the literature review, the sum of multiple survey statements, as noted on Table 1, provides the measurement used with the predictor variables in examining the relationship between the criterion variables. Also, as noted on Table 1, the larger categories of recruiting, managing, and retaining consists of the sum of multiple predictor variable categories.

The criterion variables included the number of volunteers who were recruited, the number of volunteers who were managed, and the number of volunteers who were retained and the length of time the volunteer was retained at the nonprofit organization during the Center Director's tenure. The criterion variables were examined separately

Table 1

Alignment of Predictor Variables to Survey Statements

Leadership Category	Predictor Variable	Survey Statement #
Recruiting Managing Retaining	Assessing the needs of the organization	1, 2, 4, 10, 59
Recruiting Managing Retaining	Planning volunteer activities	3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 52, 61, 63, 75
Recruiting Managing	Orienting new volunteers	19, 20, 21, 22, 32, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 52, 53, 58
Managing	Overseeing volunteers	23, 30, 31, 38, 46, 47, 48, 49, 50, 57, 58, 60, 62, 75
Managing	Monitoring volunteer contributions	34, 57, 58, 59, 60
Managing	Evaluating volunteer contributions	51, 54, 55, 56, 57
Managing Retaining	Recognizing volunteer contributions	55, 56, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74
Recruiting Managing Retaining	Tenure	76

from the other criterion variables to determine a relationship with each of the respective predictor variables. Assuming that all of the survey questions were weighted equally and did not fall into a rank order, the correlation coefficient ranged between a typical quantitative range of -1 and 1.

Design Appropriateness

Descriptive correlational methods describe the linear relations between two variables (Collier, 2010). As a quantitative approach to research, a descriptive correlational design is geared at establishing a relation, association, or correlation between two or more relevant variables (Campbell & Stanley, 1963). An advantage of descriptive research is the attempt to capture the complexity of everyday behavior in simplified terms (Edgington, 1985). Leadership skills, despite efforts to simplify and narrow the scope of the defining practices, were complex and not easily defined or described. Descriptive research was used in an effort to explain or describe characteristics of a phenomenon or specific population. In this study, a description of essential leadership skills was made based on the reviewed literature. Measures of correlation, variation, and central tendencies were generally reported in descriptive research studies through data collection and analysis. The measures of central tendencies reported in descriptive studies also reported summary data such as the mean, median, and mode, deviance from the mean, variation, percentage, and correlation between variables. Although descriptions of specific experiences may have been interesting, Fink (2003) suggested that descriptions might not be transferable to other populations in other situations, which was a noted limitation. Descriptions do not tell exactly why specific behaviors or events occurred either. Though descriptive correlational methods are effective for identifying relationships, the correlational methods do not indicate causation and do not demonstrate conclusively that two variables related (Creswell, 2005). What made the descriptive study most distinguishable from other research types and most appropriate for this study was that it was a combination of summary and correlational

statistics, along with a focus on specific types of research questions, methods, and outcomes.

A qualitative study was not appropriate because of the focus and nature of the study. Fink (2003) suggested that when the aim of a study is to identify any relationships between variables through a statistical analysis of the data collected from participants, a quantitative study is better suited. In the correlational research design, a non-parametric decision-making method was used. The Spearman correlation test, which does not require knowledge of the distribution of the sampling statistic, was used. The Spearman correlation test was used to measure and analyze the degree of association between two or more study variables. The Spearman correlation analysis was appropriate because the variables were measured on a Likert-type scale that was at least ordinal. Though the intervals between the Likert-type scale values could not be determined through the Spearman correlation test as the same or equal, the scale created a logical and clear grouping, which could be determined using the Spearman correlation test. The Spearman correlation test used ordinal data, which was ranked, with an indication of correspondences from totally inverse correspondence (-1), to no relationship (0), to totally positive correspondence (+1). The Spearman correlation test itself did not make any determinations about the distribution of the data. The only assumptions of the Spearman correlation analysis were that the data were at least ordinal and scores of one variable were related to the other variable. Creswell (2005) suggested that a correlation computation be completed to generalize the data and determine whether a relationship exists between two or more variables and to what degree. Based on supporting literature, correlational computations were completed in this study.

Using a survey to gather the data was an opportunity to collect large amounts of information from many subjects at one time and was appropriate for a descriptive correlational study. The advantage of a survey was that it offered a way to get information that could have been difficult to observe. Artificial situations did not have to be accounted for. A survey is easy to administer and cost-effective (Teijlingen & Hundley, 2001). With a survey however, participation tends to decline slightly and self-reported data are depended upon (Creswell, 2005; Teijlingen & Hundley, 2001). An inherent danger of survey responses being biased existed because the survey population may not have been representative of an entire population, or the structure of the questions may have biased responses. To minimize any issues with the survey, a pilot study was administered and precautionary measures were taken in the creation of the survey.

Pilot Study

Standard professional and ethical practices advised that researchers conduct a pilot test when a survey had been developed for a quantitative study. A pilot test is meant to validate the effectiveness of a survey instrument and the value of the questions (Teijlingen & Hundley, 2001). A pilot test helps ensure the survey questions elicit the information needed to answer the research questions (Muio, Wolcott, & Seigel, 1995). A pilot test also helps establish a degree of reliability (Muio, Wolcott, & Seigel, 1995; Teijlingen & Hundley, 2001).

A pilot test, generally referred to as a feasibility test when conducted on a small-scale version was completed. Teijlingen and Hundley (2001) suggested that a pilot test is part of a good study design. For this descriptive correlational research study, the survey that had been created was administered to a respondent debriefing group prior to

distribution to the full study population. Using a respondent debriefing group that closely resembles the study population to identify key issues or practical problems helps eliminate issues before distribution to the full study population (Muio, Wolcott, & Seigel, 1995).

With a full study population of only 43 to be invited, the respondent debriefing group consisted of a small group of four Center Directors who were part of the larger study population. The participatory pilot survey provided to the respondent debriefing group participants informed each participant of the expectations for the pilot test. Respondent debriefing group participants, whose survey responses were included in the final data, were expected to complete the survey. Upon completion of the survey, each participant was expected to share reactions through open-ended questions. The questions were aimed at identifying any ambiguities, vagueness, or issues that could potentially cause a reduction in validity and reliability of the instrument.

Hypothesis

For every research question, a hypothesis and null hypothesis was provided. The quantitative method encompassed the Spearman's correlation test. The Spearman's correlation test was the statistical test used in consideration of the following research questions and tested the corresponding hypothesis. The overarching question considered in the study was:

- R₁. What is the relationship between community-based nonprofit leaders' awareness of the leadership skills in effectively recruiting, managing, and retaining volunteers within their organization and the leaders' self-perceived abilities?

*H*₁₀. There is no statistical relationship between community-based nonprofit leaders' awareness of effective leadership skills and the overall self-perceived ability of the leaders.

*H*_{1a}. There is a statistical relationship between community-based nonprofit leaders' awareness of effective leadership skills and the overall self-perceived ability of the leaders.

The overarching question was answered by correlating more detailed sub-research questions, hypotheses, and null hypotheses. Sub-research questions considered for this study were:

*R*₂. What is the relationship between nonprofit leaders' tenure in his or her current position and the number of volunteers recruited, managed, and retained at nonprofit organizations?

*H*₂₀. There is no statistical relationship between nonprofit leaders' tenure in current position and the number of volunteers recruited, managed, and retained.

*H*_{2a}. There is a statistical relationship between nonprofit leaders' tenure in current position and the number of volunteers recruited, managed, and retained.

*R*₃. What is the relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained at nonprofit organizations?

- H*₃₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained.
- H*_{3a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained.
- R*₄. What is the relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₄₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained.
- H*_{4a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained.
- R*₅. What is the relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₅₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained.

- H*_{5a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained.
- R*₆. What is the relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₆₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained.
- H*_{6a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained.
- R*₇. What is the relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₇₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained.
- H*_{7a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained.

R₈. What is the relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?

H₈₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained.

H_{8a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained.

R₈. What is the relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?

H₉₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained.

H_{9a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained.

Population/Sample

Using a convenience population, the participants of this study were the Center Directors from each of the Children's Dyslexia Centers, Inc. 43 community-based Centers across the northeast part of the country that included 15 states (Connecticut, Delaware, Illinois, Indiana, Maine, Massachusetts, Michigan, New Hampshire, New

Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin) that followed the Masonic jurisdiction (Children's Dyslexia Centers, Inc., 2014). A convenience population was a non-probability method for identifying the study population. The convenience population was made up of people who were easily accessible. It was believed that the sample population was representative of the larger population of leaders in nonprofit organizations. No additional organizational leaders from nonprofit organizations were considered for participation in the study.

The Children's Dyslexia Centers, Inc. consisted of 43 individual community-based Centers linked with one another through the combined nonprofit 501c3 headquarters located in Lexington, Massachusetts (Children's Dyslexia Centers, Inc., 2014). Each Center was managed by a Center Director who was responsible for the daily operations, the training program, and the oversight of all staff and volunteers at that Center (Children's Dyslexia Center, Inc., 2014). The Center Directors came from a wide variety of backgrounds and expertise that may or may not have included volunteer recruitment, management, and retention. The Center Directors were female, varied in age, and all possessed a minimum of a bachelor's degree.

The particular population for the study was considered a census from one nonprofit organization that was reflective of other nonprofit organizations. Every Center Director affiliated with the Children's Dyslexia Centers, Inc. was invited to participate in the study. Using a power and sample calculator, the confidence interval of four and confidence level of 95% determined the error probability to be 0.366871 and output parameters to be 0.053409 on a one-tail correlation with a survey population of 43. A power and sample calculator with a medium effect size of .35, error probability of .05,

and power of .80 on a one-tail correlation, the total sample size is 46. However changing the effect size to .4 instead of .35, a total sample size is 34.

Informed Consent

A request was made with the Director of Operations and the Director of Clinical Programs for the Children's Dyslexia Centers, Inc. to discuss the research study. The Director of Operations and the Director of Clinical Programs were provided with an overview of the research plan and request for permission to contact all of the Center Directors to be participants in the study. As the researcher's employer, and having a vested interest in supporting the Center Directors as indicated during a verbal conversation, both the Director of Operations and the Director of Clinical Programs, were appreciative and interested in the research. Because the population for the study included individuals who were over the age of 21, a formal, written letter of collaboration was not required. However, permission from the Director of Operations and the Director of Clinical Programs, Appendix D, was requested and received as a professional courtesy and requirement of the Institutional Review Board.

The study was submitted to the University of Phoenix Institutional Review Board (IRB) for approval to continue the research with the participants. Upon receipt of IRB approval, the pilot study was conducted with a respondent debriefing group. Pending revisions and modifications to the survey instrument, the full study population was contacted and provided with specific information about the study with the letter in Appendix B. Every participant was informed that participation was voluntary and confidential with the implied informed consent form in Appendix B. Every participant was also informed that withdrawing from the study at any point was an option and that

the study presented minimal risk to participants. Once proper notification and required steps were completed, the participants were given an online survey to complete regarding their self-perceived nonprofit leadership skills. The total population of Center Directors invited to participate in the research was 43.

Participant Criteria

The Children's Dyslexia Centers, Inc. encompassed 43 community-based individual Centers that each employed a Center Director. Using a census technique, all 43 Center Directors were invited to participate in the study due to their employment. The advantage of the census technique is the ability to select participants based on specific criteria (Alterman, 1969; Black, 2005; Graham, Flay, Johnson, Hansen, & Collins, 1984). The intent of census was to count every Director affiliated with the nonprofit organization. The relatively small number of participants, though voluntary, could have posed potential issues in generalizability and statistical significance.

Participants. Center Directors at all 43 community-based sites were invited to participate in the study. Participants were representative of the total study population. Participants included individuals whose job responsibilities included recruiting, managing, and retaining volunteers for their specific Center. The study population size, because it was relatively small, may have affected the margin of error as well as the validity and reliability of the study.

Confidentiality. An implied informed consent for study participation was obtained based on participant engagement in completing the survey. The confidentiality of the participants was ensured by using a secure online survey resource. All personal

information was removed from the data and stored in a separate secured location. Participants were informed of ethical practices in the handling of their responses.

Data Collection

The data for this study was collected through the application of an online survey. An online survey was administered with all of the participants who chose to voluntarily take part in the study. To guarantee fidelity and ethical practices in surveying the participants, a secured online survey tool was used. The use of an online survey tool allowed participants to respond anonymously. To make sure that all data remained confidential, key identifying information, such as the participant's name, was not included on the survey. To ensure that a high degree of confidentiality and subject protection was maintained, measures were taken to protect all participants of the study. Secured data storage was also utilized and anonymous surveys were incorporated.

To minimize the risk of nonresponsive participants, the survey was conducted at a time that aligned with participant work calendars. Ample turnaround time for completion of the survey was provided. Information to participants was provided in a participation invitation and survey letter as noted in Appendix B and follow-up letter as noted in Appendix C.

Completion and approval from the Human Subject Committee had been received prior to all data collection that was done. Clear documentation of the survey instrumentation and assessment tools used in the study was shown. Because survey tools make it easier for replication studies to be done with similar populations (Hopkins, 1982), the survey used in this study was reviewed by multiple reviewers and pilot tested prior to full distribution.

Instrumentation

The survey instrument used in the descriptive correlational study was created specifically for the study. Upon identifying and examining literature pertaining to leadership skills essential for recruiting, managing, and retaining volunteers, it was decided that a survey instrument needed to be developed to capture the full essence of the desired information for the study. The survey consisted of statements developed from an understanding of what key indicators were regarding a leader's awareness of essential skills in recruiting, managing, and retaining volunteers. The literature reviewed provided foundational knowledge about essential leadership skills included in the survey statements. The knowledge of essential leadership skills identified from the literature was then used to establish criteria for the survey statements. The survey statements helped to identify whether community-based nonprofit leaders had an awareness of the skills based on the leaders' self-reported, self-perceived skills in recruiting, managing, and retaining volunteers in correlation to the number of volunteers involved with the Centers.

Because the survey used was created specifically for this research study, it was important to validate the tool prior to distribution to the full study population. A pilot test, generally referred to as a feasibility test when administered on a small-scale version, was conducted. Pilot tests are conducted as part of a good study design (Teijlingen & Hundley, 2001). Using a respondent debriefing group that closely resembled the study population to identify key issues or practical problems with a smaller pilot test population helped eliminate problems before distribution to the larger group.

With a study population of only 43, the respondent debriefing group consisted of a small group of four Center Directors who were part of the larger study population. The participatory pilot survey provided to the respondent debriefing group participants informed each person of the expectations for the pilot test. Participants completed the survey and their responses were included in the final study data but upon completion of the survey, each person in the respondent debriefing group was asked to share reactions through open-ended questions. To eliminate sampling bias, probability sampling was used in the respondent debriefing group selection process.

Through this study, self-perceived skills of nonprofit leaders that were used to recruit, retain, and manage volunteers at a nonprofit organization were explored as indicators of the awareness that nonprofit leaders had of effective leadership skills. Leadership skills were determined through self-identification of the essential skills noted as predictor variables. The study survey, as shown in Appendix A, contained 96 statements to be answered by the study participants. The statements, based on the literature reviewed, were meant to identify self-perceived skills as indicators of the leaders' awareness of essential leadership skills in recruiting, managing, and retaining volunteers. Statements included aspects of assessing, planning, orientating, overseeing, evaluating, and recognizing volunteers. The statements were carefully worded to be specific to avoid leading the participant's responses. The survey statements were also worded carefully to avoid confusing the respondent. The statements, written to avoid any biases, were concise and to the point. Double-barreled statements and double negatives were avoided through very simple language. A great deal of thought was given to the order and style of the statements. To strengthen the reliability of the instrument and

increase identifying data outliers, similar statements were written in slight variations for cross-reference and confirmation of skills.

The survey included general information such as the Director's tenure in the position and the number of volunteers reported to have been recruited, managed, and retained as well as the duration of the retained volunteer's tenure. Each statement was designed to provide a response that could be applied quantitatively in understanding if a relationship existed between the number of volunteers recruited, managed, and retained and the individual statement response. Each statement was designed also to provide a response that could be applied quantitatively in understanding if a relationship existed between the number of volunteers recruited, managed, and retained and the combined statement response, which provided evidence of a leader's awareness of effective leadership skills.

The study participants were asked to respond to the survey statements using a Likert-type scale of one to five, with one being strongly agree and five being strongly disagree. Some dispute about whether Likert-type scales should be considered ordinal or continuous existed. A Likert-type scale with five values (e.g., strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree) was treated as an ordinal variable. Because the intervals on the Likert-type scale may not have been the same, the interval variable was considered ordinal.

Validity and Reliability

The strength of quantitative research is in the reliability and validity of the information gathered (Beck, 2009). The fundamental elements in the evaluation of a measurement instrument are validity and reliability (Tavakol & Dennick, 2011).

Interpretations of the data also lend to the validity and reliability of the survey tool and the study (Creswell, 2005). The validity and reliability justified the data and purpose of the study. More specifically, validity was concerned with the extent to which an instrument measured what it was intended to measure. Reliability was concerned with the ability of an instrument to measure consistently.

Internal validity was the consideration of the relationships between the research design and the data to be collected. In 1951, Cronbach developed alpha to provide a measure of the internal consistency of a test or scale (Tavakol & Dennick, 2011). Alpha was expressed as a number between zero and one. Internal consistency was concerned with the interrelatedness of a sample of test items and described the extent to which all the items in a test measure the same. Cronbach's alpha was administered to determine the split-half reliability measure using the Statistical Package for the Social Sciences (SPSS). The number of test items, interrelatedness of items, and dimensionality could affect the value of alpha (Tavakol & Dennick, 2011) and were taken into consideration. The acceptable values of alpha ranged from 0.70 to 0.95.

The threats to a study include any items that could potentially affect the conclusions of the study (Creswell, 2005). Potential threats to the internal validity of this study, including the testing, instrumentation, participant selection, and statistical errors, were addressed and minimized. The threats related to testing were minimized by choosing methods that were reliable and consistent. The instrumentation statements were established with careful consideration of wording, order, and design. The instrumentation also underwent additional rigor by engaging a respondent debriefing group as part of the pilot study. The participant selection, because it included Directors

from every Center affiliated with the Children's Dyslexia Centers, Inc. who were responsible for the recruitment, management, and retention of volunteers, was inclusive and representative of a larger population of nonprofit leaders whose responsibilities were similar. Statistical errors were minimized by using established and reputable methodology procedures.

External validity, on the other hand, contributes to the conclusion of the research study to be generalized to other populations (Creswell, 2005). Potential threats to the external validity of this study, including the population selection to participate in the study, the design of the study to collect data that were analyzed to correlate and describe any relationships between variables, the use of a respondent debriefing group to participate in a pilot test of the survey, and an awareness of potential statistical or conclusion validity, were addressed and minimized. The population selection was representative of a larger population of nonprofit leaders whose responsibilities were similar. The design of the study was quantitative, descriptive, and correlation based. The survey instrument was characteristic for gathering data in quantitative studies. The online administration of the survey was representative of a common method for delivery. The pilot study supported ensuring the validity and reliability of the instrumentation. Using the Spearman correlation test as part of the SPSS processing of the data minimized statistical errors.

Research studies required the unit of measurement to be clear and based on the measurement tool. Using a Likert-type scale in response to the survey statements allowed for clarity in response measurements by assigning a specific number to a response. Using a Likert-type scale on the survey was easy to incorporate, familiar to

both the researcher and to survey respondents. The survey responses were then analyzed using the Spearman correlation test as a descriptive method. It is rare for the unit of measurement to cause problems in the research design and analysis (Keppel & Zedeck, 1989).

Randomization however could have caused issues when it was minimized in an effort to be more economical. When the researcher conducts a study from a financial or convenience perspective, the study is more likely to have alternative hypotheses that are reasonable; therefore, it is vital that the researcher be cognizant of extenuating issues that may cause problems (Cronbach, 1976; Stoker, King, & Foster, 1981). Noted as the most critical issue in data analysis is the assumption that data at the level of the unit of analysis are independent of one another (Glass, Peckham, Percy & Sanders, 1972; Hedeker, McMahon, Jason & Salina, 1994). Another noted issue is that a degree of assumption exists in the actual possession of specific skills that participants possess when relying on self-reported responses provided by participants (Stoker et al., 1981). This assumption may have accounted for a slightly exaggerated possession of specific skills.

Data Analysis

In 1946, Stanley Smith Stevens suggested a theory of levels of measurement as a way for all measurements to be classified into four categories. Those categories included nominal, ordinal, interval, and ratio. The predictor variables, which included the (a) Director's tenure, (b) self-perceived skills in assessing the needs of the organization for volunteers, (c) planning volunteer activities, (d) orienting new volunteers, (e) overseeing volunteers, and (f) monitoring, (g) evaluating, and (h) recognizing volunteer performance and contributions, were independent variables that were measured using an ordinal scale.

Because one did not depend upon the other, they were not ordered, and only served as a categorization, they were categorical variables. The remaining variables, which were the self-reported number of volunteers who had been recruited, managed, and retained at a nonprofit organization during the Director's tenure as well as the volunteers' retention duration, were dependent variables. They were measured and ordered using an ordinal scale of measurement as well.

The criteria on the survey that were considered ordinal, and provided a basis for analysis using IBM's SPSS Statistics Standard package. Ordinal data could not be identified with certainty whether the intervals between each value on a Likert-type scale were equal but contributed to the ranking of the scale. The SPSS tool was used to determine the ordinal scale. Based on the values from the Likert-type scale, determinations were made about what was important and significant. The median and mode of the non-numeric concept of relationships were determined because the ordinal scales were measures of non-numeric concepts. Though the difference between each scale item was not quantifiable, the order could be determined.

Spearman correlation tested the strength of an association between two ordinal variables. A Spearman correlation test was used because one or more of the variables were assumed to be normally distributed even though the variables were also assumed to be ordinal. The values of the variables were converted into ranks and then correlated. Data analysis determined whether a relationship existed between the self-perceived skills possessed by nonprofit leaders of the Children's Dyslexia Centers, Inc. and the number of volunteers reported to have been recruited, managed, and retained. Using a correlation matrix, a descriptive correlational analysis was run for each ordinal variable. The matrix

was used to identify variables with high correlations which was then used to identify whether a relationship existed between the variables and the number of volunteers reported to have been recruited, managed, and retained as well as any correlations to the leader's overall awareness of effective leadership skills.

Summary

This research study was designed to examine whether nonprofit leaders had an awareness of effective leadership skills based on relationships that may have existed between the self-perceived skills leaders of community-based nonprofit organizations possessed when recruiting, managing, and retaining volunteers and the actual number of volunteers reported to have been recruited, managed, and retained. The research design, design appropriateness, instrumentation, population, sampling, data collection procedures, validity and reliability, trustworthiness, and data analysis presented in this chapter provided a foundation for analyzing and summarizing the research results. The research results and findings are presented in Chapter 4.

Chapter 4

Results

Information presented in Chapter 4 begins with a brief overview of the study before delving into the results of the research. The overview includes information about the purpose of the study, study population, and methodology used to examine the research questions. The overview also includes information about the implications of leadership theories as well as information regarding the predictor and criterion variables. Chapter 4, most notably includes an analysis of the data collected from the online survey and the results produced from the data in this descriptive correlational study. The research findings are discussed in relation to the research questions and hypotheses.

Nonprofit organizations are essential to the vitality of communities because the organizations enrich the quality of life, demonstrate the highest societal values, and strengthen human kindness. The growth and development of a nonprofit organization often depends on volunteers who commit their time, knowledge, and skills in a variety of ways that are cost effective for the organization. The vital role that volunteers play in a nonprofit organization and the critical role nonprofit organizations have in a community underscore the importance of the nonprofit leaders being effective in recruiting, managing, and retaining volunteers.

In an effort to better understand the leadership skills necessary for effectively recruiting, managing, and retaining volunteers, the descriptive correlational study was designed to examine relationships between predictor and criterion variables. The criterion variables included the number of volunteers reported by the Center Directors to have been recruited, managed, and retained. The predictor variables, as noted on Table 2,

included the leader's tenure in the position as well as the self-perceived skills in (a) assessing the needs of the organization, (b) planning volunteer activities and tasks, (c) orienting new volunteers, (d) overseeing volunteer performance, (e) monitoring volunteer performance and contributions, (f) evaluating volunteer performance and contributions, and (g) recognizing volunteers.

Table 2

<i>Predictor and Criterion Variables</i>	
Predictor Variables	Criterion Variables
Leader's tenure in the position	Number of volunteers reported by the Center Directors to have been recruited
Self-perceived skills in assessing the needs of the organization for volunteers	Number of volunteers reported by the Center Directors to have been managed
Self-perceived skills in planning volunteer activities and tasks	Number of volunteers reported by the Center Directors to have been retained
Self-perceived skills in orienting new volunteers	Duration of the volunteers' retention
Self-perceived skills in overseeing volunteer performance	
Self-perceived skills in monitoring volunteer performance and contributions	
Self-perceived skills in evaluating volunteer performance and contributions	
Self-perceived skills in recognizing volunteers	

Upon investigating existing literature and determining the leadership skills considered essential in recruiting, managing, and retaining volunteers, a survey was developed. The survey was designed to gather information that would answer the research questions. Before distribution of the survey to the full study population, a pilot

test was conducted with a respondent debriefing group to ensure the validity and reliability of the tool. Based on the feedback received from the respondent debriefing group, adjustments were made and the survey was distributed to the full study population.

Of the 43 individuals invited to participate in the study, 35 individuals responded and 33 individuals completed the survey. The information received from the completed surveys was then analyzed to determine the correlations and connections based on the research questions. The findings identified in the analysis are discussed in detail in Chapter 4 following the overview.

Overview of the Study

The inadequate acquisition, management, or retention of volunteers in community-based nonprofit organizations, as discussed in Chapter 1, could have a significant impact on the sustainability of programs, services, and organizations. The leaders of those nonprofit organizations were responsible for recruiting, managing, and retaining volunteers who assisted in meeting the mission of the organization. Leaders inadequately prepared or ill equipped with the knowledge, skills, or abilities have an impact that could have been detrimental for the organization.

Leaders who were not able to effectively recruit, manage, and retain volunteers for the various roles and responsibilities due to a lack of awareness, knowledge, skills, or abilities jeopardized the success in meeting the goals of the nonprofit organization according to the research discussed in Chapter 2. The disbandment of seventeen of the 60 Centers affiliated with the Children's Dyslexia Centers, Inc. in the last five years may have been representative of what happens when organizational leaders lack the awareness, knowledge, skills, or abilities to effectively recruit, manage, or retain

volunteers. The impact a leader's awareness of and ability to work with volunteers continues to be critical to the success and sustainability of the programs and organizations.

Purpose of the Study. The purpose of the study was to investigate any relationships that may have existed between community-based nonprofit leaders' awareness of the leadership skills in effectively recruiting, managing, and retaining volunteers within their organization and the leaders' self-perceived abilities. The awareness of the leadership skills was based on the self-perceived skills nonprofit leaders reportedly possessed and the number of volunteers reported to have been recruited, managed, and retained. The awareness a nonprofit leader had of the skills needed to effectively recruit, manage, and retain volunteers at a community-based nonprofit organization was explored only minimally and in isolation or in reference to specific skills rather than an awareness prior to this study. Little research had been conducted in identifying a nonprofit leader's professional experiences in relation to the skills needed to recruit, manage, and retain volunteers.

The study served as a means to understand whether there was an awareness of the leadership skills in recruiting, managing, and retaining volunteers by nonprofit leaders. The awareness of skills was based on relationships between the predictor variables and the number of volunteers reported by the nonprofit leaders as having been recruited, managed, and retained. Self-perceived, self-reported information about each of the identified leadership skills was gathered using an online survey. Self-reported data regarding the number of volunteers who had been recruited at each Center by the nonprofit leader, the number of volunteers managed at each Center by the nonprofit

leader, and the number of volunteers retained at each Center by the Director was also gathered. It was presumed that the greater the number of volunteers to have been recruited, managed, and retained, the more aware the nonprofit leaders were of essential leadership skills. The analysis of the information gathered provided a premise for understanding what skills leaders were aware of through the recruitment, management, and retention of volunteers as well as which skills leaders were not aware of.

Research Design. The descriptive correlational design of the study is generally thought to lend well to exploring relationships that may exist between variables. A survey created for this study was aimed at gathering data regarding the leadership skills and practices used by nonprofit leaders in effectively recruiting, managing, and retaining volunteers within the organization. To ensure the validity of the survey, a pilot test was conducted prior to distribution to the entire study population and modifications were made to the survey. The survey was then distributed to study participants through an online survey format. The data gathered from the survey were then analyzed to examine the awareness nonprofit leaders had of essential leadership skills based on self-reported, self-perceived skills in recruiting, retaining, and managing volunteers, and the number of volunteers involved with the community-based nonprofit organizations. The descriptive correlational design aligned with the predetermined group that was surveyed and the Spearman correlation test was used to examine the awareness of nonprofit leadership skills used by nonprofit organizational leaders in recruiting, managing, and retaining volunteers as it aligned with analyzing and correlating data. As a quantitative approach to research, the descriptive correlational design was used to establish a relation, association, or correlation between two or more relevant variables.

When two variables in the research design existed, one of them is called the predictor variable and the other is called the outcome or criterion variable. Correlational research involves an assessment of the relationship between or among variables. A criterion variable is a factor related to by the predictor variables. The criterion variables were important because of the associations that were made with the predictor variables. The criterion variables included in this descriptive correlational research study were the number of volunteers reported to have been recruited, managed, and retained at the nonprofit organization during the Director's tenure. Each of the criterion variables were examined for possible relationships with the predictor variables. The criterion variables were considered in isolation as well as in sum because the total related to the overall awareness leaders had of effective leadership skills in recruiting, managing, and retaining volunteers.

The predictor variables in the study were the self-reported, self-perceived skills that community-based nonprofit leaders reportedly possessed for recruiting, managing, and retaining volunteers through the leader's tenure. The skills recognized by researchers as being essential in effectively recruiting, managing, and retaining volunteers, and included as predictor variables were (a) assessing the needs of the organization for volunteers, (b) planning volunteer activities, (c) orienting new volunteers, (d) overseeing volunteer activities, and (e) monitoring, (f) evaluating, and (g) recognizing volunteer performance and contributions.

In this descriptive correlational research study, only predictor variables that were not manipulated were included. The descriptive correlational method was used to describe patterns of behavior and discover links between variables. Since variables being

studied were not being manipulated, the intention was to reveal any relationships between the predictor and criterion variables in the study and identify correlations between the variables. The predictor variables, referred to as X, were used to identify correlations with the criterion variables, which were referred to as Y.

Population/Sample. Using a convenience population, the participants of this study were the Center Directors from each of the Children’s Dyslexia Centers, Inc. 43 community-based Centers across the northeast part of the country that included 15 states (Connecticut, Delaware, Illinois, Indiana, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin) that followed the Masonic jurisdiction. The convenience population was a non-probability method for identifying the study population. The convenience population consisted of people who were easily accessible. Leaders from other nonprofit organizations were not included in this study since Center Directors from the Children’s Dyslexia Centers, Inc. were believed to be representative of the larger population.

The Children’s Dyslexia Centers, Inc. consisted of 43 individual community-based Centers linked with one another through the combined nonprofit 501c3 headquarters located in Lexington, Massachusetts. Each Center was managed by a Center Director who was responsible for the daily operations, the training program, and the oversight of all staff and volunteers at that Center. The Center Directors came from a wide variety of backgrounds and expertise that may or may not have included volunteer recruitment, management, and retention. The Center Directors varied in tenure as noted on Table 3 and all possessed a minimum of a bachelor’s degree.

The particular population for the study was considered a census. Every Center Director affiliated with the Children’s Dyslexia Centers, Inc. was invited to participate in the study. Using a power and sample calculator, the confidence interval of four and confidence level of 95% determined the error probability to be 0.366871 and output parameters to be 0.053409 on a one-tail correlation with a survey population of 43. A power and sample calculator with a medium effect size of .35, error probability of .05, and power of .80 on a one-tail correlation, the total sample size is 46. However changing the effect size to .4 instead of .35, a total sample size is 34, which aligned with the number of respondents.

Table 3

<i>Tenure of Study Participants</i>	
<i>Length of Tenure in Position</i>	<i># of Study Participants</i>
less than 1 year	2
1-3 years	9
4-6 years	6
7-9 years	5
10+ years	11

Pilot Test. In an effort to ensure the validity and reliability of the survey tool being used in the study, precautionary steps were taken prior to distributing the survey to the study population. The survey was established based on references from experts throughout the field of leadership and management. Deliberate measures were taken to cross-reference the survey statements and eliminate confusing or double-barreled statements. A respondent debriefing group was used as part of a pilot test of the survey tool.

To ensure the validity and reliability of the survey tool with a high degree of certainty, a pilot test was conducted prior to distributing the survey to the entire study

population. The initial draft of the survey was distributed to four individuals for review, response, and revision. In an effort to eliminate sampling bias, probability sampling was used in the respondent debriefing group selection process. Using a respondent debriefing group that consisted of members of the larger study population to identify key issues and practical problems helped minimize issues before distribution to the full study population.

Based upon the information provided by the respondent debriefing group, the survey was revised to reflect the suggested changes. The original survey included 96 statements for participants to respond to. Sixteen statements were found to be ambiguous or duplicate of other statements. It was determined that these 16 statements did not elicit the information aimed at answering the research questions and were eliminated from the final survey that was distributed to the full study population.

Data Collection Methods. An online survey was used to collect data from the study participants who chose to voluntarily take part in the study. To guarantee fidelity and ethical practices in surveying the participants, a secured online survey tool was used. The use of an online survey tool allowed participants to respond anonymously. To make sure that all data remained confidential, key identifying information, such as the participant's name, were not included on the survey. To ensure that a high degree of confidentiality and subject protection was maintained, measures were taken to protect all participants of the study in ways such as utilizing secured data storage and anonymous surveys.

To minimize the risk of nonresponsive participants, the survey was conducted at a time that aligned with participant work calendars. Ample turnaround time for completion of the survey was also provided. Information to participants was provided in a

participation invitation and survey letter as noted in Appendix B and follow-up letter as noted in Appendix C.

Completion and approval from the Institution Review Board regarding human subjects was received prior to all data collection. Clear documentation of the survey instrumentation and assessment tools used in the study was shown. The survey used in this study was reviewed by multiple reviewers and pilot tested prior to full distribution.

Instrumentation. The survey instrument used in the descriptive correlational study was created specifically for the study. Upon identifying and examining literature pertaining to leadership skills essential for recruiting, managing, and retaining volunteers, it was decided that a survey instrument needed to be developed to capture the full essence of the desired information to answer the research questions of the study. The survey consisted of statements developed from an understanding of the key indicators regarding a leader's awareness of essential skills in recruiting, managing, and retaining volunteers. The literature reviewed provided foundational knowledge about essential leadership skills that was included in the survey statements. The knowledge of essential leadership skills identified from the literature was then used to establish criteria for the survey statements. The survey statements helped to identify whether community-based nonprofit leaders had an awareness of the skills based on the leaders' self-reported, self-perceived skills in recruiting, managing, and retaining volunteers in correlation to the number of volunteers involved with the Centers.

Using a survey to gather the data was an opportunity to collect large amounts of information from many subjects at one time and was appropriate for a descriptive correlational study. The advantage of a survey was that it offered a way to get

information that would have been difficult to observe. The survey was easy to administer and cost-effective. Though participation often declines slightly with the use of online surveys, the response rate in this study was good.

Findings

The analysis of the data gathered from the survey answered the research questions and provided insight into the relationships between the awareness of leadership skills that nonprofit leaders possessed and the number of volunteers who were recruited, managed, and retained.

Research Design. As a quantitative approach to research, the descriptive correlational design was geared at establishing a relation, association, or correlation between two or more linear variables. Leadership skills, despite efforts to simplify and narrow the scope of the defining practices, were complex and not easily defined or described but this descriptive research was an attempt to simplify complex behaviors. A description of essential leadership skills was made based on the reviewed literature. Measures of correlation, variation, and central tendencies were reported through data collection and analysis. The measures of central tendencies reported summary data such as the mean, median, mode, and correlation between variables. Descriptive correlational methods were effective for identifying relationships but the correlations did not indicate causation or demonstrate conclusively that two variables relate.

Statistical Tests. The Spearman Correlation Test was chosen to examine the awareness of nonprofit leadership skills used by nonprofit organizational leaders in recruiting, managing, and retaining volunteers because it aligned with analyzing and correlating data. A qualitative study would not have been appropriate because of the

focus and nature of the study. The aim of the study was to identify a relationship between variables through a statistical analysis of the data collected from participants; therefore, the quantitative study was better suited.

In the correlational research design, a non-parametric decision-making method was used. The Spearman correlation test, which does not require knowledge of the distribution of the sampling statistic, was used. The Spearman correlation test was used to measure and analyze the degree of association between two or more study variables. The Spearman correlation analysis was appropriate because the variables were measured on a Likert-type scale that was at least ordinal. Though the intervals between the Likert-type scale values could not be determined through the Spearman correlation test as the same or equal, the scale created a logical and clear grouping, which was determined using the Spearman correlation test. The Spearman correlation test used ordinal data, which were ranked, with an indication of correspondences from totally inverse correspondence (-1), to no relationship (0), to totally positive correspondence (+1). The Spearman correlation test itself did not make any determinations about the distribution of the data. The only assumptions of the Spearman correlation analysis were that the data were at least ordinal and scores of one variable were related to the other variable. A correlation computation was completed to generalize the data and determine the relationship that existed between two or more variables and to what degree.

Data analysis features of Microsoft Excel were used for preliminary analysis of the data. The IBM Statistical Package for the Social Sciences (SPSS) was used for more advanced analysis of the data. The data analysis from both Microsoft Excel and IBM SPSS were applied properly to ensure fidelity in the results.

Response Rate. A total of 43 Center Directors were invited to participate in the study. Initially, four of the 43 individuals were invited to complete the survey as part of the respondent debriefing group. All four completed the survey that included the original 96 statements then responded to questions regarding the survey. Once feedback was received from the respondent debriefing group and modifications were made, the survey with 80 statements was sent to the remaining 39 individuals. Of the 39 additional individuals invited to participate, 31 responded. Of the 31 who responded to the final survey, 29 completed the online survey. The two respondents who did not complete the survey indicated that they did not utilize volunteers and therefore felt they should not participate in the study. The remaining 29 participants responded to all 80 statements, which contributed to a total participation of 33 individuals who completed the survey. As shown in Figure 2, 35 of the 43 individuals invited to participate responded to the request. An 84% response rate was received, which was considered exceptionally good for an online survey where response rates typically fall between 11% and 48% depending on the references.

Research Questions/Results. The descriptive correlational research study aimed to answer several research questions. The overarching question considered in the study was:

- R₁. What is the relationship between community-based nonprofit leaders' awareness of the leadership skills in effectively recruiting, managing, and retaining volunteers within their organization and the leaders' self-perceived abilities?

H_{10} . There is no statistical relationship between community-based nonprofit leaders' awareness of effective leadership skills and the overall self-perceived ability of the leaders.

H_{1a} . There is a statistical relationship between community-based nonprofit leaders' awareness of effective leadership skills and the overall self-perceived ability of the leaders.

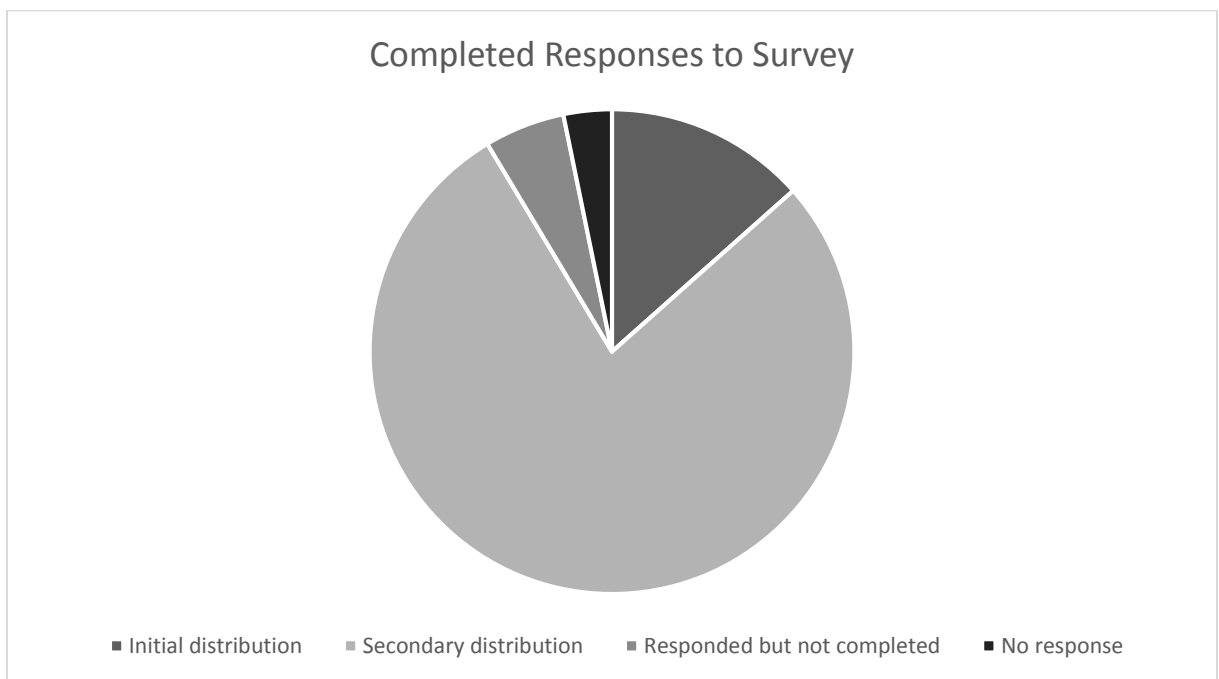


Figure 2. Completed responses to survey. Representative of the number of completed responses to the online survey, Figure 2 shows an 84% total response rate. The rate consisted of four initial respondents and 29 secondary respondents who completed the survey, two respondents who did not complete the survey, and eight who were invited but did not respond at all.

The first research question aimed to identify whether a statistically significant relationship existed between the skills reported to be possessed by the nonprofit leaders and the overall awareness of essential leadership skills. As indicated on Table 3, a statistically significant relationship did exist between the awareness a leader had of

essential leadership skills and the skills reportedly possessed by the leaders. Though no indication of cause could be made, the correlation did exist. Directionality of the correlation could not be identified either in the descriptive correlational research. The relationship between a leader's awareness of essential leadership skills and the application of those skills when recruiting, managing, and retaining volunteers, based on self-perception and self-reported responses, was significant.

Table 4

Correlation Between Skills and Awareness of Skills.

		Correlations		
		Skills	Awareness of Skills	
Spearman's rho	Skills	Correlation Coefficient	1.000	.959**
		Sig. (2-tailed)		.000
	N	33	33	
	Awareness of Skills	Correlation Coefficient	.959**	1.000
		Sig. (2-tailed)	.000	
N	33	33		

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

The overarching question was answered by correlating more detailed sub-research questions. Sub-research questions and results considered for this study were:

R₂. What is the relationship between nonprofit leaders' tenure in his or her current position and the number of volunteers recruited, managed, and retained at nonprofit organizations?

H₂₀. There is no statistical relationship between nonprofit leaders' tenure in current position and the number of volunteers recruited, managed, and retained.

- H*_{2a}. There is a statistical relationship between nonprofit leaders' tenure in current position and the number of volunteers recruited, managed, and retained.
- R*₃. What is the relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₃₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained.
- H*_{3a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in assessing needs of the organization for volunteers and the number of volunteers recruited, managed, and retained.
- R*₄. What is the relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₄₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained.
- H*_{4a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in planning volunteer activities and the number of volunteers recruited, managed, and retained.

R₅. What is the relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained at nonprofit organizations?

*H*₅₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained.

*H*_{5a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in orientation and the number of volunteers recruited, managed, and retained.

R₆. What is the relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?

*H*₆₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained.

*H*_{6a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in oversight of volunteer contributions and the number of volunteers recruited, managed, and retained.

R₇. What is the relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?

- H*₇₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained.
- H*_{7a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in monitoring volunteer contributions and the number of volunteers recruited, managed, and retained.
- R*₈. What is the relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₈₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained.
- H*_{8a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in evaluating volunteer contributions and the number of volunteers recruited, managed, and retained.
- R*₈. What is the relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained at nonprofit organizations?
- H*₉₀. There is no statistical relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained.

H_{9a}. There is a statistical relationship between nonprofit leaders' self-perceived skills in recognizing volunteer contributions and the number of volunteers recruited, managed, and retained.

The sub-research questions were developed to identify any relationships that may have existed between essential leadership skills identified in the review of literature and the number of volunteers who had been recruited, managed, and retained. Using the Spearman Rho correlation test, only one sub-research question was found to be statistically significant. As noted on Table 4, recognizing volunteer contributions had a statistically significant correlation with the number of volunteers reportedly recruited as well as the number of volunteers to have been managed and retained.

Despite prior research indicating that a prerequisite for utilizing volunteers should be assessing the need for volunteers and doing preliminary planning, the analysis of the data in this study did not result in any significant correlation. The act of doing an orientation with volunteers, monitoring volunteer work and contributions, overseeing volunteer activities, and evaluating volunteer work and contributions were noted as important leadership practices throughout the review of literature but were not correlated with the number of volunteer reported to have been recruited, managed, or retained in the research analysis as a statistically significant correlation.

The Center Directors who participated in the study indicated that formal advertising was not utilized, networking opportunities were not participated in, and marketing materials were not developed. Conversely, verbally acknowledging volunteers, recognizing outstanding work performed by volunteers, and expressing

appreciation for volunteer contributions were indicated as being done. In consideration of the information provided by the nonprofit leaders, the statistical results were logical.

Table 5

Correlation of Leadership Skills and Volunteers

Leadership Skills		Recruited	Managed	Retained
Assessing Needs	Correlation Coefficient	0.314	0.406	0.58
	Sig. (2-tailed)	0.544	0.425	0.228
	N	6	6	6
Evaluating	Correlation Coefficient	0.314	0.406	0.58
	Sig. (2-tailed)	0.544	0.425	0.228
	N	6	6	6
Monitoring Volunteers	Correlation Coefficient	0.493	0.588	0.618
	Sig. (2-tailed)	0.321	0.219	0.191
	N	6	6	6
Oversight of Volunteers	Correlation Coefficient	0.429	0.522	0.58
	Sig. (2-tailed)	0.397	0.288	0.228
	N	6	6	6
Orientation	Correlation Coefficient	0.377	0.471	0.588
	Sig. (2-tailed)	0.461	0.346	0.219
	N	6	6	6
Planning	Correlation Coefficient	0.314	0.406	0.58
	Sig. (2-tailed)	0.544	0.425	0.228
	N	6	6	6
Recognizing Volunteers	Correlation Coefficient	.886*	.928**	.928**
	Sig. (2-tailed)	0.019	0.008	0.008
	N	6	6	6

Note. **Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

The research question intended to investigate any relationships between the tenure of a leader and the number of volunteers reported to have been recruited, managed, and retained also resulted in no statistically significant relationship as noted on Table 5.

Interestingly, leaders who had been in their position for one to three years had managed nearly as many volunteers as had their counterparts with tenure of greater than 10 years. As anticipated, though not statistically significant, those who had longer tenure in their position also indicated that they had recruited, managed, and retained a larger number of

volunteers than the shorter tenured leaders. Among all categories of tenure, the Center Directors had recruited an average of 24 volunteers, managed an average of 24 volunteers, and retained an average of 20 volunteers.

Table 6

<i>Correlation of Tenure and Volunteers</i>			Recruited	Managed	Retained
Spearman	Tenure	Correlation			
Rho		Coefficient	-.600	-.462	-.600
		Sig. (2-tailed)	.285	.434	.285
		N	5	5	5

Note. **Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Theoretical Implications. The theoretical implications resulting from this study did not indicate a strong connection with either transformational or situational leadership theories exclusively. The connections were made jointly among the transformational and situational theories. The leadership skills of the study participants were recognized as an important aspect in the recruitment, management, and retention of volunteers at community-based nonprofit organizations. Though other leadership styles may have influenced the respondents' ability to lead, nonprofit leaders possessed a variety of skills and traits indicative of both situational and transformational leadership styles. The overall awareness of essential leadership skills and the ability to recognize volunteers for the contributions made to the organization were indications of both transformational and situational leadership theories.

Traits associated with transformational leadership, and supported in this research included (a) practicing open communication, (b) being respectful, (c) seeking ideas, (d) acting independently, (e) being motivated, and (f) building meaningful relationships with others. Individuals who indicated they had built trust, acted with integrity, encouraged

creative thinking, coached people, and inspired others also indicated correlations with volunteers they had worked with.

The results of the data also fell within the scope of the situational leadership theory. Respondents who indicated they were able to modify as a situation dictated also had correlations with the number of volunteers they worked with. The emphasis on leaders' behaviors as both task- and people-focused, was supported by responses from participants. Nonprofit leaders who engaged in a mix of both task and relation behaviors known as performance-based and capacity building also engaged in recruiting, managing, and retaining volunteers.

Missing Data. Two elements of the data could not be analyzed. Survey question number 28 was inadvertently omitted from the survey. The omission of the question did not significantly affect the outcome of the survey or data because it was only one part of a larger subsection that made up the leadership skills in planning. The second component of the research data that was missing from the analysis stemmed from an incorrect algorithm in the survey response to question number 80. The question aimed to identify how many volunteers were retained over various durations of time. The survey allowed respondents to choose only one time frame rather than noting the number of volunteers for each time frame. Although this information would have been interesting and may have offered additional insight, it was not critical to answering the research questions.

Conclusion

Through the analysis of the data collected with the survey, the research questions were answered in Chapter 4. The information gleaned from the analysis offered opportunities for future investigation as well as opportunities for leaders of nonprofit

organizations to learn from. Recommendations for subsequent leadership implementation and opportunities for action were discussed more thoroughly in Chapter 5.

Summary

In short, the results of the data analysis established only two statistically significant relationship between identified essential leadership skills and the number of volunteers who had been reportedly recruited, managed, or retained. Recognition of volunteers was one of only two statistically significant relationships established in relation to the number of volunteers who had been reported as recruited, managed, and retained. Recognizing volunteers in any form, whether verbal, written, public, or private was connected to the number of volunteers reported to have been recruited, managed, and retained. The overall awareness of leadership skills that the participants indicated was the second relationship to statistically correlate with the skills participants reported having. Other leadership skills identified in the review of literature as necessary were not positively correlated. The tenure of a leader did not correlate conclusively to the number of volunteers reported to have been recruited, managed, and retained.

Chapter 5

Conclusions and Recommendations

Nonprofit organizations are essential to the vitality of communities. The growth and development of a nonprofit organization often depends on volunteers who commit their time, knowledge, and skills in a variety of ways that are cost effective for the organization. The vital role that volunteers play in a nonprofit organization and the critical role nonprofit organizations have in a community underscore the importance of the nonprofit leaders being effective in recruiting, managing, and retaining volunteers.

The inadequate acquisition, management, or retention of volunteers in community-based nonprofit organizations has a significant impact on the sustainability of programs, services, and organizations. When leaders are inadequately prepared or ill equipped with the knowledge, skills, or abilities, the impact is potentially detrimental for the organization. Leaders who are not able to effectively recruit, manage, and retain volunteers for the various roles and responsibilities jeopardize the success in meeting the goals of the nonprofit organization.

The purpose of the study was to investigate the relationships that may have existed between community-based nonprofit leaders' awareness of the leadership skills in effectively recruiting, managing, and retaining volunteers within their organization and the leaders' self-perceived abilities. The awareness of the leadership skills was based on the self-perceived skills nonprofit leaders reportedly possessed and the number of volunteers reported to have been recruited, managed, and retained. The awareness a nonprofit leader had of the skills needed to effectively recruit, manage, and retain volunteers at a community-based nonprofit organization had been explored only

minimally and in isolation or in reference to specific skills rather than an awareness prior to this study. Little research had been done in identifying a nonprofit leader's professional experiences in relation to the skills needed to recruit, manage, and retain volunteers.

The study served as a means to understand whether there was relationship between the awareness of the leadership skills in recruiting, managing, and retaining volunteers by nonprofit leaders and select variables. The awareness of skills was based on relationships between the predictor variables and the number of volunteers reported by the nonprofit leaders as having been recruited, managed, and retained. Self-perceived, self-reported information about each of the identified leadership skills was gathered using an online survey. Self-reported data regarding the number of volunteers who had been recruited at each Center by the nonprofit leader, the number of volunteers managed at each Center by the nonprofit leader, and the number of volunteers retained at each Center by the Director was also gathered. It was presumed that the greater the number of volunteers to have been recruited, managed, and retained, the more aware the nonprofit leaders were of essential leadership skills. The analysis of the information gathered provided a premise for understanding what skills leaders were aware of through the recruitment, management, and retention of volunteers as well as which skills leaders were not aware of and were not utilizing with volunteers.

Conclusions

The results of the data analysis established only two statistically significant relationship between the leadership skills identified in the review of literature in Chapter 2 and the number of volunteers who had been reportedly recruited, managed, or retained.

Recognition of volunteers was one of only two statistically significant relationships established in relation to the number of volunteers who had been reported as recruited, managed, and retained. Engaging volunteers in meaningful ways that aligned with the volunteer's motivation for giving of their time and talent was noted in prior studies and was confirmed. Based on the number of volunteers recruited, managed, and retained in correlation with the self-reported skills related to recognizing volunteers, the statistically significant correlation makes sense. Statements from prior studies about when volunteers felt they had made an impact on the mission of the organization and felt they were appreciated, the volunteers were far more likely to continue to support the organization through continued service, recruitment of other volunteers, and positive commendations.

The overall awareness of leadership skills that were reported by the study participants, clearly correlated with the self-reported skills being used by the Center Directors. The participants indicated that they were not only aware of essential leadership skills necessary for effectively recruiting, managing, and retaining volunteers but that they also utilized many of the skills. The statistically significant correlation between the awareness of skills and the self-reported, self-perceived application of the skills provided confirmation of prior research.

Other leadership skills identified in the review of literature as necessary for effectively recruiting, managing, and retaining volunteers were not positively correlated. The tenure of a leader did not correlate conclusively to the number of volunteers reported to have been recruited, managed, and retained. Though the additional leadership skills and tenure were not statistically significant in the correlation analysis, there was evidence to suggest that the skills and tenure were still important.

Relationship to Previous Literature. Previous literature had been fragmented and revealed a gap in a concise and comprehensive compilation of the skills leaders needed to be aware of to successfully recruit, manage, and retain volunteers. Volunteer recruitment, volunteer management, and volunteer retention had all been studied primarily in isolation and in terms of skills leaders must have. The studies did not imply or suggest an interconnectedness between the skills needed for effective recruiting, managing, and retaining volunteers. Researchers contended that managers of volunteers may be ill prepared to effectively supervise or manage volunteers and therefore utilized only a small percent of volunteers in any capacity beyond a specific role or activity.

Developing a study that explored leadership skills necessary for recruiting, managing, and retaining volunteers from a more comprehensive and all-inclusive perspective provided an opportunity to fill the gap. The study also served as a means for leaders to better understand and be aware of the leadership skills most closely correlated with volunteer recruitment, management, and retention. With a better understanding and awareness, volunteers may be utilized effectively in greater proportion.

Connections to Theory. Situational and transformational leadership were two prevalent leadership styles included in literature regarding leadership and were explored as indicative of the kinds of leaders believed to be best suited for work in the field of nonprofit work. Although neither was identified as exclusively significant to the role of a leader, both served as part of the framework for the study. Both transformational and situational leadership theories supported the overall outcomes of the study. Though other leadership styles may have influenced the respondents' ability to lead, nonprofit leaders possessed a variety of skills and traits indicative of both situational and transformational

leadership styles. The overall awareness of essential leadership skills and the ability to recognize volunteers for the contributions made to the organization were indications of both transformational and situational leadership theories.

A transformational leader was noted in Chapter 2 as someone who built trust, acted with integrity, encouraged creative thinking, coached people, and inspired others. Transformational leaders had also been renowned for having high inspirational standards, expressing a shared vision, making a difference, being confident, being decisive, and having optimism. The connection between recognizing volunteers and the characteristics of a transformational leader was consistent. Individuals who indicated they had built trust, acted with integrity, encouraged creative thinking, coached people, and inspired others also indicated correlations with volunteers they had worked with.

Because situational leadership theory focuses on leaders' behaviors as both task- and people-focused, it too was consistent with the findings of the study. In terms of the correlations made in the study, situational leadership theory suggested that task-oriented and relation-oriented behaviors were dependent upon one another, rather than being mutually exclusive approaches that would indicate a balance between knowing a volunteer and knowing how best to provide recognition. Nonprofit leaders engaged in a mix of both task and relation behaviors known as performance-based and capacity building as was evident in the correlation between the awareness of leadership skills and the application of leadership skills in recruiting, managing, and retaining volunteers. Respondents who indicated they were able to modify as a situation dictated also had correlations with the number of volunteers they worked with. The emphasis on leaders' behaviors as both task- and people-focused, was supported by responses from

participants. Nonprofit leaders who engaged in a mix of both task and relation behaviors known as performance-based and capacity building also engaged in recruiting, managing, and retaining volunteers.

Reflection of the Framework

A quantitative method for this research study was deliberately chosen based on the existing literature about leadership skills and volunteerism, and the objective of the study. The quantitative method was used to collect and analyze data in a numerical way. The quantitative method served as a means to handle numbers in a statistical and scientific way. The quantitative method was effective in testing the theories and hypotheses in the study. Generalizations were made based on the findings and relationships between variables were identified.

As a quantitative approach to research, the descriptive correlational design was used to establish a correlation between two or more variables examined in the study. The correlational approach was appropriate for this study because of the exploration and consideration of relationships. Quantifiable data were examined regarding the variables. Relationships between the self-perceived skills of nonprofit leaders and the number of volunteers reported as recruited, retained, and managed were studied and identified using the descriptive correlational design in this study.

The survey captured the information necessary to identify relationships between the variables. Surveys provided a standardized approach in gathering information while minimizing subjectivity and biases of the researcher. The pilot tests helped to ensure the validity of a survey. The descriptive correlational method was used to describe patterns of behavior and discover links between variables.

Implications to the Professional Practices. The implications to professional practices lies in how the information will be used by those in the field. An increased overall awareness of essential leadership skills was statistically correlated to the self-reported application of skills. Though correlation did not suggest causality, an individual may have been inclined to believe that the greater awareness an individual had of the leadership skills the greater application of those skills would have been. Furthermore, though a statistically significant correlation did not exist between the application of leadership skills and the number of volunteers reportedly recruited, managed, and retained, nor did any correlation indicate causality, one may still have believed that the application of skills could have led to an increased number of volunteers.

Significance to Volunteer Leaders. The information from this descriptive correlational study is significant to leaders of volunteers because it provides clear evidence of the relationship between a leader's overall awareness of leadership skills and the application of those skills. Evidence of the relationship between the number of volunteers recruited, managed, and retained and the recognition leaders provided to those volunteers is also significant to leaders of volunteers. Though causality could not be indicated, knowledge of the relationship between recognition and volunteers could have been used to apply related skills.

Limitations

The limitations of the study included items such as generalizability, unmeasured variables, self-reporting respondents, survey validity through a pilot test, and research methods. The small study population could present challenges in the generalizability of the results. The fact that the participants were all affiliated with the same organization

could have been considered a limitation because the participants may not have been representative of a larger population in the field of nonprofit work. The Center Directors invited to participate in the study were all female, which could have potentially limited the scope of the study, skewed the results, or made the results ungeneralizable. Also, because participants may have felt threatened for their honesty on the survey regarding work-related questions, they may not have been completely truthful or forthcoming when reporting self-perceived skills. Whether through desire to appear capable among peers or fear of potential reprimand from supervisors for a perceived lack of ability, participants may have exaggerated their indicated abilities. The participants may have also had a skewed perception of their own skills. By providing information to the participants about the efforts taken to ensure their anonymity and confidentiality, it was assumed that the participants responded honestly and forthrightly. Unmeasured variables such as the geographic differences or financial differences of each Center may have caused skewed results.

Additional limitations included validity of the study. The validity was potentially limited to the reliability of the survey used and the pilot test that was conducted with a small respondent debriefing group and small study population. Research methods of a quantitative study were inflexible because the instruments could not be modified once the study began, which could have caused limitations. Any errors in the hypotheses being tested may have created inaccurate perceptions about the quality or efficacy of the study and results.

Recommendations

This descriptive correlational study provided a comprehensive perspective for exploring essential leadership skills. The study illustrated specific correlations that leaders of nonprofit organizations and individuals who utilize volunteers in any capacity need to be aware of. Leaders who were informed were better situated to make well-informed decisions. The correlations identified in the study should serve as an indicator to leaders of the importance of the overall awareness of leadership skills and how the awareness of those skills may relate to the volunteers being utilized.

The problem studied in this research was the inadequate acquisition, management, or retention of volunteers that had a direct and, sometimes, detrimental impact on the services provided by community-based nonprofit organizations. A nonprofit leader's awareness, or lack of awareness, of leadership skills necessary for recruiting, managing, and retaining volunteers related to the number of volunteers recruited, managed, and retained. The number of volunteers utilized in nonprofit organization had an effect on the sustainability of programs, services, and organizations, therefore leaders took steps to be more aware.

Future Research

The field of leadership could benefit from future research like this on a larger scale. Though this descriptive correlational study reported a very good response rate to the survey, the population was small and may have impacted the overall findings. It may also be advantageous to conduct a similar study with multiple organizations and varied genders to explore how the results may vary between organizations or genders.

Environment and work place culture may also play a role in the outcomes of a similar study.

Though this study was comprehensive and encompassed many perspectives of leadership and volunteerism, future research may produce results that are more significant by establishing more focused research questions. In terms of nonprofit leadership and volunteerism, it may be advantageous to focus exclusively on recruitment, management, or retention rather than all three simultaneously. With more focused research questions, outcomes may provide greater information for leaders.

Summary

Nonprofit leadership and volunteerism are often synonymous with one another. Community-based nonprofit organizations are frequently dependent upon volunteers to meet the goals of the organization in cost-effective ways. The purpose of this study was to identify relationships that existed between leadership skills identified in the literature as essential for nonprofit leaders and the number of volunteers participants reported to have recruited, managed, and retained. Using the quantitative correlational method to analyze the data, relationships were identified. By sharing this information, leaders who recruit, manage, and retain volunteers may be more aware of the correlations and how the relationships impact the work leaders do.

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Appendix A Survey Statements

On a Likert scale of 1 – 5, with 1 being strongly agree and 5 being strongly disagree, rate the statements below.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

1. I am aware of how to develop effective volunteer plans.
2. I assess the need for volunteers in the Center.
3. I develop policies for volunteer engagement.
4. I am aware of how to assess the organization's need for volunteers.
5. I create comprehensive job descriptions for volunteer work.
6. I develop an overall plan for recruiting, managing, and retaining volunteers.
7. I budget for expenses related to volunteer involvement at the Center.
8. I maintain a database of volunteer information.
9. I have the skills to effectively plan for volunteer engagement.
10. I am aware of how to effectively recruit volunteers.
11. I have the skills to effectively recruit volunteers.
12. I participate in formal networking events/opportunities to recruit volunteers.
13. I participate in informal networking to recruit volunteers.
14. I am aware of how to identify potential volunteers.
15. I identify potential volunteers.
16. I target specific volunteers based on skills.
17. I acquire volunteer applications with references.
18. I am aware of how to recruit specific individuals based on the volunteer needs of the organization.
19. I interview volunteer candidates.
20. I am aware of how to align volunteers to specific positions/tasks.
21. I match a volunteer's skills to a specific position/task.
22. I match a volunteer's interests to a specific position/task.
23. I perform background and/or reference checks on volunteer applicants.
24. I align tasks to a volunteer's abilities.
25. I am aware of how to promote volunteer opportunities.
26. I develop marketing materials (e.g., brochures, flyers, ads) to publicize volunteer opportunities.
27. I rely on word-of-mouth to publicize volunteer opportunities.
28. I actively recruit volunteers.
29. I utilize formal advertising (e.g., tv, radio, newspaper) to publicize volunteer opportunities.
30. I am aware of how to effectively manage volunteers.
31. I have the skills to effectively manage volunteers.
32. I am aware of how to develop goals with volunteers.
33. I am aware of how to conduct volunteer orientation.
34. I am aware of how to communicate with volunteers.

35. I conduct a volunteer orientation with new volunteers.
36. I explain the history and mission of the organization in orientation to volunteers.
37. I introduce volunteers to other staff.
38. I assign a mentor to work with each volunteer.
39. I advise volunteers of Center policies.
40. I advise volunteers of Center procedures.
41. I address expectations of a volunteer position/task with the volunteer.
42. I develop specific goals for positions/tasks with the volunteer.
43. I provide organized information to volunteers.
44. I set high expectations for volunteers.
45. I discuss the goals of the organization with volunteers.
46. I am aware of the value in learning about a volunteer's motivations.
47. I am aware of the value in learning about a volunteer's interests.
48. I learn about the volunteer's skills.
49. I learn about the volunteer's motivation for volunteering.
50. I learn about the volunteer's values.
51. I am aware of how to evaluate a volunteer's work performance.
52. I learn about the volunteer's interests in volunteering.
53. I create connections between staff and volunteers.
54. I evaluate a volunteer's work performance.
55. I provide regular informal feedback to volunteers.
56. I provide consistent formal feedback to volunteers.
57. I address a volunteer's performance problem immediately.
58. I provide clear instructions to volunteers about tasks.
59. I communicate on-going needs of the organization to volunteers.
60. I collaborate with volunteers to accomplish goals.
61. I provide resources that volunteers need to perform tasks.
62. I am aware of how to support volunteers.
63. I am aware of how to manage my time when working with volunteers.
64. I am aware of how to effectively retain volunteers.
65. I have the skills to effectively retain volunteers.
66. I acknowledge volunteers verbally.
67. I recognize volunteers for outstanding work.
68. I am aware of how to formally recognize volunteers for their contributions.
69. I thank volunteers with informal written notes.
70. I publicly recognize volunteers.
71. I express appreciation to volunteers.
72. I engage volunteers in meaningful ways.
73. I create volunteer opportunities that exceed the volunteer's expectations.
74. I am aware of how to informally recognize volunteers for their contributions.
75. I am aware of how to collaborate with volunteers.

Mark one answer that best matches your response.

76. I have been in my position as Center Director for:

Less than 1 year 1-3 years 4-6 years 7-9 years more than 10 years

77. In my position as Director, I have recruited:
- | | | |
|------------------|------------------|------------------|
| 1-10 volunteers | 11-20 volunteers | 21-30 volunteers |
| 31-40 volunteers | 41-50 volunteers | 50+ volunteers |
78. In my position as Director, I have managed:
- | | | |
|------------------|------------------|------------------|
| 1-10 volunteers | 11-20 volunteers | 21-30 volunteers |
| 31-40 volunteers | 41-50 volunteers | 50+ volunteers |
79. In my position as Director, I have retained:
- | | | |
|------------------|------------------|------------------|
| 1-10 volunteers | 11-20 volunteers | 21-30 volunteers |
| 31-40 volunteers | 41-50 volunteers | 50+ volunteers |

Fill in the number of volunteers for each time frame.

80. How many volunteers have been with the Children's Dyslexia Center for:
- _____ Less than 1 year
- _____ 1-2 years
- _____ 2-3 years
- _____ 3-4 years
- _____ 4-5 years
- _____ More than 5 years

Survey statements cut based on pilot study:

1. I am aware of how to develop volunteer policies.
2. I engage in succession planning to retain or replace volunteers.
3. I maintain a database of volunteer information based on experience.
4. I maintain a database of volunteer information based on network connections.
5. I am aware of how to network.
6. I am aware of how to interview potential volunteers.
7. I develop volunteer positions based on volunteer applicants.
8. I identify the time commitment a volunteer is able to make.
9. I discuss the goals/objectives to be met by the volunteer.
10. I am aware of the value in learning about a volunteer's skills.
11. I learn about the volunteer's expected time commitment.
12. I monitor the volunteer's work performance.
13. I lead volunteers by example.
14. I make myself accessible to volunteers.
15. I support volunteers.
16. I view volunteers as customers rather than staff.

Additional pilot study open-ended questions.

What is your overall reaction to the survey?

Were there statements that you found confusing or needed more information on?

If so, which ones and why?

What recommendation or changes do you suggest?

What are your thoughts on the length of time to complete the survey?

Appendix B
Implied Informed Consent Letter



IMPLIED INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER

December 5, 2016

Dear _____,

I am a student at the University of Phoenix working on a doctoral degree. I am doing a research study entitled *A Correlational Investigation of the Relationship between Leadership Skills and Volunteerism*. The purpose of the research study is to identify if a relationship exists between the self-perceived skills that nonprofit leaders use to recruit, retain, and manage volunteers at the nonprofit organization and the number of volunteers recruited, managed, and retained. The possible relationship will be explored as an indicator of the awareness that nonprofit leaders have of effective leadership skills.

Center Directors from all 43 centers affiliated with the Children's Dyslexia Centers, Inc. are being invited to participate in the study. Your participation will involve completing a survey regarding your perceived leadership skills. The survey consists of 75 statements to be answered on a 5 point Likert scale ("Strongly Agree", "Agree", "Neither Agree nor Disagree", "Disagree", or "Strongly Disagree") and 5 demographic type questions. Statements include aspects of assessing, planning, orientating, overseeing, evaluating, and recognizing volunteers. The survey will be conducted online and should take no longer than 20 minutes to finish. Consent is implied based upon completion of the survey.

You can decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party. In this research, there are no foreseeable risks to you.

Although there may be no direct benefit to you, a possible benefit from your being part of this study is that the information gathered will be compiled and used to address any opportunities to improve volunteer recruitment, management, and retention in the whole organization.

If you have any questions about the research study, please call or email me. For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

As a participant in this study, you should understand the following:

1. You may decide not to be part of this study or you may want to withdraw from the study at any time. If you want to withdraw, you can do so without any problems. At any time, you may discontinue your participation by not completing the survey or by contacting the researcher, to withdraw without incurring adverse consequences.
2. Your identity will be kept confidential. Your name will not be included on any documents as the online survey system through the University of Phoenix does not identify participant information when responding to the survey. The online survey system provides advanced security and confidentiality by ensuring the results will be password protected, secured, and firewall protected. You cannot be identified from any of the statistical information. Your identity will be kept anonymous.
3. The researcher has fully explained the nature of the research study and has answered all of your questions and concerns.
4. Data will be kept secure. Secured data storage will also be utilized and anonymous surveys will be incorporated. The data will be kept for three years, and then destroyed. All data collected will be shredded and properly disposed of following the three year retention.
5. The results of this study may be published.

“By completing the survey, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential and anonymous. Completing the survey, means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here.”

Warmest regards,

<https://survey.zohopublic.com/zs/CADXd0>

Appendix C
Follow-up Letter

“This research has been approved by the University of Phoenix IRB as required by the Code of Federal Regulations Title 45 Part 46.”

December 10, 2016

Dear Children’s Dyslexia Center Director,

Thank you for voluntarily participating in this doctoral research project to identify whether a relationship exists between the skills leaders possess and the recruitment, management, and retention of volunteers. If you have already submitted your responses, please disregard this letter. If not, I hope that you will take the time to complete the survey now.

The project involves all Center Directors in the Children’s Dyslexia Centers, Inc. organization. Directors will participate in a short survey regarding leadership skills. The survey will consist of 75 questions to be answered on a 5 point Likert scale (“Strongly Agree”, “Agree”, “Neither Agree nor Disagree”, “Disagree”, or “Strongly Disagree”) and 5 demographic type questions. The survey can be completed online and should take no longer than 15 minutes to finish.

Just click the link below to start the survey.

Again, the information gathered will be compiled and used to identify whether a relationship exists between leadership skills and volunteer recruitment, management, and retention. Ideally this project will raise awareness of gaps that may exist as well as provide knowledge and opportunities for organization leaders to offer training and instructional support to better equip leaders in working with volunteers.

If you have questions or prefer not to participate in this project, please email or call me. To start the survey just click the link below and it should take you to the confidential survey site. Thank you for your participation. I look forward to learning more about your leadership skills.

Warmest regards,

<https://survey.zohopublic.com/zs/CADXd0>

Appendix D
Children's Dyslexia Centers, Inc. Approval

Tue, Oct 11, 2016 at 8:08 AM

Hello Tammy,

I have reviewed your survey. I am approving it to be distributed to our Center Directors with the following stipualtions:

Your distription must clearly indicate that this is not a CDC, Inc. project, that participation is strictly voluntary, and that all replies are unanimous. No record is to be kept of the replyer's contact information.

I am presently traveling and will not be able to send this on corporate letterhead. Your university may contact me for further confirmation if they need to do so.

Director Of Operations, Children's Dyslexia Centers, Inc.