Influences in Recruitment and Retention of Volunteers: Osher Lifelong Learning Institutions.

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Abstract

The Capstone project has been developed for the Osher Lifelong Learning Institute (OLLI) national network. The aim of this project is to provide a comprehensive review of theory within the literature as a basis of understanding volunteer motivation, leader/follower dynamics, and ideal climates within OLLI organizations that have a volunteer workforce; with an additional focus on the older adult volunteer. In addition to the literature review, the author conducted an online survey to collect data from 300 OLLI participants at 4 institutes across the 120 OLLIs within the national network. The survey data provides a snapshot of perceptions of the organizational health of the institute and individual well-being of the volunteers, as well as motivational triggers that inhibit or foster recruitment and retention of volunteers. The survey results indicate a desire among volunteers for rewards and recognition as well as training and support to enhance the volunteer experience. Based on these results, the author will culminate the paper with several actionable recommendations and an implementation design, complete with rubrics and posters, for OLLIs within the national network to consider in addressing recruitment and retention of volunteers.

> Keywords: Volunteer motivation, Maslow's Theory of Needs, Leader/Follower dynamics, In-groups/Out-groups, Organizational Climate, Psychological Safety, Self Determination Theory, Volunteer Functions Inventory, well-being, mattering, Leader Member Exchange

Introduction

Endowed by the Bernard Osher Foundation, 120 Osher Lifelong Learning Institutes (OLLIs*) are present at entities of higher learning across the nation. "The national Osher Institute network formed progressively over a 15-year period, beginning in 2001. Some lifelong learning programs were preexisting and became Osher Institutes with support from the Osher Foundation; others were initiated with Osher funding" (National Resource Center of OLLI Institutes, NRC n.d.). Each OLLI has a unique organizational structure; some are housed under continuing education offices, others are department run, and seven are independent 501c3 non-profit organizations affiliates of the host University. All OLLIs offer intellectual, social, and cultural opportunities in a welcoming atmosphere to individuals 50 years old, or older. "More than 160,000 people nationwide are members of Osher Lifelong Learning Institutes. Through satellite and partner locations, the 120 OLLIs offer courses and activities in 377 cities and towns throughout the U.S" (NRC, n.d.). OLLI organizations, on average, serve 1200 members and experience a 20-25% annual attrition rate, which forces a burden of continual recruitment of new members for sustainment and growth. On average, OLLIs are run by 2.2 full-time plus 1.8 part-time paid staff to support registration and classroom logistics, along with a large volunteer base consisting of teachers, program planners, board members, development and outreach chairs, member services coordinators, communications editors, and more. OLLI member volunteers are categorized as leaders and followers. OLLI leader volunteers serve on advisory boards or advisory committees, provide organizational guidance, and champion projects. OLLI follower volunteers work with leaders and staff on tasks and execute plans developed to support organizational goals. Based on annual reporting, 23,000 volunteers, or 14.4% of the membership, serve as volunteers (NRC, n.d.).

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*not all Osher Lifelong Learning Institutes use the OLLI acronym

Problem Definition

According to a 2016 report from the U.S. Bureau of Labor Statistics, volunteer rates in America have reached their lowest point in more than a decade; with a decline from 25.3 to 24.9 percent for the year ending in September 2015. In addition, lifestyle and demographic changes of volunteers have resulted in episodic volunteerism and a decrease in reliability of volunteer contributions (Cnaan & Handy, 2005). Furthermore, volunteerism among the "Baby Boom" age cohort has reportedly weakened. Indeed, volunteerism among 55- to 64-year-olds specifically has declined (USBLS, 2016). This is especially concerning for OLLIs, as "Baby Boomers" are the fastest growing pool of potential and available volunteers within the US and most likely to become OLLI member volunteers. In order to counter this decline, it is recommended that OLLIs focus on methods to recruit and retain volunteers by implementing processes which nurture volunteer motivation, optimize volunteer leader/follower dynamics, and heighten healthy organizational climates.

To support the aim of recruiting and retaining volunteers at OLLIs, this paper includes a literature review which will attempt to answer the following questions within the context of OLLI: What is motivation? How are volunteers motivated? What group dynamics impact the leader and follower? What can be done to enhance healthy organizational climates? What uniquely motivates older adults to volunteer? Once these questions have been addressed, the author will provide a research-based intervention design to enhance recruitment and retention of volunteers at Osher Lifelong Leaning Institutes.

Methods

In approaching this literature review, articles were identified that offer a basic understanding of the chronology of motivational theory as well as the newest research on motivation, leader/follower dynamics, and organizational climate. Over 30 resources were investigated for this review. They were identified using Pennsylvania State University's library and Google Scholar. The author searched these databases using keywords such as: "motivation", "leader/follower dynamics", "volunteer motivation", and "psychological safety." Only juried articles from scholarly publications and other esteemed resources were used. Each focused on management, leadership, organizational climates, and other related fields. Care was taken to guard against bias and persuasion, and resources were evaluated for usefulness, accuracy and scholarly research methods by utilizing the matrix designed by Michelle Miller (2014). See: Appendix A.

Additionally, the author conducted an online survey of three organizations within the OLLI national network. This survey revealed several interesting results related to triggers that may contribute to or disaffect recruitment and retention of OLLI volunteers by assessment of volunteer impressions of organizational climate at OLLIs, as well as OLLI volunteer leader/follower attitudes and perceptions. Survey questions focused on four core areas: Motivation, Leader/Follower Relationships, Organizational Climate and Personal Sentiments. See: Appendix C.

Four OLLI organizations participated in the survey; three that rely heavily on volunteers, and one organization that utilizes limited volunteer help. Of the estimated 5000 potential respondents queried, 300 OLLI members responded to the survey questionnaire.

Situational Analysis

The vast majority of the OLLI workforce is volunteer-based, so traditional extrinsic workforce motivators such as compensation, promotion, monetary rewards, and other incentives for recruitment and retention are absent (Musick and Wilson, 1997). However, consideration of traditional workforce motivators adds value to the discussion in order to inform the best practices to support volunteer workforce organizational systems. This literature review focuses on the study of motivation to determine key factors that influence unique behavior patterns of volunteers.

Motivation is a concept in psychology which attempts to interpret the unseen force or inclination within a person to act. Although research is divided on the exact definition of motivation, in essence, the concept of motivation defines a person's desire to act, and is subject to individual differences, desired goals, and unique circumstances that create a stimulus to action (Bunch, 1958; Kanfer, 1990).

Organizational research on the topic of motivation began in earnest in the early 20th century with a variety of psychological experiments focused on individual incentive, arousal, and discrepancy (Penn State, n.d.). By mid-century, several theories emerged which focused on cognitive needs, performance, and achievement as a basis for motivation. These included Maslow's (1954) Hierarchy of Needs, Herzberg's (1959) Two-Factor Theory, McClelland's (1960) Theory of Needs, Adam's (1963) Equity Theory, and Locke's (1968) Goal-Setting Theory (Penn State, n.d.).

Abraham Maslow's (1954) Hierarchy of Needs explain criteria and levels of satisfaction on both an external and internal basis. See: Appendix B. This theory is based on the concept that

for individuals to successfully reach self-actualization they must first achieve and progress along certain categories of need including: physiological (basic needs), safety (security), belonging (love), and esteem (respect) and finally, self-actualization (morality). McClelland's (1960) Needs-Based Theory enhances the research to include achievement, power, and affiliation as stimuli for motivation. Adam's (1963) Equity Theory redirects the source of motivation to the employee's perception of justice by concentrating the relationship between actions (inputs) and results (outputs). Edwin Locke's (1968) Goal-Setting Theory is distinguishable from the aforementioned theories due to its focus on achievable and realistic goal-setting values rather than satisfying specific needs to foster motivation (Penn State, n.d). These theories have added to the fabric of motivational theory and have acted as a catalyst for future research. A timeline by Littleton, Wood, and Staarman, J. K. (2010) in the International Handbook of Psychology in Education furthers the understanding of evolution of motivational theory. See: Appendix E.

Currently, an evolving new theory of Positive Psychology has captured the attention researchers. Positive Psychology investigates motivation based on psychological well-being (self-efficacy, self-esteem, social connectedness, and trust) and intrinsic rewards (Stukas, Hoye, Nicholson, Brown, Aisbett, 2016; Littleton, Wood, and Staarman, 2010). Intrinsic motivation is defined as, "The drive or desire to engage in a particular occupation because it fulfils internal needs such as providing a sense of enjoyment, achievement, or satisfaction" (Dictionary of Occupational Science and Occupational Therapy, n.d.).

Nakamura and Csikszentmihalyi (2014) expand on the notion of intrinsic reward by coining the term, "flow" which means, in essence, enjoyment of a task for its own sake. Positive Psychology has gained momentum in the research and more information on the motivational

implications of this theory are constantly updated and readily available at the website positivepsychology.org (as cited in Luthans and Youssef, 2007).

Volunteer Motivation

Volunteers are unique in that they offer their time, talent and expertise as a means to help others. Tilly and Tilly (1994, as cited in Musick and Wilson, 1997) define volunteer work as, "unpaid work provided to parties to whom the worker owes no contractual, familial, or friendship obligations" (p. 291). This makes volunteers appear selfless and giving, however, researchers have found the motive to volunteer is much more complex and nuanced than altruism alone. Research indicates that individuals volunteer in reaction to a number of internal and external forces, as well as to attain desired goals (Penn State, n.d.).

OLLI organizations will benefit from understanding internal and external motivation in order to better design volunteer positions or alter operational systems to better appeal to individual motivations. Katz (1960) discusses a functional approach to understanding the internalized motivation of the volunteer, "At the psychological level the reasons for holding or for changing attitudes are found in the functions they perform for the individual, specifically the functions of adjustment, ego defense, value expression, and knowledge" (pg. 163). Building on Katz's functional approach to theories of attitudes, Clary and Snyder (1998; as cited in Stukas, Snyder and Clary 2016), developed the Volunteer Functions Inventory (VFI) which identified six personal and social functions that help to explain why people decide to volunteer. VFI functions include: (i) the value function which equates to empathy; (ii) the understanding function which satisfies the need to learn more about the world and others, and to improve oneself; (iii) the social function which refers to belonging; (iv) the career function which focuses on a desire to acquire skills and make connections to advance professionally; (v) the protective function which

is a mechanism to dissipate feelings of guilt or distract oneself from problems; and (vi) finally the enhancement function which fulfils the desire to feel relevant and needed. See: Appendix F.

Although volunteers may outwardly seem altruistic in their intentions to volunteer, the functional approach to volunteerism suggests a deeper motive more focused on a desire to meet a personal goal. Based on the correlation between the match of an individual's motivation (function) and the satisfaction a person feels when able to exercise that motivation through a volunteer job, Clary and Snyder (1991; as cited in Stukas et al., 2016), conclude that organizations may successfully recruit and retain volunteers more readily if messages and communications are tailored to satisfy VFI needs or drives.

In addition to understanding individual motivation, endorsing the value of one's work is critical to encouraging volunteerism. OLLI organizations that provide for individual needs and volunteer satisfaction may experience increased organizational commitment. Oostlander et al. (2014) hypothesized that, "a link between autonomy-supportive leadership and volunteer satisfaction is serially mediated by general need satisfaction and autonomous motivation" (p. 1368). Their study took into account autonomous needs, psychological needs, and volunteer satisfaction and examined the development of volunteer satisfaction within the framework of Self-Determination Theory (SDT). SDT suggests that, "humans are inherently motivated to grow and achieve and will fully commit to and even engage in uninteresting tasks when their meaning and value is understood'' (Stone et al., 2009, p. 77; as cited in Oostlander et al., 2014). Therefore, it is important for volunteers to know the value and impact of their efforts. Volunteers that understand the importance of their effort, even the most seemingly menial task, will express increased volunteer organizational commitment if the work is perceived as essential and important towards achieving mission goals.

The following example from Oostlander et al.'s (2014) study perfectly captures the notion that volunteer will step up, even to a role that is undesirable, to the betterment of the organization. "At the beginning of his engagement a volunteer did some administrative tasks basically because the organization told him to (external pressure and controlled form of extrinsic motivation). Through his ongoing engagement, the volunteer became acquainted to organizational processes and the value of administrative tasks for the organization. Within this process, the volunteer internalized a formerly external request into a personally acceptable value. He does not enjoy doing administrative tasks but at least recognizes its value" (Oostlander et al, 2014, pg. 1371). This example demonstrates that in order to increase volunteer commitment, organizations must provide intrinsic value, in that volunteers find the work interesting and enjoyable, and extrinsic value, in that volunteers react to an external pressure to perform in order to advance organizational outcomes.

In their conceptual analysis, Batson, Ahmad, and Tsang (2002), differentiate four more types of motivation for community involvement where individuals volunteer to achieve an external goal. The four types include: egoism, which derives a self-benefit with the ultimate goal of serving the greater good; altruism, which is doing well for others, collectivism; which increases the welfare of a group or collective; and principlism, which is an action performed to uphold a universal and impartial moral goal.

Another view of volunteer motivation comes from the study of well-being. Research has found that participation in voluntary activities can lead to improved mental and physical health, life satisfaction, improved self-esteem and increased happiness (Jerf, Zhang and Kim, 2017; Thoits and Hewitt, 2001; Hong, Morrow-Howell, Tang and Hinterlong, 2009). Indeed, different types of volunteering have shown to correspond to different levels of well-being. Ideas still

evolving in the research show that activities that have a focus on "other-than" service, such as volunteerism, can lead to mental and physical health benefits, especially in older adults (Stukas, et al., 2016). In their study on the health benefits of volunteering, Jerf et al. (2017) evaluated a study of older adults conducted in 2004 in order to determine benefits to mental and physical health, life satisfaction, social well-being, and depression. In this evaluation, they also moderated for self-oriented or other-oriented volunteering. Other-oriented volunteering is focused on helping others in need and self-oriented volunteering seeks a return benefits to the volunteer, such as acquiring new skills and social capital. The study found that both forms of volunteering parlayed positive outcomes for the volunteer, but noted that self-oriented volunteer activities did not stave off depression at a statistically relevant rate.

Positive outcomes for mental and physical health of volunteers were reported in a 10 year longitudinal self-reported health study conducted by Piliavin and Siegl (2007), who demonstrated, "[T]hat a sense of 'mattering' mediates the effect of volunteering (vs. not volunteering). Mattering was essentially defined as being other-oriented, with items indicating that respondents felt others were aware of them and relied on them for support" (as cited in Stukas. et al., 2016, pg. 114). Understanding "mattering", individual satisfaction, and needs drivers are essential to courting the OLLI volunteer, but equally essential is the notion that once acquired, volunteer exchanges and environments should be nurtured and optimized to maintain the relationship.

Leader Member Exchange (LMX), explains the two-way relationship between leaders and followers in social groupings. In-groups refer to team members that perform outside the bounds of basic expectations, employ networking opportunities and gain social capital. Out-groups operate within the bounds of role expectations and do not engage in extra efforts. These

groupings are the result of individual commitments from both leaders and followers (Penn State, n.d.).

In his study, *Leader Member Exchange in Non-Profit Sports Organizations*, Bang (2011) explores, "The role of LMX as a predictor of job satisfaction among volunteer leaders and followers in nonprofit sport organizations, as well as the impact of LMX constructs and job satisfaction on their intention to stay with their organizations" (p. 86). Bang conducted a literature review of LMX to include a delineation between employee and volunteer roles and created several hypothesis based on LMX evaluations in the context of the Multi-dimensional Model of Leader Member Exchange (LMX-MDM); which includes dimensions of affect (mutual affection), loyalty (public support for goals), contribution (effort towards mutual goals), and professional respect (degree of esteem based on performance). LMX-MDM scores are impactful influencers of behaviors and outcomes, "Thus, high-quality relationships in LMX reflect that leaders exchange advice, social support, feedback, decision-making, and provide opportunities for interesting and high visibility assignments with followers" (Sparrowe and Liden, 2005) (p.87). Bang surveyed 258 individuals from 29 nonprofit sport organizations in order to test his hypothesis related to LMX-MDM. Results indicated that the, "followers' Professional Respect and the leaders' Affect were found to be significantly related to their job satisfaction. The leaders' Professional Respect also appeared to be a significant predictor of their intention to stay with their nonprofit sport organizations" (p.93). Therefore, leader/follower dynamics are important influencers of group dynamics and outcomes for teams. Organizations must pay close attention to In-group/Out-group behaviors and cooperation among leaders and followers in volunteer settings, as these dynamics can foster or damage the relationship that ultimately influence recruitment and retention of volunteers.

Finally, in a study on Volunteer Motivation and Organizational Climate: *Factors that Promote Satisfaction and Sustained Volunteerism in NPOs*, Nencini, Romaioli, Meneghini, and Maria (2016), surveyed 247 volunteers operating in 4 different non-profit organizations to build a survey based on results from the following questionnaires: "*Volunteer Motivation Scale* (Millette and Gagné 2008), *Job Characteristics Scale* (Hackman and Oldham 1980), and *Satisfaction with Job Scale* (Dubinsky and Hartley 1986)" (p.625). The Volunteer Motivation Scale questionnaire was developed to test extrinsic motivation. Other questionnaires focused on job characteristics, organizational climate and satisfaction. Using these categories and the following hypotheses, the authors distinguished between Relational or Organizational Climate (ROC) influencers. "Hp1 Satisfaction with volunteering is positively correlated to autonomous types of motivation (with intrinsic and identified regulation), whereas motivation that involves external and introjected regulation is expected to be negatively correlated to satisfaction. Opposite patterns of correlations are expected with reference to the intention to leave. Hp2 Autonomous motivation (with intrinsic and identified regulation) and a positive perception of the organizational climate of an NPO contribute towards promoting volunteer satisfaction especially when the activities implemented by the NPO imply the motivating characteristics of the task. Hp3 An intention to leave an NPO is facilitated by an external regulation of motivation and, inversely, by a positive perception of the organizational climate. Hp4 The quality of relationships between volunteers and the volunteers and the board (i.e. the organizational climate) mediates the link between motivation and volunteer satisfaction (or intentions to leave)" (Nencini et.al, 2016, pgs. 621-624).

The focus of this study was to understand the role of relationships in retaining volunteers. Results showed (Hp1) that individuals volunteer for enjoyment, (Hp2 and Hp3) perceptions of

relationships with other members play a key role in satisfaction and desire to stay or leave the organization, and finally, (Hp4) positive and negative relationships have a corollary effect on volunteer retention (Nencini et al, 2016). In Summary, positive experiences, healthy relationships and safe organizational climates contribute to volunteer recruitment and retention.

Psychological Safety

Organizational climate refers to individual and team perceptions of emotional and cultural environments within organizations (Penn State, n.d.). Optimal teams operate in organizational climates that are psychologically safe. Edmondson (1999) posits, "Team psychological safety involves but goes beyond interpersonal trust; it describes a team climate characterized by interpersonal trust and mutual respect in which people are comfortable being themselves" (p.354). Levi (2014) elaborates further on the importance environments to team behaviors by stating, "Creating a psychologically safe environment helps teams collaboratively deal with conflicts, rather than trying to avoid them" (p. 139). Psychologically safe organizational climates optimize teamwork by allowing freedom of thought, alignment of goals, and personal investment in teams (Leung, Deng, Wang, & Zhou, 2014). Psychologically safe organizational climates foster positive leader/follower dynamics, collaborative and cooperative interactions, and ultimately, enhance recruitment and retention of vital volunteers.

Psychological safety garners trust among team members and within organizations overall by championing ideas though open-mindedness, which in turn, allows for the freedom of idea sharing and includes opposing viewpoints. Healthy, trusted, and respectful environments encourage individuals and groups to address issues and concerns without fear of retribution or punishment (Levi, 2014). Research on psychological safety reveals that organizations and

systems invested in providing compassionate and concerning environments will reap the benefits of prosocial behaviors in teams; and will enjoy added organizational commitment (Pender, 2002). Therefore, psychologically safe organizational climates optimize teamwork by allowing freedom of thought, alignment of goals, and personal investment in teams (Leung, Deng, Wang, & Zhou, 2014). In their study of *Leader Personality Traits and Employee Voice Behavior: Mediating Roles of Ethical Leadership and Work Group Psychological Safety*, Walumbwa and Schaubroeck (2009) surveyed 894 employees and their 222 immediate supervisors in a major financial institution in the United States. Data was collected over a 5 week period. The purpose of the study was to measure personality traits of agreeableness and conscientiousness as related to ethical leadership. "This relationship was partially mediated by followers' perceptions of psychological safety" (p. 275). The authors hypothesized relationships as indicated in Figure 1: (Walumbwa and Schaubroeck, 2009, p. 1278). See figure 1, Appendix I.

Particularly relevant to this paper is, "Hypothesis 6: Leader personality (i.e., agreeableness, conscientiousness, neuroticism) is indirectly related to employee voice behavior through the mediating influence of ethical leadership and, in turn, group members' psychological safety" (Walumbwa, 2009, p. 1278). After testing the hypothesis against three-level hierarchical linear modeling (HLM) analyses, the study concluded, "These results suggest that leader personality traits indirectly relate to employee voice behavior through the mediating influence of ethical leadership and, in turn, group members' psychological safety" (p. 1282). In terms of practical implications of this research, the findings indicate ethical leadership promotes more effective individual behavior due to increased psychological safety.

OLLI Volunteer Survey Results

The Capstone project includes an online survey of 300 respondents from 4 OLLIs within the national network. In interpreting responses and assessing survey data, the following results were found: Of 300 OLLI member respondents, 273 identify as OLLI volunteers. Volunteers contribute a minimum of 1 hour and up to 100 hours a month, with an average of 11 hours of volunteer effort per month. Members have volunteered at OLLI between 1 and 35 years (reflecting volunteerism at the organization prior to becoming endowed by the Bernard Osher Foundation), and the average OLLI volunteer surveyed has contributed 6.5 years to the organization. Respondents were born between 1921 and 1961 - 70% are of the Baby Boom Generation (1940-1961), and the remaining 30% are of the Silent Generation (born prior to 1940). 33% of respondents identified as Leaders, 44% identified as Followers, and 23% of respondents identified as both a Leader and a Follower. Respondents chose commitment and communication as the top two volunteer characteristics most important to the organization. 66% of respondents felt rewards and recognition of volunteers are important. 65% of respondents felt support and training of volunteers was important. 78% of respondents reported that volunteering gave them a sense of accomplishment. 65% of respondents reported that volunteering enriched their self-confidence and interpersonal skills. The overall level of commitment to the organization was: 28% - 32% Extremely Committed, 28% Moderately Committed, and 3-7% Uncommitted. The overall Satisfaction was rated as: 27%-51%Very Satisfied, 15% Moderately Satisfied, 2% -3% Unsatisfied. Overall, when asked about positive or negative relationships with other volunteers, respondents reported: 64% Positive, 19% neutral and less than 1% Negative. Relationships with staff were reported as: 73% Positive, 11% - 12% Neutral, and less than 1% Negative. For additional statistical results see, figure 2 in Appendix I.

The final section of the OLLI Volunteer Survey asked for individual comments and impressions of the OLLI volunteering experience and offered volunteers a chance to express impressions of organizational supports and climate and share any anecdotal insights. 115 of the 300 respondents chose to leave comments. When asked about what would stop them from volunteering, the majority of respondents stated a lack of time to volunteer due to other commitments; such as family obligations or commitments to other organizations. Physical ailments, such as vision and mobility issues, were the second most common response to not being able to volunteer. Overall, comments reflected a positive attitude about the volunteer experience and a deep organizational commitment. Several OLLI volunteers expressed their enjoyment being involved in an educational organization and spending time with peers that also enjoy learning. To view an excerpt of comments from the Survey Comments see, Appendix D.

Overall results of the survey revealed that OLLI members indicate a desire for rewards and recognition as well as training and support in recruitment and retention of volunteers. Survey respondents also identified that top two characteristics considered most important to recruitment and retention are a sense of commitment from and for the organization and continual open and clear communication.

Intervention Design

The objective of the Intervention Design is to provide resources for OLLI organizations to foster recruitment and retention of volunteers. The results of the OLLI Volunteer Survey revealed several key points that inform this intervention. In particular, respondents indicated a strong desire for rewards and recognition, as well as for support and training. Therefore, the intervention design includes a variety of suggested rewards and recognition options as well as support and training mechanisms. The intervention design also takes into account the top two characteristics identified as most important to respondents: commitment and communication, as well as the positive influence of self-confidence and building of interpersonal skills, as these are areas respondents reported as essential.

The intervention design consists of two tiers. Tier 1 includes reward giving and recognitions, and Tier 2 includes training and support recommendations. In addition, rubrics are provided with milestone suggestions and recommendations for duration and frequency for each effort and a poster is provided to support implementation of training services, as well as a poster for implementation of rewards and recognitions. See: Appendices G & H.

The intervention design requires the establishment of a staff or volunteer committee to customize training modules and rewards systems provided to reflect the needs of their individual volunteers and organization. The committee will be responsible for facilitation of training and execution of rewards programs as well as for any assessments, audits and improvements.

Success of the intervention will be measured by an increased volume of volunteers recruited and retained. For assessment of impact, OLLIs will first conduct an inventory of volunteerism activity by measuring volume and retention. Following implementation of the

intervention, a reassessment should be conducted. Considering the fact that organizational change may take some time to be impactful, reassessment of volunteer recruitment and retention should occur two years after implementation of suggested changes, followed by annual assessments thereafter.

Tier 1: Rewards and Recognitions

Rewards and recognitions are effective in helping organizations garner investment of volunteers and engender volunteers to want to contribute their time to enhance and sustain the organizational mission (White, 2014). Rewards and recognitions offer tangible and intangible benefits to individuals and groups. Rewards can be items such as certificates, gifts, or other monetary or material items that provide the recipient with added value. Recognitions can be accolades, testimonials, and other non-material items. Both rewards and recognitions are meant to create positive feelings both for the receiver and for the community of volunteers, as they signal an appreciation and acknowledgement of the work being produced. This, in turn, creates more investment in that work (Wageman and Baker, 1997). These rewards and recognitions can be a catalyst to promoting volunteerism within the group and also to provide a goal for individuals that desire to attain similar rewards and recognitions, therefore creating a deeper sense of commitment to the organization and the mission.

When volunteers feel appreciated, they are more likely to work harder, cooperate and contribute more readily to a group (White, 2014). Wickramasinghe and Widyaratne (2012) explore this notion in their research on the effect of interpersonal trust and leader support, on volunteer project teams in Sri Lanka, "The study found interpersonal trust and rewards have significant positive effects on knowledge sharing. Specifically 'Work-group communications' and 'Personal interactions' had significant positive effects on knowledge sharing" (p. 214).

One of the simplest ways organizations can appreciate volunteers is to say "thank you" for a job well done; this should not be underestimated and should be widely implemented. In addition to regularly thanking all volunteers, OLLI leaders and followers can nominate worthy individuals to be recognized for their efforts. Hours based rewards and recognitions are one way to distinguish worthy volunteers but also, peer, self, and staff recommended candidates may be identified as award recipients.

Managing rewards and recognition may be difficult if there is no central administering party. Therefore, it is recommended that OLLIs create an overall committee for tracking volunteer activity and administering awards/recognitions for all candidates. The committee will be responsible for accepting recommendations as well as sending out a call for nominations to the entire membership on a specific timeline. They will also process recommendations, identify evaluation teams, consider the frequency of award giving, track recipients to avoid "over appreciating" one individual (which might diminish the value of the award), and to stave off animosity within the volunteer community, thus safeguarding perceptions of fairness. The following table provides a rubric for implementation of rewards and recognitions. This rubric should be available to volunteers in order to encourage more participation.

Volunteer Annual Hours	Reward	Recognition
Any	Thank you letter	Special sticker on name badge
Any	Invitation to annual volunteer party	Stand and be recognized
100 hrs.	Above plus, framed certificate	Name listed in newsletter, website
300 hrs.	OLLI Pin	Above plus, listing on wall of fame
500 hrs.	OLLI Pin and tickets to University performances	Above plus, an article in e-news detailing contributions and volunteer profile
1000+ hrs.	OLLI Pin and Embossed Statue Award	Above plus, selectee for the University-wide recognition program

Rubric 1.

In addition to the above suggested implementation rubric, there are a number of companies online that specialize in managing volunteer hours and providing recommendations for rewards and recognitions. One organization that is especially well known and well regarded is the President's Volunteer Service Award. This program offers a variety of levels of service and corresponding rewards/recognitions. More information can be found online at presidentialserviceawards.gov. Finally, a poster is provided in the appendices as an example of an OLLI rewards and recognition program. See, Appendix G.

Tier 2: Training and Support

When developing training and support mechanisms for the volunteer it is important to note the distinction between a volunteer and paid staff. Paid staff are required to comply with certain federal and organizationally mandated training programs and be provided support based on the uniqueness of their employment. According to the United States Volunteer Protection Act of 1997, "The term 'volunteer' means an individual performing services for a nonprofit organization or a governmental entity who does not receive; (A) compensation (other than reasonable reimbursement or allowance for expenses actually incurred); or (B) any other thing of value in lieu of compensation, in excess of $500 per year, and such term includes a volunteer serving as a director, officer, trustee, or direct service volunteer" (GPO, n.d.). Therefore, organizations need to offer training and support to the volunteer that cater to the unpaid nature of the relationship, and nurture the commitment of the volunteer by making them feel secure in the work they are asked to perform. "Training benefits the organization, the clients and the community, and these benefits include increased confidence, quality service provision, reduced risks and openings towards employment and further learning" (Deslandes and Rogers, 2008, p.356).

Deslandes (2008) created a volunteer training design for the Volunteers of Southern Australia (VSA), which offers specific actionable guidelines for volunteer training that support opportunities and pathways for future training and employment for volunteers and volunteer managers. VSA partnered with a vocational training and credentialing agency (TAFESA) to design a standardized training program for their volunteers which included presentations, workbooks and certificates of completion with twelve modules of training that included: "How to be an effective volunteer, Customer Service, Engaging Gen Y, Introduction to Mentoring, Volunteering with Frail or Aged People, Working in teams, Developing Grant Applications, Introduction to Effective Communication, Introduction to Marketing, Introduction to Governance, and Introduction to Risk Management" (Deslandes et.al. 2008, p.359).

Using the VSA training model as a blueprint, the following training modules are recommended within each OLLI organization. This framework can be customized within each organization. See, Appendix H for detailed implementation of training program poster.

OLLI Ten Modules of Training

Module 1: Introduction to OLLI. This module includes an organizational overview that offers the volunteer a look at the history of the organization, its committee structure, all volunteer opportunities, and how to get involved. At this stage, OLLIs can assign a mentor as a point of contact to help answer any questions or introduce the volunteer to committee leads.

Module 2: Working with Volunteers and Staff. This module will familiarize the volunteer with organizational communications, how to make requests, and to understand responsibilities of both volunteers and staff. This is a great time to learn about how the staff supports the organization and the relationship of staff to volunteers.

Module 3: Engaging Volunteers. This module includes materials and training on recruiting volunteers to work on committees. These detail the practices to facilitate committees to encourage open-mindedness, fairness, and the safe exchange of ideas. Here is where volunteers learn about psychological safety and the expectation of positive organizational climates.

Module 4: Introduction to Mentoring. Mentoring is a great way to help volunteers feel comfortable, increase volunteer interest, and build stronger relationships. Mentor responsibilities should be explicitly define in this module. It is also important to establish boundaries for Mentors as a guideline to protect their time and effort.

Module 5: Volunteering with OLLI; a unique age group. Considering OLLIs serve adults 55 or better, it is important for volunteers to understand that some individuals are savvier than others in terms of using computers and communicating with modern tools (email, text, and internet). In this module, OLLI members will learn best practices for working across generations.

Module 6: Working in Teams. Here OLLI members will learn the basics of working in teams, small groups and on ad hoc committees. This is training is particularly important to establish expectations, follow through, and accountability.

Module 7: Communications. Understanding communication tools is important for volunteers to know how to get the word out about their particular project. All modes of communication for the organization should have criteria for use, including: email, Facebook, e-news, e-blasts, flyers, and brochures. These must have standards for content, frequency of communication, and cost effectiveness (in the case of items that incur expenses).

Module 8: Leadership. Proper training of OLLI leaders is critical to positive interactions between leaders, followers and staff. Indeed, investment in leadership training fosters positive outcomes and a greater ease in collaboration.

Module 9: Conflict Resolution. In any organization inevitably there are conflicts. This module should go over scenarios of conflict and modes of resolution. OLLI organizations should have established rules and expectations as well as remedies to implement in the case of conflict.

Module 10: Introduction to Governance and Developing Policies and Procedures. Many OLLIs have bylaws and guidance to design and implement policy and procedures. Understanding the responsibilities therein, is required for anyone serving on an advisory board or in a leadership position. This training offers historical and current understanding of all OLLI policies and procedures and the methods and rules established to augment those policies.

The following rubric provides guidance for implementation of modules from which volunteers can progress from 1-10 or selectively complete individual modules. OLLIs can mandate completion of each level of training up to the Master Level, or simply offer the training as optional. Each Module is designed as a 2 hour course; except Module 10 which may require more time depending on the materials to be covered (bylaws, and other procedures etc.).

Entry Level	Developmental Level	Master Level
Module 1: Introduction to OLLI	Module 4: Introduction to Mentoring	Module 8: Leadership
Module 2: Working with Volunteers and Staff	Module 5: Volunteering with OLLI	Module 9: Conflict Resolution
Module 3: Engaging Volunteers	Module 6: Working in Teams	Module 10: Introduction to Governance and Developing Policies and Procedures
	Module 7: Communications	

Rubric. 2

Conclusion

Osher Lifelong Learning Institutes across the nation provide intellectual, social, and cultural opportunities in a welcoming atmosphere to individuals who wish to continue to learn and share their talents in their retirement years. Many OLLIs function as intellectual cooperatives in which members volunteer as planners, instructors, and organizational advisors. Therefore, OLLIs often rely heavily on volunteers to function, and continual recruitment and retention of volunteers is vital to program and operational success.

Due to declining rates of volunteerism in America today, especially among the baby boomer age cohort (USBLS, 2016), OLLIs reliant on volunteers for organizational support must be attune to the unique motivational needs of their member base to garner recruitment and retention of volunteers. This project addresses in detail research on motivation of volunteers, offers an assessment of OLLI leader follower perceptions and organizational health, and also provides actionable guidance for OLLIs to customize and implement rewards and recognition, as well as how to train and support their volunteers more effectively.

In an effort to address the need to support recruitment and retention at OLLIs, the Capstone project included a survey of 300 respondents from 4 OLLIs within the national network; The Osher Lifelong Learning Institute at George Mason University in Virginia, The Osher Lifelong Learning Institute at The University of Rhode Island, Osher Lifelong Learning at Furman University in South Carolina, and Osher Lifelong Learning Institute Yavapai College in Arizona. In executing the survey, some issues arose due to time constraints of the project. The initial goal of reaching 6 OLLI programs/organizations with potentially 10,000 respondents was unattainable as two OLLIs ran into issues distributing the survey link and therefore, were unable

able to participate. Of the four participating OLLIs, one had a substantial member base, however, those members did not volunteer regularly or often, and therefore were unable to respond to many survey questions. In addition, some survey questions were reported to be unclear to some respondents and several respondents commented that two or three questions were repetitive. The survey relied heavily on subjective impressions and did not account for bias. Overall, however, survey results were meaningful and brought forth interesting insights about feelings, impressions, and perceptions and attitudes as they relate to OLLI individual motivation, leader/follower dynamics and organizational climates.

In addition to the survey, the project included a comprehensive literature review focused on: i) Motivation overall with a focus on relevant materials specific to the volunteer worker, ii) Leader/Follower relationships overall with specific materials relevant to the volunteer worker, and iii) Organizational climate overall, with a specific focus on psychological safety. The literature review demonstrated motivational triggers, individual characteristics, and behaviors that promote cooperation in volunteer groups trends within organizational psychology used to evaluate positive and negative influences that impact the volunteer, prevalent tendencies and expectations of the older adult volunteers, and issues that impede successful collaboration. Based on this literature review and the survey results, an intervention design was provided for implementation of rewards, recognition and training programs at OLLIs to foster increased recruitment and retention of volunteers.

The implementation design was developed as a two tiered effort to address rewards and recognition as well as training and support at OLLI organizations. The implementation design is to be used as an example for OLLIs to redesign based on their unique needs. Customization of the design should be debated within the committee and carefully thought out with open critical

assessment. In addition, two rubrics and two posters are provided as examples of rewards and recognition and training and support programs which offer, step by step guidance to execute the intervention design.

In executing the intervention design, possible issues may arise as the design requires OLLIs to coordinate administrative teams of staff and/or volunteers to assess current volunteer holdings of the organization, customize the rubrics provided, execute the programs, reassess at the two year mark and retool as needed, and follow up with annual reviews for all years thereafter. This process is quite labor intensive and requires a commitment from the administrative team to follow through with the program to achieve desired outcomes. If outcomes are not achieved, the fault may rest with the customization of the design or the administration of the design. Therefore, successful outcomes of increased recruitment of retention of volunteers is tenuous, depending on the effectiveness and efficiency of the OLLI organization's administering team.

OLLIs across the national network are exceptional organizations with talented and dedicated individuals invested in the organization. Therefore, the author is optimistic that materials provided in this project will be of value and readily utilized by OLLI organizations to result in increased recruitment and retention of OLLI volunteers. As a supplement to this project an Executive Presentation is provided. See, Appendices J.

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Appendix A: **Miller Framework**

SECTIONS	QUESTIONS
Abstract	Are there any unfamiliar or jargon terms used in the abstract? If so, what do they mean? What is the study about? Who participated in the study? What was the main research method used in the study?
Introduction	Why was this research conducted? What are the main theories that are important in this research? Are there any major differences of opinion about this research area, and if so, what are they? What do we already know about this topic? What do we not know about this topic? What is the author's research question or hypothesis?
Method	What did participants do from the time they started the study to when they completed the study? What was the main technique used in this study? Why did the researchers set the study up in this way?
Results	How did the researchers quantify the responses they got? Did the groups or treatment conditions produce different patterns of results? If so, what were the patterns? Did the results support the researchers' hypotheses or predictions? Were you surprised by the results?
Discussion	Can you summarize the study's findings and why they are important? Can you explain why the results came out the way they did? Did the Discussion section answer the questions raised in the Introduction? What are the practical applications of the study's results? Do current theories need to change based on the results of the study? Do you agree with the author's interpretation of the results? What is the single most important thing this study tells us about cooperative leadership?

Appendix B: **Maslow's Hierarchy of Needs Theory**
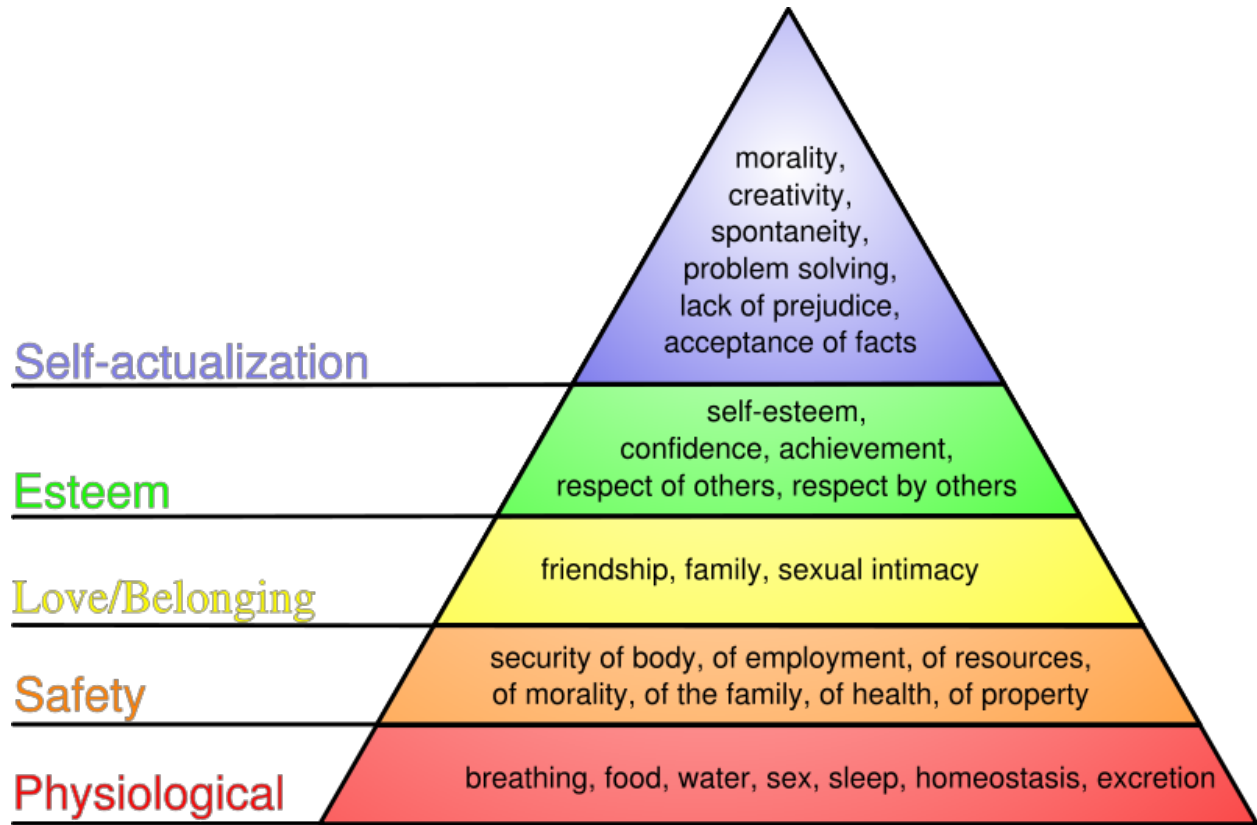
Graphic cited from: www.pandsidentity.com

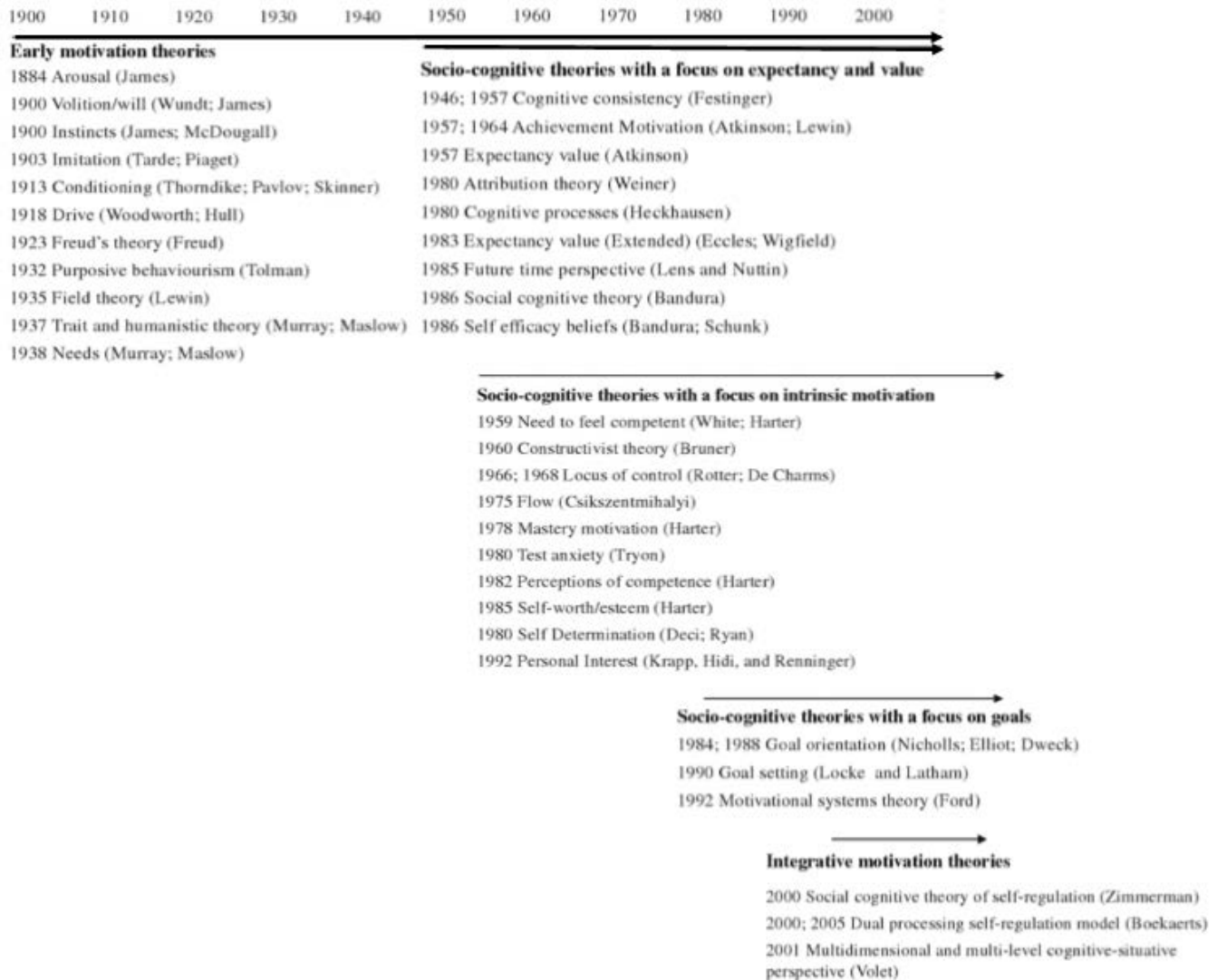**Appendix C: Survey of OLLI 50+ Volunteers**

Questions:

1. Do you volunteer at the Osher Lifelong Learning Institute?

2. In a typical month, about how many hours do you volunteer?

3. About how long have you been volunteering for this organization?

4. In what year were you born? (enter 4-digit birth year; for example, 1976)

5. In all organizations there are Leaders and Followers. For the purposes of this survey Leaders are defined as those that lead others (Committee Chairs, organize events, direct) and Followers are defined as those that join others (serve on committees, take direction, follow through on assigned tasks). Which are you?

6. Which of these SHOULD be the TOP TWO volunteer characteristics most important to the organization?

7. Please rate your level of commitment to the organization

8. Overall, are you satisfied or dissatisfied with your volunteer experience?

9. Overall, do you feel positively or negatively about your relationships with other volunteers?

10. Overall, do you feel positively or negatively about your relationship with staff?

11. What motivates you to volunteer? (Please select all that apply.)

    a. Finding Friends

    b. Helping Others

    c. Sharing my talents and skills

    d. Supporting the mission of the organization

    e. Enjoyment

    f. Faith based reasons

    g. Stave off loneliness

    h. Broaden my horizons

    i. Socialization

    j. Intellectual stimulation

    k. Other (please specify)

12. Understanding emotions and the cause/effect of positive and negative actions can inform best practices, are there any triggers that have stopped you from volunteering? (Please select all that apply.)

    a.   Negativity from Leaders

    b.   Negativity from Followers

    c.   Misunderstandings

    d.   Miscommunications

    e.   Meanness/Bullying

    f.   Feeling left out/"Clicks"

    g.   Shyness

    h.   Lack of interest

    i.   I'll only help out if asked

    j.   I get asked to help out too much

    k.   Burnout

    l.   Other (please specify)

13. Are there any triggers that motivated you to volunteer? (Please select all that apply.)

    a.   I was asked to help out

    b.   I noticed there was a need and volunteered

    c.   I am outgoing and volunteering is natural for me

    d.   I like to be in charge

    e.   I like to be part of a team

    f.   I am willing to be trained to do a new job

    g.   I respond to a call for help (newsletter, group email, flyer)

    h.   If others are doing it, I will too

    i.   If I have the skill set, I step up

    j.   Other (please specify)

14. Please tell us in your own words why you chose to volunteer at OLLI.

15. Please tell us in your own words what problems you have had volunteering, if any.

16. How important is it to have support and training to complete your volunteer tasks?

17. Does your volunteer job give you a sense of accomplishment?

18. How well does your volunteer work enrich your self-confidence and interpersonal skills?

19. How important are rewards and recognition to you as a volunteer?

20. Please provide any further comments, questions, or concerns.

Appendix D: Excerpt of Survey Comments

Comments
It satisfies my desire to be engaged in intellectual groups, both as a facilitator and learner. I meet many admirable people and I feel I keep leaning and broadening my views.
It was a way to become more connected to the other members and there was a need to make things run.
Lifelong learning is my passion and I would like to be with and provide service to like-minded people.
OLLI offers what mature adults need most: social interaction, continuing intellectual stimulation and FUN! I like being involved in what OLLI does and offers.
OLLI is a volunteer organization. I enjoy activities at Olli and want to ensure that it will continue to be a successful organization. I also have met more people through volunteering which makes me feel more a part of OLLI.
The satisfaction of leading a group in an enjoyable activity.
I volunteered originally, or it would be dropped from the curriculum. After doing it for a while, I suddenly realized I enjoyed it.
I was new to OLLI and wanted to get more involved with the organization than just taking classes. I enjoy interacting with people on a one to one basis and found volunteering a good way to meet other members and staff.
I was very impressed with my experience with OLLI and wanted to support the organization going forward.
Want to support a great program that provides university level instruction in a multitude of domains for older adults in the community. I hope I can help it grow and persevere.

Appendix E: Motivational Theory TimeLine

| 1900 | 1910 | 1920 | 1930 | 1940 | 1950 | 1960 | 1970 | 1980 | 1990 | 2000 |

Early motivation theories
1884 Arousal (James)
1900 Volition/will (Wundt; James)
1900 Instincts (James; McDougall)
1903 Imitation (Tarde; Piaget)
1913 Conditioning (Thorndike; Pavlov; Skinner)
1918 Drive (Woodworth; Hull)
1923 Freud's theory (Freud)
1932 Purposive behaviourism (Tolman)
1935 Field theory (Lewin)
1937 Trait and humanistic theory (Murray; Maslow)
1938 Needs (Murray; Maslow)

Socio-cognitive theories with a focus on expectancy and value
1946; 1957 Cognitive consistency (Festinger)
1957; 1964 Achievement Motivation (Atkinson; Lewin)
1957 Expectancy value (Atkinson)
1980 Attribution theory (Weiner)
1980 Cognitive processes (Heckhausen)
1983 Expectancy value (Extended) (Eccles; Wigfield)
1985 Future time perspective (Lens and Nuttin)
1986 Social cognitive theory (Bandura)
1986 Self efficacy beliefs (Bandura; Schunk)

Socio-cognitive theories with a focus on intrinsic motivation
1959 Need to feel competent (White; Harter)
1960 Constructivist theory (Bruner)
1966; 1968 Locus of control (Rotter; De Charms)
1975 Flow (Csikszentmihalyi)
1978 Mastery motivation (Harter)
1980 Test anxiety (Tryon)
1982 Perceptions of competence (Harter)
1985 Self-worth/esteem (Harter)
1980 Self Determination (Deci; Ryan)
1992 Personal Interest (Krapp, Hidi, and Renninger)

Socio-cognitive theories with a focus on goals
1984; 1988 Goal orientation (Nicholls; Elliot; Dweck)
1990 Goal setting (Locke and Latham)
1992 Motivational systems theory (Ford)

Integrative motivation theories
2000 Social cognitive theory of self-regulation (Zimmerman)
2000; 2005 Dual processing self-regulation model (Boekaerts)
2001 Multidimensional and multi-level cognitive-situative perspective (Volet)

Timeline cited from: Littleton, K., Wood, C. P., & Staarman, J. K. (2010). International handbook of psychology in education. Emerald Group Publishing.

Appendix F: Volunteer Functions Inventory

Table 1. *Functions served by volunteering and their assessment on the Volunteer Functions Inventory (VFI)*

Function	Conceptual definition	Sample VFI item
Values	The individual volunteers in order to express or act on important values like humanitarianism.	I feel it is important to help others.
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused.	Volunteering lets me learn through direct, hands-on experience.
Enhancement	One can grow and develop psychologically through volunteer activities.	Volunteering makes me feel better about myself.
Career	The volunteer has the goal of gaining career-related experience through volunteering.	Volunteering can help me to get my foot in the door at a place where I would like to work.
Social	Volunteering allows an individual to strengthen his or her social relationships.	People I know share an interest in community service.
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.	Volunteering is a good escape from my own troubles.

As cited by (Clary & Snyder, 1991 p. 157).

Appendix G: OLLI Rewards and Recognitions Poster

Osher Lifelong Learning Institute

Volunteer Awards

Rewards

100 **Thank You! Invitation to Volunteer Appreciation Party**

Remember to always thank volunteers! Cards, emails, enews, in person.

300 **Add in a Framed Certificate at this level.**

Items like this will remind volunteers that their work is important!

500 **Give this volunteer something special. A commemorative pin and tickets to a university event.**

1000+ Wow! This volunteer is a vital part of the organization. Recognize them with an embossed statue award or clock.

Recognitions

A This volunteer is learning the ropes at level A. Here you are building organizational commitment. Be sure to say hello and thank them in person.

Give this volunteer a special nametag or lanyard to wear with pride.

B **Level B volunteers should be recognized in the OLLI news and on the Wall of Fame!**

C **Level C volunteers have earned your appreciation through years of dedicated service.**

This volunteer should be recognized by OLLI and the University Community!

Jennifer L. Disano/MPS/PSU/Capstone/Dec. 11,

Appendix H: OLLI Volunteer Training Implementation Poster
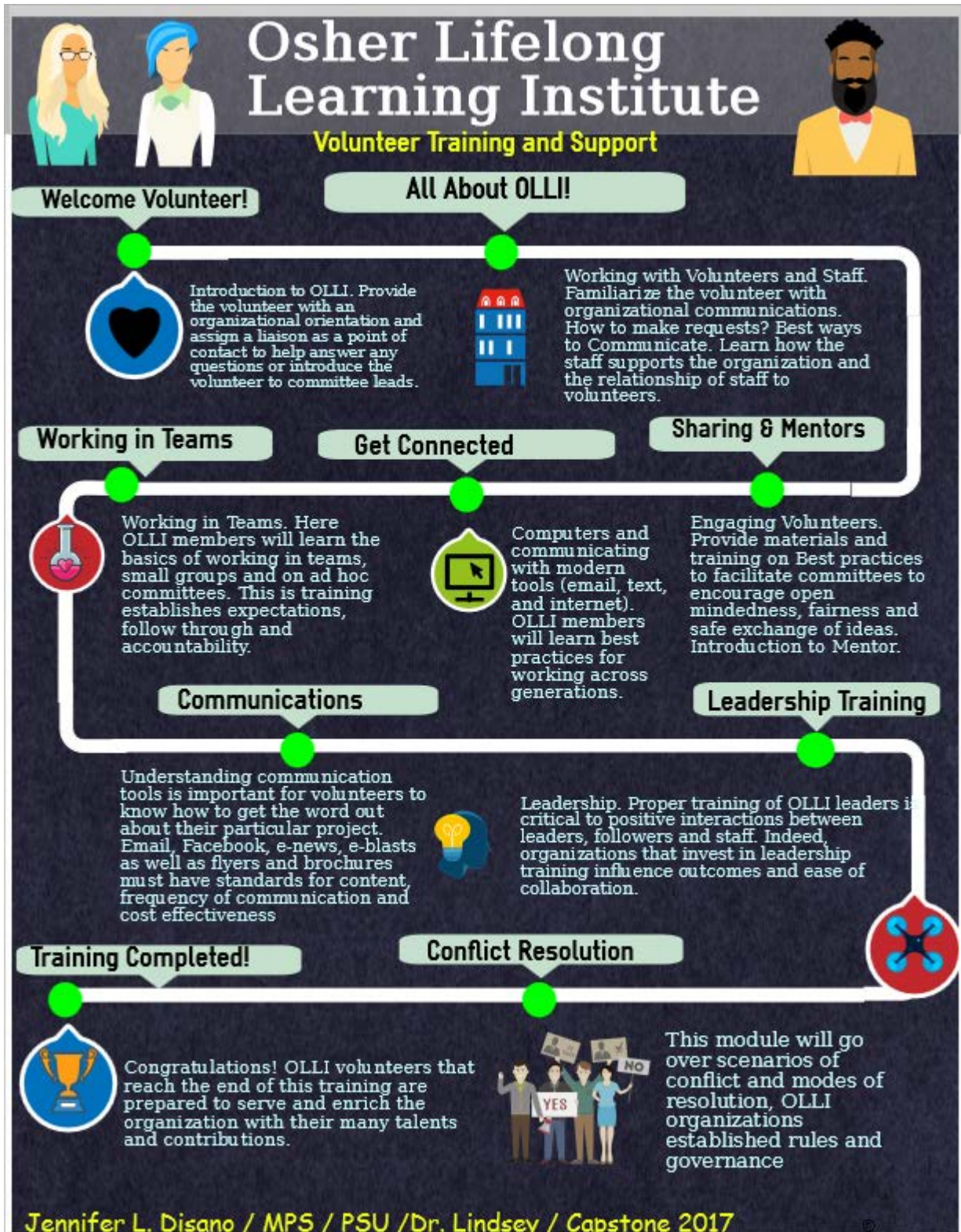
Appendix I: Figures
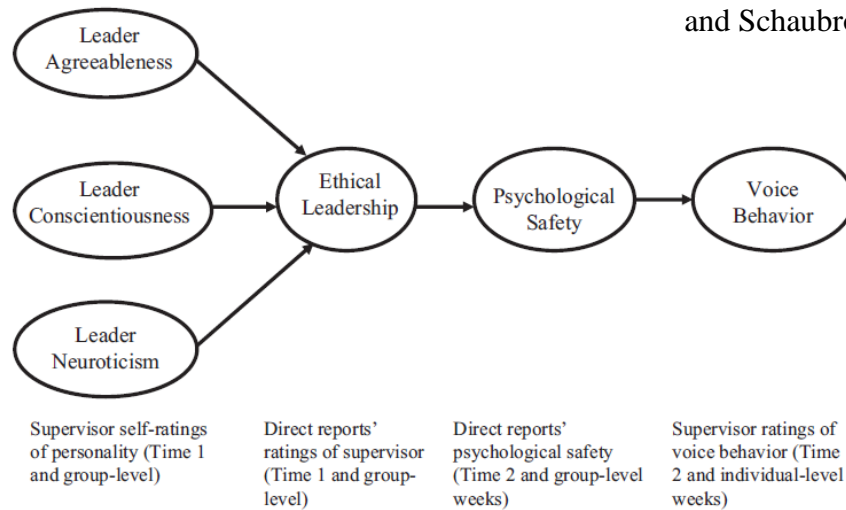
Figure 1. as cited from: Walumbwa and Schaubroeck, 2009, p. 1278)

Figure 1. Hypothesized relationships.

Figure 2.

Results OLLI Volunteer Survey

Appendix J: Executive Presentation

Slide 1

Slide 2

Slide 3

Volunteerism at OLLI

- Volunteers make up 80% of the workforce at OLLIs.
  - Teachers
  - Board of Directors
  - Committee Chairs
  - Program Planners
  - Member Services
  - Development
  - Outreach
  - Facilities
  - Strategic Planning
  - Administrative Assistance
  - Landscaping
  - And, so much more...

Slide 4

Volunteerism at Non-profits in the USA—a national decline

- According to a 2016 report from the U.S. Bureau of Labor Statistics volunteer rates in America have reached their lowest point in more than a decade; with a decline from 25.3 to 24.9 percent for the year ending in September 2015 (USBLS, 2016).
- OLLIs rely heavily on "baby boom" volunteers to operate.
- The "Baby Boom" age cohort is the fastest growing pool of potential and available volunteers, yet volunteerism within this group among 55- to 64-year-olds has reportedly declined (USBLS, 2016)
- Given the decline nationally, it is prudent for OLLIs to be proactive in recruiting and retaining volunteers.

Slide 5

Understand Motivation

- In order to optimize recruitment and retention of volunteers it is important to know what motivates volunteers.
- Research shows that individuals volunteer for prosocial and humanitarian reasons as well internal and external drivers.

Satisfy Curiosity	Achieve notoriety
Build skills	Feel Needed
Give back	Feel Good about oneself
Satisfy a social demand	Allay Guilt
Obtain benefits	To distract oneself
Mattering	Meet a goal
Share talents	Find a peer group
To feel relevant	To feel wanted
Help the community	Help oneself

Slide 6

Understand the OLLI Member Perspective

- In a survey of three OLLI organizations within the national network, 300 respondents were asked to answer 20 questions and provided comments which focused on four core areas:
  - Motivation
    - 78% of respondents reported that volunteering gave them a sense of accomplishment. 65% of respondents reported that volunteering enriched their self-confidence and interpersonal skills.
  - Leader/Follower Relationships
    - Relationships with other volunteers: 64% Positive, 19% Neutral.
    - Relationships with staff: 73% Positive, 12% - 11% Neutral
  - Organizational Climate
    - Overall level of commitment to the organization: approx. 28% - 32% Extremely Committed, 28% Moderately Committed, 7-3% Uncommitted. Overall Satisfaction: 51%-27% Very Satisfied, 15% Moderately Satisfied, 2% -3% Unsatisfied

Slide 7

Understand the OLLI Member Perspective (cont'd)

- Personal Sentiments
  - Several OLLI volunteers expressed their enjoyment being involved in an educational organization and spending time with peers that also enjoy learning. The majority of respondents stated a lack of time to volunteer due to other commitments; such as family obligations or commitments to other organizations. Physical ailments, such as vision and mobility issues, were the second most common response to not being able to volunteer. Overall, comments reflected a positive attitude about the volunteer experience and a deep organizational commitment.
- Most important to members
  - 66% of respondents felt rewards and recognition of volunteers are important. 65% of respondents felt support and training of volunteers was important.

Slide 8

Research

- Rewards and Recognition Works!
  - Rewards have been found to have significant positive effects on knowledge sharing
  - Volunteers that feel appreciated are more likely to work harder, cooperate and contribute more
- Training and Support pays off!
  - Training volunteers can increase confidence, advance organizational goals, best practices, and sets expectations
- Communication is key!
  - Organizations that tailor communications and messaging to motivations can enhance recruitment of volunteers
  - Clear and open communications foster positive interactions

Slide 9

Slide 10

Slide 11

Intervention Design

- Training and Support
    - Administration of the Program
        - Staff or volunteer run committee
            - Conduct an internal review to assess current training and impact of effectiveness through an OLLI wide volunteer survey
                - After two years, conduct another survey to see if recruitment and retention of volunteers has improved as a result of the intervention.
            - Determine if training is to be compulsory or optional
            - Establish whom to train, training and goals frequency of training and retraining
        - Follow the OLLI Ten Modules of Training as a guide to customize a training plan that works at your OLLI

Slide 12

Intervention Design

Module 1: Introduction to OLLI
Module 2: Working with Volunteers and Staff
Module 3: Engaging Volunteers
Module 4: Introduction to Mentoring
Module 5: Volunteering with OLLI
Module 6: Working in Teams
Module 7: Communications
Module 8: Leadership
Module 9: Conflict Resolution
Module 10: Introduction to Governance and Developing Policies and Procedures