INCENTIVES AND DISINCENTIVES TO BECOMING OR CONTINUING AS A VOLUNTEER: RESULTS OF A SELECTED LITERATURE SEARCH

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(MOVS)

This attempt to find out what is known about incentives and disincentives to becoming and continuing as a volunteer was undertaken for the Minnesota Office on Volunteer Services (M.O.V.S.). The first step was to submit a request to Walter Library, University of Minnesota for a literature search for articles related to this topic in English-language journals.

Walter Library staff used their PSYC database to provide a computer printout of 100 items, including references to dissertation abstracts. A 27-item list of books was also provided.

Ken Krautbauer, (M.O.V.S.) and Dick Manthey, Department of Administration, Management Analysis Division selected 17 items from these lists and requested the assistance of Pat Tupper, Department of Education Library supervisor, in securing copies of the articles, books and dissertation abstracts chosen.

Krautbauer also provided copies of other items from the MOVS library for review.

The available items were received and reviewed. Summary notes and extracts from the writings reviewed are presented on the following pages.

The categories of material discussed are listed below:

1) General Impressions

a) John G. Cull and Richard E. Hardy state their perceptions of volunteers in an article, "Opportunities for Voluntary Action,: which appears in Chapter 1, part I, of a book of readings (John G. Cull, Richard E. Hardy, editors. Volunteerism: An Emerging Profession. Springfield, Illinois: Charles C. Thomas, 1974).

In the introduction, the authors state: "Volunteers appear by the thousands - these are idealistically motivated persons who want to devote some portion of their lives to serving their fellow man .... they all have one thing

in common - they give their services for the satisfaction of helping people."

b) David Horton Smith, in "Research and Communications Needs in Voluntary Action" (in Chapter 7 of Volunteerism: An Emerging Profession)states "... In a few words, voluntary action is human activity aimed primarily at psychic benefits and larger goals, rather than being directed primarily by remuneration, coercion or compulsion (of physiological needs) .... i.e., aimed"... at goals beyond the necessities of life... voluntary action is what makes life worthwhile, tends to improve human life and society, brings us joy and satisfaction and helps us transcend ourselves in some form of higher self-expression and self-realization."

c) Arthur C. Frantzreb, in "Volunteerism: A New Age and a New Term of Volunteer Involvement in Higher Education" discusses the role and characteristics of trustees or members of governing boards in institutions of higher education (these persons are also donors to and volunteer fundraisers for their institutions.)

He proposes that "...volunteer managers should be students of people, students of social psychology, students of the art of persuasion, students of the psychology of motivation, and above all, sensitive to the needs of people for personal fulfillment in each and all of their activities" (p. 9 in Lucille A. Maddalena, Guest Editor. Encouraging Voluntarism and Volunteers. San Francisco: Jossey-Bass Inc., 1980).

2) A Survey to Determine Major Categories of Motivation.

What is known about why people volunteer? If by "known" one is referring to the findings of research studies, then perhaps not a lot is known, according to Vernon R. Wiehe and Leonora Isenhour ("Motivation of Volunteers." Journal of Social Welfare. 1977 Winter, Volume 4 (2-3), pp. 73-79):

> "Why do people volunteer? A review of research in this area reveals a paucity of findings in answer to the question. This may in part be due to the complex nature of the concept of motivation as evidenced in multiple personality theories that address the question of the motivation of behavior in general, as well as the many dimensions of the concept. (p. 73)."

Wiehe and Isenhour then criticized a 1977 Bureau of Census interview project on why volunteers volunteered by saying "... that the categories from which respondents could choose were limited and of a superficial nature."

In their attempt to improve on the Census Bureau study Wiehe and Isenhour set out to"... determine the motivation of individuals contacting a volunteer referral center specifically requesting to be referred to a community agency in which they might serve as a volunteer. The instrument used in the research attempted to reflect major motivational categories rather than simply reasons for volunteering.

The question of why people volunteer is important. Data answering this question may provide helpful clues to agencies engaged in the recruitment and assignment of volunteers. With this knowledge, volunteer jobs can be satisfying and meaningful to the volunteer and the volunteer's services may be more effective for the agency and its clients. (p. 74)."

The Participants in this study were persons who had been referred from a Voluntary Action Center to a community agency for assignment as a volunteer.

"Participants were mailed a copy of the research instrument consisting of a 16-item questionnaire identifying reasons why people volunteer. In addition to the variety of reasons stated, space was provided for participants to add additional reasons for volunteering. The 16 items reflected four major motivational categories: altruism, self-improvement, personal satisfaction, and demands from outside sources. Altruism was defined as an individual's motivation to volunteer out of concern for others. Personal satisfaction was viewed as the desire to spend free time in a personally gratifying manner. The motivational category of self-improvement meant an individual perceived volunteering as an opportunity to use a particular skill or to upgrade job skills prior to seeking employment. Volunteering in response to demands from the outside was defined as fulfilling a club or class requirement. Each category was reflected in four items on the questionnaire. The items reflecting the various categories were randomly placed in the research instrument. Participants were instructed to rank each question by order of importance as a reason for volunteering on a 5-point Likert scale. Point 1 on the scale indicated the item was of little or no importance to the participant in volunteering. Point 5 showed the item reflected a high degree of importance. (p. 74)"

Once the data was collected, "...a factor analysis was completed on the four variables comprising the factor "motivation for volunteering," which indicated the product moment correlation coefficients and the commonality accounted for by each of the variables (see Table 4). A ranking of most to least, in order of importance, as a motivation for volunteering was found: (a) personal satisfaction, (b) self-improvement, (c) altruism, and (d) demands from the outside. (p. 77)."

In conclusion, Wiehe and Isenhour state that"... The ranking of the four variables comprising the factor motivation for

volunteering revealed that personal satisfaction was seen as most important by individuals requesting referral to serve as a volunteer. This finding has implications for agencies in the assignment of tasks to volunteers and their training. Agencies may tend to assign volunteers to repetitive and simple tasks from which little personal satisfaction may be gained, such as folding, stapling, and stamping materials for mailing. Personnel responsible for volunteers may fail to use effectively the educational background or job skills of volunteers in sophisticated tasks requiring the creativity and judgment of the volunteer. Tasks of this nature may require more extensive training and supervision of the volunteer; however, the payoff in the end may be greater for both the volunteer and the agency. Tasks requiring greater effort and creativity of the volunteer may produce a more satisfied volunteer, which in turn may have effects upon the volunteer's length of service in the agency. The volunteer used in this manner may also represent over a period of time a financial savings to the agency despite a somewhat greater initial investment in training and supervision.

The data in this study indicate that participants, except for those in the teenage years, were not using volunteer activities as a step toward entering the labor force. Two implications may be drawn from this finding. The first is that volunteer activities present excellent opportunities to teach teenagers job-related attitudes and behavior such as promptness, attractiveness and neatness, and responsibility for the completion of assigned tasks. Although the data do not directly address this issue, speculation may occur as to whether or not adolescents use volunteer opportunities as a way of familiarizing themselves with the range of vocational opportunities facing them.

A second implication may be drawn from the finding that, apart from the teenage group, volunteers were not using their volunteer service as a step to enter the labor force. Individuals volunteering were doing so out of their desire to gain personal satisfaction in their life. This reinforces the importance that assignments made to volunteers should fulfill their quest for personal satisfaction. Future research should address the question of whether a relationship exists between the duration of time a volunteer stays on an assignment and whether or not the assignment meets the individual's motivation for volunteering. Studies could also define the range of activities that provide personal satisfaction. (p. 78)."

3) College Student Volunteers

a) A.P. MacDonald Jr., in the article, "Characteristics of Volunteer Subjects Under Three Recruiting Methods: Pay, Extra Credit, and Love of Science," (Journal of Consulting and Clinical Psychology. 1972. October, Vol. 39 (2), pp. 222-234.) reported on the responses of college students on 14 sections of

a Psychology I class to three different methods of recruitment for participants in a psychological experiment.

Some class sections were told that volunteers for the experiment would receive extra class credit for their participation; other sections were told that volunteers would be paid ($1.50 for the one hour-this was 1970) for their participation; and still other sections "...were merely asked to volunteer" (love of science).

The results were that "... the subjects were found to volunteer more for extra credit (79%) than for pay (57%) or love of science (58%) ... and females volunteered more than males for extra credit (89% to 73%) or money (73% to 48%)... but not significantly more for the "love of science" approach (females 61% to males 50%)."

One notes that offering rewards (extra credit or pay) did indeed elicit higher rates of response than merely asking students to volunteer (the "love of science option), but merely asking still got a better than 50% response, and merely asking, especially one individual asking a friend or acquaintance to volunteer, has been cited by many students of volunteering as a very effective recruitment technique.

b) Additional data on student volunteer activity is provided in an abstract of the dissertation "University Students' Reasons for Volunteering" (University of Missouri-Columbia, 1980) by Terry Hughes Chapman, Ph.D. (Dissertation Abstracts International, 1981/May, Vol. 41 (11A), 4576). Chapman concluded that "...career-related reasons are prominent in the university student's decision to volunteer..." with social services agencies, and that "...academic reasons are also prominent in the university student's decision to volunteer."

Responses from University of Missouri-Columbia student volunteers on a test instrument had shown that the reason for volunteering most frequently identified as most important was, "Volunteering offered me opportunity to work in a preferred career field." The reason for volunteering which received the highest average score was an academic one, "Volunteering offered me an opportunity to learn by doing."

c) Sandra Anderson Garcia, Colleen Clark, and Steven Walfish, in their article "Student Volunteerism in Transition" (Journal of Community Psychology. 1979. January, Volume 7(1), pp. 72-77) state that there are now far fewer truly altruistic students than there were during the 1960s. Their analysis concludes that revived student volunteer activity depends on renewed faculty interest as well:

"The drop-off in student volunteers reflects a decline in faculty involvement as well. The primary source of student

volunteers has been the classroom. In the past few years, however, faculty members have been less supportive, and as faculty interest waned, the CAUSE program lost key advocates. Although there is no one explanation for the decline of faculty support, one can speculate that faculty have experienced some of the same loss of faith in cooperative altruism as a force for change as did many students. The most widely expressed reason is that volunteers are not adequately supervised in many community settings and that there is no way to evaluate his/her performance in the field. Many faculty believe that unsupervised volunteers can cause more harm than good and that they, as faculty, can no longer justify incorporating voluntarism as a course requirement or even as an option.

We are now faced with the problem of how to revitalize student and faculty interest and participation in the volunteer enterprise. Several universities throughout the country have begun to integrate classroom and field experience, whereby students may earn class credits and experience valuable for future job hunting. The use of student contracts has increased, providing students with several options from which to choose as components making up the final grade. Volunteering is often one of these options. When there is faculty support and some form of payoff, students tend to volunteer. Graduate student supervisors, increased community agency staff cooperation, and a system of peer management are but a few approaches to enhancing the quality of the volunteer's work. Such improvements should result in increased faculty support which is essential if student voluntarism is to be more than marginally successful. (p. 76)."

4) A Contextual Incentive for Business Employee Volunteers

One finding reported in an abstract of a dissertation done by Shelby Paul Morton relates to incentives to volunteer, at least for certain types of people: "...Having a stated policy, or making sure the employees perceive their company to encourage voluntary activity will have an effect on the types of people who volunteer their time in community service activities." This finding is supported by another finding reported in the abstract: "...Volunteers who perceive their employers to encourage voluntary activity are more ascendant, more sociable, less cautious, more original in thought and more vigorous than non-volunteers in this group." (Morton, Shelby P., "An Analysis of Job Performance and Personality Traits of Employees in Business and Industry Who Volunteer Their Time in Community Service Activities," Dissertation Abstracts International. 1980 November, Volume 41 (5A) 2208.).

5) Older Volunteers

a) Kathleen I. Hunter and Margaret W. Linn found that "...elderly volunteers are significantly more satisfied with

life, have a stronger will to live, and report fewer somatic, anxious, and depressive symptoms than those (elderly) who do not engage in volunteer work," as reported in their article, "Psychosocial Differences Between Elderly Volunteers and Non-Volunteers," (International Journal of Aging and Human Development. 1980-81, Volume 12 (3), pp. 205-213).

The authors suggest however that their findings may have limited general validity because "... the volunteers used in the study were working in a hospital setting and were most often in direct contact with sick or disabled patients." That setting is the context for such interviewee remarks as "...When I come here, I see how bad off others are and I feel I'm pretty lucky (p. 211)." The volunteers at this hospital also worked with a volunteer and had contacts with other volunteers. "This peer contact could have provided some additional, personal support and access to social experiences which might otherwise have been absent."

Assuming that volunteer activities for the elderly can reduce or prevent feelings of depression, anxiety, or general dissatisfaction with life, the managers of a volunteer program would face a challenge, it seems to me, in designing ways to use such knowledge as an explicit incentive in the recruitment of elderly volunteers.

b) A set of "Recommendations for Organizations that Utilize Services of Volunteers" is offered on pp. 67-69 of a report by the National Committee on Careers for Older Americans. The Committee cites a Harris Survey finding that two million persons age 65 or older want to become volunteers.

"Recommendation Number 1. That organizations that rely on or are in a position to use the services of older people as volunteers develop personnel policies and practices designed to:

a) Provide for the development and execution of positive programs for the recruitment of older people as volunteers;
b) Assure older volunteers adequate opportunities for growth and development on the job and through participation in training programs;
c) Provide, where feasible, opportunities to older volunteers to qualify for and transfer to paid employment;
d) Integrate volunteer workers into regular organizational functions and provide adequate full-time staff for support of volunteer activities;
e) Recognize in a well-publicized way, the dollar value of services provided to the organization by volunteers;
f) Provide reimbursement of "out of pocket" expenses of volunteers;
g) Meet the transportation needs of older people who otherwise would be unable to respond to opportunities to serve as volunteers;

h) Assure adequate liability insurance; and,
i) Provide close linkages with placement services and educational institutions to assure that the openings for older people and job requirements are well understood and serviced.

Recommendation Number 2. That public and non-profit organizations that utilize the services of volunteers make sure that counseling and placement services are available to older people who are interested in volunteering their services, to enable them to:

a) Understand the satisfactions that can accrue from becoming involved in particular types of volunteer services;
b) Relate their qualifications to the requirements for performing certain types of services;
c) Understand the training requirements for rendering certain services and where that training may be obtained; and,
d) Receive assistance in locating specific opportunities for service as volunteers." (Older Americans: An Untapped Resource. A Report by the National Committee on Careers for Older Americans. New York: Academy for Educational Development Inc., 1979).

6) Surveys

a) A confirmation of a finding reported elsewhere with respect to successful recruitment techniques is contained in an abstract of Arlene Esther Brooks', Ed.D. dissertation, "Profile of the Church-Related Volunteer": "their initial contact with their Volunteer agency came through a person, not a printed brochure, newspaper article, or ad" (Brooks, Arlene E. "Profile of the Church-Related Volunteer." Dissertation Abstracts International. 1981 January, Volume 41 (7-a) 3032).

The volunteers studied in this research were persons working in a temporary but full-time service role in a Catholic Church-related ministry for a minimum stipend. 614 Volunteers serving in mission programs were asked to fill out a 100-item survey; 405 volunteers responded.

Brooks' analysis of the data showed that the Volunteers job effectiveness depended on the quality of the Volunteer Agency's training program, not on the size of the Volunteer agency. Also, "...the Volunteers' decision to continue to serve was dependent on his feelings of financial and spiritual security, but not necessarily on his sense of psychological or professional security...the reasons Volunteers gave for leaving volunteer service were financial insecurity; need for change; job dissatisfaction and family responsibilities."

b) In the fall of 1979 a survey was conducted in Columbus, Ohio by Appropriate Solutions Incorporated under contract to the Voluntary Action Center of Franklin County, Ohio, with funds

from a grant by the Battelle Memorial Institute Foundation ("Voluntary Service: A Study of Potential" (mimeo)).

Some of the survey questions were designed to find out why persons start or stop being a volunteer. The 512 respondents in the telephone survey were read a list of 6 reasons people often give for becoming a volunteer and asked if each reason was or was not a reason for that respondent to personally donate his or her time.

The percentages below are those out of the 290 positive respondents saying, "yes, it was a reason" (290 persons said yes to at least one of the reasons):

95% - You enjoy doing these things.
68% - You could learn and get experience.
62% - Somebody asked you.
51% - You had a child or other relative involved.
43% - Someone you knew was doing it.
6% - You saw an ad on TV or in the newspaper"

The 290 respondents answering yes to at least one of the reasons above were then asked: "Are there any other reasons that are important to you? (for getting involved)". 187 respondents gave 222 additional reasons. The percentages of the 187 persons giving an answer in one of four categories are listed below:

45% - Personal beliefs (my duty, someone has to do it, something I believed in, felt strongly about it).
40% - Helping people (personal satisfaction like to get involved with people, care about other people);
12% - Involvement (it's my profession, it gives me a voice, I feel most qualified);
9% - Religious concerns.
12% - Other"

Then 91 "inactive volunteers" (no volunteer work in the last three months, but some volunteer work in the last three years) and 121 still active volunteers who had stopped doing at least one of their volunteer activities in the last three years were asked if any one of 9 reasons had ever been a reason for them to stop donating their time. The responses are listed below:

Inactive	Still Active	
48%	45%	Went back to work or school
36%	36%	Moved
31%	36%	Project ended
24%	31%	Lost interest or didn't enjoy

		the work.
19%	31%	Too many hassles in the organization.
12%	14%	Nothing useful to do.
11%	23%	My child or relative was no longer in the program.

Finally, these inactive and still active volunteers were offered the chance to give up to two additional reasons for dropping out of a volunteer activity. 40 inactive volunteers gave 46 reasons; 52 still active persons gave 55 reasons:

Inactive	Still Active	
33%	42%	Too busy
25%	10%	Personal/Family Reasons (had a baby, death in family, personal reasons)
20%	10%	Health reasons
10%	19%	Organizational reasons (disagreed with operations, goals; didn't use me well)
23%	25%	Other

Then a question was asked to determine the 512 respondents' preferences with respect to donating time in the future. The question was: "Now let's suppose that a good friend has asked you to get involved in some activity that really interests you. You'd have to spend several hours a month and would not be paid for your time, only your expenses. Of all the kinds of things that might be done in a volunteer activity, which ones would you really find interesting to do?"

Each respondent was allowed up to three unconstrained answers. The 655 answers received from 384 respondents were of two basic kinds: "...a) types of organizations people would like to work with; and b) functions people would like to perform, without respect to any one organization."

The percentages of respondents who answered in each of thirteen categories are shown below:

"34% - Help others (like to help kids and older people, like to meet people, help others)
29% - Health (work with blind, handicapped, disabled, hospital work, mental health)
18% - Recreation (arts and crafts, sports activities, zoo, 4-H, teach kids about sewing or tools)
15% - Civic/Community (work on community problems, fine arts, civic associations, neighborhoods)
15% - Social Welfare (working with the elderly, nursing home visits, helping the poor)

10% - Education (Head Start, teacher's aide, PTA, tutoring students)
10% - Religious (church usher, sing in choir, teach Sunday school, church bazaars)
8% - Political (work on presidential campaign, work for political party, pollwatcher)
8% - Citizenship (VFW, scouting, Knights of Columbus, alumni group, Big Brothers)
8% - Promotional activities (doing surveys, graphics, publicity, advertising, sales)
6% - Decision-Making (organizing, challenging work, helping decide things)
2% - Routine Work (clerical tasks, short projects, mailings, etc.)
8% - Other (meet the public, baking things, construction, driving people)

The Task Force preparing this survey also included a question about the value of making certain benefits available to volunteers. They wanted to find out whether these incentives would be necessary to attract people.

All 512 respondents were asked whether it was very important, somewhat important, or not very important for organizations to offer certain things to people who donate their time and effort.

The percentages listed below show responses from persons who said "very important" for that question:

1) pay volunteers for their transportation costs?
Persons Not interested in volunteering, (N size-116) 43%
Persons interested in volunteering, (N size-377) 25%

2) Pay people for their out-of-pocket expenses?

Persons not interested in volunteering, (N size-114) 40%
Persons interested in volunteering, (N size-374) 27%

3) Offer free child care?

Persons not interested in volunteering, (N size-112) 38%
Persons interested in volunteering, (N size-372) 45%

4) Liability insurance?
Persons not interested in volunteering (N size-117) 56%
Persons interested in volunteering, N size-262) 46%

5) Free meals?
Persons not interested in volunteering, (N size-117) 23%
Persons interested in volunteering, (N size-376) 14%

The report authors' interpretation of this data is that:

With the exception of child care, the person who is not particularly interested in volunteering places more value on the tangible benefits than does the person who is interested. What this seems to suggest is that the person who has something in mind that they would like to donate time to has a different mindset toward the importance of the tangible offerings of the voluntary group.

This is not to say, of course, that the tangible benefits are not important to offer. Almost half of the interested persons said that providing liability insurance coverage and free child care are very important benefits. This must be kept in mind as volunteer programs are reassessed." (p. 34).

c) A report on the results of a March, 1981 national survey by the Gallup Organization on the nature and scope of volunteering in the United States was published in the 1982 status report issue of "Voluntary Action Leadership." (Kerry Kenn Allen. "Volunteering in America: A Status Report 1981-82.)

One question put to adults and teen volunteers who had done volunteer work in the preceding year asked how they had learned about the volunteer activity. The chart below displays their responses (multiple answers were accepted):

How Learned About Volunteer Activity	All Adult Volunteers	All Teen Volunteers
	%	%
Asked by someone	44	53
Had a family member or a friend in the activity benefiting from the activity	29	42
Through participation in an organization or group (including a religious group)	31	33
Saw an ad - radio, TV, or printed source	6	3
Sought out activity on my own	25	21
Other	3	2
Don't Recall	4	0

Total	142*	154*
Number of Interviews	843	(81)

*Total exceeds 100 percent due to multiple responses (p. 28)

The most frequently given answer was that the person was asked by someone if he or she would volunteer.

When the same adult and teen volunteers were asked their reasons for first becoming involved in volunteer work, they gave answers which are listed below (multiple responses were accepted):

Reasons %	All Adult Volunteers %	All Teen Volunteers %
Enjoy doing the Volunteer work; feeling needed	29	36
Like doing something useful; helping others	45	49
Am getting job experience	11	20
Work helps child, relative, or friend	23	16
Religious concerns	21	24
Have a lot of free time	6	26
Am interested in the activity	35	46
Work helps keep taxes or other costs down	5	0
Other	1	1
Don't Know	5	2
Total	181*	220*
Number of Interviews	(843)	(81)

*Total exceeds 100 percent due to multiple responses (p.28)

The most frequently given answers were the desire to do something useful - to help others, and the fact that the person was interested in performing that activity.

The responses from both adult and teen volunteers showed that the reasons most often mentioned for continuing to volunteer are the same reasons mentioned for originally volunteering.

But individuals' reasons for first volunteering often are not the same as those persons' reasons for continuing to volunteer. Specifically "...Of those who first volunteered to gain job experience, only 37 percent are continuing to do the volunteer work to gain job experience, while 64 percent of this group are continuing to do the volunteer work because they are interested in the work, and 67 percent because they enjoy doing something that is useful and helps other people." (p. 29).

Reasons for continuing are shown in the chart below:

	All Adult Volunteers	All Teen Volunteers
Reasons	%	%
Enjoy doing the volunteer work; feeling needed	28	34
Like doing something useful; helping others	49	61
Am getting job experience	6	21
Work helps child, relative, or friend	21	18
Religious concerns	20	16
Have a lot of free time	5	16
Am interested in the activity	35	39
Work helps keep taxes or other costs down	4	0
Other	1	2
Don't Know	9	9
Total	178*	216*
Number of Interviews	(643)	(81)

*Total exceeds 100 percent due to multiple responses (p. 29)

Approximately 20% of the adult and teen volunteers in the sample have dropped a volunteer activity which they performed three years ago. Their reasons for stopping are displayed below (multiple responses were accepted):

Adults Who Did Volunteer Work Three Years Ago That They No Longer Do

Reasons (for stopping)	%
Project or task completed; organization no longer exists	11
Too busy to continue	33
Went to pay job or to school	10
Moved	12
Problem with the organization or staff; bad experience	4
Child, relative, or friend no longer involved	8
Lost interest; no longer enjoyed it; became tired of it	9
Too expensive	2
Nothing useful to do	1
Private, personal, family reasons	18
Went into other volunteer work that was more important	4
Other	3
Don't Know	4
Total	119*
Number of interviews	(331)

(p. 30)

The only reason receiving a positive response from more than 20% of the respondents was the reason that the person became too busy to volunteer (33%).

About 20% of the persons in the sample had refused an invitation in the past year to perform some volunteer activity. Their reasons for refusing are listed below:

Have Been Asked To Volunteer And Refused	All Adults	All Teens
	%	%
Yes	20	14
Lack of Time/Too Busy: no time; didn't have time; do not have enough time; time involved could not be made; too busy to do what I was asked to do; because I was always busy with family problems	46	42
Health/Physically Unable; I couldn't because I have arthritis in my legs; because of health reasons; I got sick; I've already had a stroke, and it's difficult for me to walk; bad health; I was ill at the time; I was not able-I have bad legs and feet;' and I have heart trouble.	14	4
Working; Needed more time to work to pay the bills; at that time had a job that kept me from doing it; working 11-7; I had a baby-sitting job; couldn't work and volunteer.	8	8
Lack of Interest; Was not interested; was not interested in what I was asked to do; was not interested in the project; did not feel I wanted to do it; I did not want to give my personal time; just didn't want to.	18	33
Was Not Available; I wasn't available; not able to sing when I was asked because I went out of town; would not be in area; cause I wasn't going to be in the area to do it;-we travel now that I'm retired.	3	4
Won't Go Door to Door; didn't want to go door to door; I don't like to knock on doors; don't go door to door.	5	0

Costly; Cost too much; don't have the cost of gas to do work that I used to do: candy striper at the hospital because you have to buy uniforms and stuff-you just don't get paid-you have to dish out your own money.	2	8
Done Enough Volunteer Work; had enough volunteer work, it should be spread around-not the same people every year; too close to previous volunteer effort.	3	0
Age: Too old	3	0
No	80	86
Total	100	100
Number of Interviews	(1601)	(152)

(p. 31)

The answers most often given were: lack of time/too busy, lack of interest.

7) In "Why and How: Rationale and Process for Voluntary Action" by John A. LaCour, School of Social Welfare, Louisiana State University). (Journal of Social Welfare. 1976 Winter, Vo.. 3(3), pp.35-45)

LaCour offers what I would regard as an example of an incentive for a volunteer to continue as a volunteer.

In the course of his discussion of structures for organizing a group of volunteers, he says (p. 38):

> " In an organization of a few volunteers (15 or less), it is appropriate that the organization have a single or few tasks and all members participate as a group in the accomplishment of that task. If the organization is to grow in number of members and variety of tasks, it must consider a more sophisticated method of knowing if it is achieving its goal(s). It would be difficult to do this by relating to one large group of 30 or more members. The task is possible if several groups of ten or fewer members are formed. Each would have a task, perhaps unlike the others. This would allow

the heterogeneity of the membership to respond to the variety of needs. Egoism and altruism would be retained (Weick, 1969) by allowing group members to perform tasks that accomplish their goals while also meeting the variety of goals of the program. Volunteers may perceive their behavior as self-serving while agency, staff, and clients view it as an example of altruism. Thus, the individual and the organization will survive by utilizing a structure that allows potentially competing demands to be dually achieved."

After discussing the two types (socio-emotional and task-oriented) of leaders that volunteer activity groups need, LaCour goes on to say (p. 40):

"Viewing a larger organization as a group of smaller groups facilitates a better understanding of the behaviors of the individual volunteers in relation to the goals of the program (Weick, 1969). Members look to the group to fulfill their individual needs through the group activities. To varying degrees the group will (and must) do this; if it does not, or does so poorly, the volunteer will leave the group. This process is described in Thibaut and Kelly's (1959) concept of the Comparison Level of Alternatives. Group members are usually in a state of ambivalence; they must constantly maintain a balance between being seen as unique and meeting the group demands for conforming behavior. By helping themselves in ways only they need know and by helping others, volunteers will maintain a high level of motivation. The efforts of the group leaders and the program coordinators to see that volunteers achieve personal goals through volunteer activity is not an abrogation of responsibility to the client. Providing services to volunteers as well as to the persons being served is part of the implicit contract. These activities are not mutually exclusive but, in fact, will result in a richer outcome for both parties. The small group structure moderates extremism while continuing to acknowledge and reward exceptional individual achievement (Weick, 1969). The presence of a representative of the agency staff in each group assures adherence to professional guidelines. It also is a means through which the community can influence agency policy."

LaCour touches on the effectiveness of personal contact as a way of giving a potential volunteer an incentive to become a volunteer when he says (p. 41):

> "Volunteers can best be recruited by the personal referral of people who are friends of program personnel. This will allow the program to begin with a sound nucleus of concerned, responsible people. It will grow as the initial few volunteers begin to refer their friends, a process described by Likert's "linking pins" concept (Weick, 1969). This method of recruitment will serve two functions simultaneously; good volunteers will be selected and the initial screening function will be enhanced. Persons referred to be a volunteer are likely to be similar to the person referring them (Duck, 1974). Too, the referral person is more likely to consider the possibility of being a volunteer since a close friend who is already a participant has suggested her or him for membership in the volunteer program. The person referred by a friend who is a volunteer will have a higher level of investment than a person who is more randomly selected for membership."

LaCour carries further the notion of using the recruitment process itself as a device to give the potential volunteer an incentive to become a volunteer (p. 41):

> "When a volunteer program depends upon the heterogeneity of its volunteers to meet the variety of demands of its program, the difficulty of selecting volunteers becomes more difficult. However, by requiring the potential volunteer to demonstrate qualities of responsible behavior prior to acceptance into the program, screening will be more efficient and less prone to subjective bias. This is done as the potential volunteer is required to come to the program's office initially and perhaps again for a follow-up session. By the act of attending, his level of investment increases, responsible behavior is demonstrated, and program personnel have an opportunity to discover the source of the person's interest in the volunteer activities offered by the program. At the follow-up meeting, the volunteer can be assigned to a particular activity'; the type of activity should include direct contact with the client unless a unique situation arises that might not allow this (Katz, 1970)."

In the course of his discussion of orientation of volunteers and of matching volunteers to program assignments, LaCour lists eleven ways to increase motivation (pp. 42-43):

> "Helping volunteers be aware of the ethos of the program is not a process that is discrete from others described in this paper. Nor can activities designed to motivate and maintain the volunteers' motivation be artificially separated into a distinct category of activity. This is an ongoing process; it never ceases. McClelland (1965) suggests 11 propositions to increase motivation: (a) a the more reasons a volunteer has to believe that he should develop a motive in the program, the more likely he is to do so; (b) the volunteer must feel his involvement is consistent with the demands of reality and reason; (c) a volunteer will be more highly motivated if his definition of his motivation is clearly consistent with that of the program; (d) there must be a clear link between the program's actions and the volunteer; (e) the motivation of the program must be linked to events in the volunteer's everyday life; (f) he must perceive and experience new motivation as an improvement in current cultural values; (g) the volunteer should achieve concrete program goals that also relate to his own life; (h) he should keep records of progress toward his goals; (i) the atmosphere of orientation should be warm, honest, and supportive; the volunteer should be respected as someone who can guide and direct his own future behavior; (j) orientation should dramatize self-study and lift it out of the routine of everyday life; and (k) motivation is more likely to increase and persist if the new motive is a sign of membership in a new reference group. Whatever changes occur must be consistent with the person's self-image if he is not to reject them.
>
> The orientation and matching of a volunteer and an activity can be done individually or in small groups. The critical element is that the volunteer must clearly understand the focus of the program, his responsibilities to the program, and the program's responsibilities to him. If this is done, one can anticipate a lengthy and fulfilling relationship for the volunteer and the program (Brittain, Note 1)."

8) The articles and abstracts listed below were read but did not provide any information about incentives or disincentives to becoming or continuing as a volunteer:

a) "Toward a Reconstruction of Voluntary Association Theory."

Jack C. Ross

British Journal of Sociology. 1972, March, Vol 23(1), pp. 20-32.

b) "Race, Sex, Socioeconomic Status and Participation in Voluntary Association."

James Patrick Curry, PhD., The University of Iowa, 1980.

Dissertation Abstracts International 1980. October, Volume 41 (4-a) 1789.

c) "Volunteer Participation as a Function of Personal and Situational Variables"

John Redmond Turner, PhD, University of Utah, 1972.

Dissertation Abstracts International. 1972. September, Volume 33 (3-8), pp. 1299-1300.