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Edwin A. Kalinka

edwin.kalinka@student.shu.edu

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Rotarians' Transformative Path from Initiate to Servant Leader:
A Narrative Study Examining the Motivation to Volunteer

By:

Edwin A. Kalinka

Submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education
Department of Education Leadership, Management and Policy

Dissertation Committee

Barbara V. Strobert, Ed.D., Mentor
Monsignor Christopher Hynes, D. Min.
Joseph A. Devine, Ed.D.

Seton Hall University

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COLLEGE OF EDUCATION AND HUMAN SERVICES
SETON HALL UNIVERSITY

APPROVAL FOR SUCCESSFUL DEFENSE

Edwin A. Kalinka has successfully defended and made the required modifications to the text of the doctoral dissertation for the Ed.D. during this **Spring Semester 2020**.

DISSERTATION COMMITTEE

(please sign and date beside your name)

Mentor:

Dr. Barbara Strobert

2/20/20

Date

Committee Member:

Dr. Joseph A. Devine

2/20/2020

Date

Committee Member:

Monsignor Christopher Hynes

2/20/20

Date

The mentor and any other committee members who wish to review revisions will sign and date this document only when revisions have been completed. Please return this form to the Office of Graduate Studies, where it will be placed in the candidate's file and submit a copy with your final dissertation to be bound as page number two.

Abstract

Rotarians' Transformative Path from Initiate to Servant Leader: A Narrative Study Examining the Motivation to Volunteer

The purpose of this research study was to explore Rotarians transformative path from initiate (follower) to servant leader supporting student programs. Research was conducted using a qualitative narrative design to examine participants' perceptions of the factors that motivated them to join a volunteer organization with the motto "service above self," the factors that motivated them to support student programs, and the impact of their volunteer efforts. Sixteen Rotarian participants supporting EarlyAct, InterAct, Rotary Youth Leadership Awards, Short-Term Youth Exchange, and Long-Term Youth Exchanges, completed a volunteer demographic questionnaire and participated in semi-structured interviews. Participant responses generated eight major themes.

Themes were examined through the lenses of servant leadership theory, volunteer functions inventory, and self-determination theory. Results of this study speak to the need of volunteer organizations' obligation to examine the factors that motivate members, to explore members' antecedent exposure to volunteering in order to craft opportunities for youth participation in their volunteering activities, and to modify policy statements supporting the explication of members' motivation.

Keywords: narrative study, theme-based, Rotary, servant leadership, volunteer functions inventory, self-determination theory.

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Searching for the words to express the love and gratitude I have for Dr. Barbara Strobert fall short of the mark. Guide, adviser, counselor, therapist, and a sprinkle of yes, drill sergeant with a feathery touch, have guided me though this walk upon the fiery sands. I am forever grateful to you for your inspiration and leadership.

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This long road started with two professors to whom I also owe a debt of gratitude. Dr. Colella led me along this long journey to the east, to examine volunteering through the lens of servant-leadership and provided support when it was at times a grueling and frustrating process. But like the narrator of Hesse's *Journey to the East*, I at last see the transformation, and I thank you.

Dr Babo, I know you are looking down smirking, laughing, and saying, "So you made it." Without your leadership and kindness, this achievement would not have been possible. You are greatly missed.

To my wife Beverly, your love, support, encouragement, patience, and ability to help bring me back to center made this moment a reality. This degree is as much yours as mine. I had this dream

Dedication

This work is dedicated to my family.

I have looked back again and again to find new light and interpretations in the lessons they tried to teach. At times I feel regret that it took me so long to decipher their meanings. But the feelings turn to gratitude, recognizing they were the lamp that led the way. I owe you all a great debt and I embrace my obligation to pay it forward.

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To my parents, Mary Freitas Kalinka and Alfred Kalinka, thank you for sharing a strong work ethic, love of God, family, and country, and demanding I never give up.

CHAPTER I
INTRODUCTION

Introduction

This research study explores the transformative path of volunteers in a service organization as they transition from initiate (follower) to servant leader supporting student leadership programs. Americans have a tradition of participating in community service and joining volunteer associations (Reingold & Nesbit, 2006; Thoits & Hewitt, 2001).

Volunteering

Volunteers are essential to the success of nonprofits and philanthropic organizations. Also, education systems may benefit from volunteers who serve in many capacities (Burke, 2001). Studies show school volunteers offer an effective means of increasing activity opportunities in school (Strelow et al., 2002) and positive outcomes for mentees (Tracey, Honery, Seaton, Craven, & Yeung, 2014). The need for school volunteers increases as states experience a budget crisis.

The Corporation for National and Community Service defines volunteers as “adults 16 years or older that perform unpaid volunteer activities for or through an organization” (Volunteering In America, 2010). The U.S. Bureau of Labor Statistics reported “62.6 million people, or 24.9% of the population, volunteered through or for an organization at least once that study year from September 2014 to September 2015” (U.S. Bureau of Labor Statistics, 2016). While that percentage may seem high, it represents a ten-year low in volunteering. Alarming, these statistics may be even more misleading, as our concept of what it means to participate in a volunteer organization has changed dramatically since the 1960s when membership in volunteer civic-organizations was at its highest. In a 1984 report, Finkelstein reported 44% of those

surveyed indicated they perform volunteer work; and by 1997, the number of volunteers increased to 58% of the U.S. population (Finkelstein & Brannick, 2007).

This rise in volunteer activity has not been experienced by local civic clubs requiring membership, but by individuals participating with non-profits that do not require attendance of regularly scheduled meetings (Putnam, 2000). Since the 1960s, the average membership rates in National Chapter Based Associations such as The B'nai B'rith, Elks, Moose, Masons, Rotary, Shriners, Order of the Eastern Star, Jaycees, Kiwanis, Lions, NAACP, PTA, Red Cross, veterans organizations, and boys and girls clubs, have been on a steep decline (Putnam, 2000). The twenty-first century offers new opportunities and threats which must be mastered if volunteer service organizations are to survive.

Rotary International

The volunteer organization included in this study is Rotary International. Rotary has embraced Servant-Leadership and Rotary International's motto is Service Above Self. The Object of Rotary is to encourage and foster the ideal of service as a worthy enterprise. Rotarians have a nonpartisan and nonsectarian ethical guide for their personal and professional lives known as the Four-Way Test: 1) Is it the truth? 2) Is it fair to all concerned? 3) Will it build good will and better friendships? 4) Will it be beneficial to all concerned? Leadership is an essential aspect of Rotary, and Rotary is committed to helping emerging leaders develop their skills.

Each year, thousands of Rotarians volunteer their time, talent, and treasure, in helping local students realize their leadership potential by facilitating Earlyact, Interact, Rotary Youth Leadership Awards (RYLA) programs, and Rotary Youth Exchange programs. These programs provide an environment for students to learn leadership skills and become global students.

Statement of the Problem

Volunteer organizations requiring membership face a myriad of challenges. In order to survive, they must attract and retain members, which requires them to communicate effectively. Understanding what motivates people to give of their time, talent, and treasure on a prolonged basis is important. Volunteer organizations equipped with the knowledge of what motivates each member could empower their leadership in creating an autonomous environment in which tasks are congruent with member needs.

Attrition rates among U.S. volunteers are rising as the number of volunteers declines. This indicates an overall increase in dissatisfaction. The inability to properly assess the volunteer's motivation and expectations is due to poor leadership (Puffer & Meindel, 1992). This amounts to what Robert K. Greenleaf would describe as an ethical failure of leadership (Greenleaf, 1970; Kim, 2002). The challenge of attracting and maintaining volunteers in a service organization is critical to leadership.

There is a gap in the literature of qualitative research investigating volunteer motivation for embracing servant-leadership style. The narrative method allows for the individual to share his or her story, articulating the events, epiphanies, relationships, and meaningful experiences (Clandinin & Connelly, 2000). The investigation of Rotarian's perspectives of their motivation to join an organization committed to "Service Above Self" and volunteering to develop school-aged emerging leaders is worthy of further study. This study investigates the participants' narrative experiences that motivated them to join a servant-leader organization, their motivation to support student leadership programs, and their perspective of the impact of their efforts.

Purpose of the Study

The purpose of this research study was to explore Rotarians' transformative path from initiate (follower) to servant leader supporting student programs.

Although there have been many studies investigating the motivation of volunteers and numerous studies have examined school volunteers, few if any have focused on Rotarian volunteers, and none have focused on the members of Rotarians volunteering at local schools.

There is a lack of research on examining servant leadership organizations from a narrative perspective of the participants, as well as a lack of research in examining the motivations of volunteers joining servant leadership organizations. This research study sought to add to the body of knowledge in both areas.

Research Questions

1. What factors if any, do Rotarians perceive as motivating to join a volunteer organization with the motto "Service Above Self"?
2. What factors if any, do Rotarians perceive as motivation to support student programs?
3. In what ways, if any, do Rotarians perceive the impact of their volunteer efforts?

Conceptual Framework

The theoretical perspectives guiding this research study stem from servant leadership theory. The servant leader theory is a theoretical framework advocating the leader's primary motivation and role as service to others (Greenleaf, 1970). Greenleaf challenged the long-standing assumptions about the leader-follower relationship, as well as organizational structure (Greenleaf, 1970, 1977; Linuesa-Langereo, Ruiz-Palomino, Elche, & Ramon, 2016).

Greenleaf sought to dispense with the concept of a lone chief atop a hierarchical pyramidal structure in favor of one "taken from the Roman times . . . where the principal leader

is a *primus inter pares*—first among equals” (Greenleaf, 2002, p. 74). He defined the servant leader as servant first; and revealing the true ethical nature of this practice, Greenleaf offered a clear and concise “acid test”: “Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And will the least privileged in society benefit or not be further deprived?” (Greenleaf, 1977, p. 41).

Design and Methodology

The researcher employed a qualitative narrative study methodology to explore Rotarians’ perspectives of their transformative path from initiate (follower) to servant leader while mentoring Rotary-supported student K-12 programs. This study explored the perspectives of Rotarians’ motivations to join an organization dedicated to service above self, their motivation to mentor K-12 student programs, and their perspective of their efforts.

Clandinin and Connelly (2000) contend tension exists between formalistic approaches and the narrative approach. “Narrative inquiry is aimed at understanding and making meaning of experience” (Clandinin & Connelly, 2000), p. 80).

The researcher conducted in-depth interviews with semi-structured open-ended questions of the participants (Bogdan & Biklen, 2007; Creswell & Poth, 2018). The questions were designed based upon current literature. A panel of experienced Rotarians reviewed the questions and made suggestions. The questions were modified based on their input. The data were collected, all questions and answers during the interview were recorded and transcribed for participants’ examination and approval for validity and to ensure accuracy (Creswell & Poth, 2018).

The researcher interviewed 16 Rotarians who had volunteered to mentor student leadership programs in schools within the state of New Jersey.

A letter requesting permission to conduct this study was submitted to the local governor of Rotary District ****. With the approval of the district governor, a request for permission to conduct this study was then submitted to the Institutional Review Board (IRB) of Seton Hall University. No action was taken regarding this research without the consent of the IRB at Seton Hall University.

Rotary District **** consists of over 70 clubs and has over 1,900 members. Over 25 clubs support Earlyact, Interact, Rotary Leadership Awards, and Rotary Youth Exchange Programs. A total of 64 members are active in mentoring these programs, as well as 23 who had previously mentored in the program.

An Introduction/Consent letter was sent via email to 10 Rotarians of District ****, another nine were contacted by phone, and the Introduction/Consent letter was read to those who were participating or had participated in Rotary Youth Leadership Awards (RYLA) or Interact Clubs, Long Term Youth Exchanges (LTYE), or Short Term Youth Exchange (STYE). The Introduction/Consent letter explained the research to be conducted, along with its purpose and the estimated time necessary for completing the study. There were 16 Rotarians who agreed to participate. One Rotarian declined to participate due to a conflict of time, one did not respond, and one offered to participate but again scheduling proved insurmountable.

The Introduction/Consent letter also provided Rotarian participants a statement of data confidentiality, which included participants' identifying characteristics that would remain confidential. Furthermore, only the researcher had access to the data, which remained protected in a locked secured file cabinet at his home. The researcher conducted in-depth interviews with

semi-structured open-ended questions of the participants (Bogdan & Biklen, 2007; Creswell & Poth, 2018).

The data were collected; all questions and answers during the interview were recorded and transcribed for participants' examination and approval for validity and to ensure accuracy (Creswell & Poth, 2018), and then themes were identified.

Significance of the Study

The importance of this study lies within the context of volunteer availability, volunteer needs and motivation, and volunteer perception of their transformation from joining a servant leadership organization as an initiate to growing into a leadership role supporting Rotary based student leadership programs in K-12 environments. As the American population has increased, the percentage of the population volunteering in civic service organizations has dropped remarkably. The creation of new charitable foundations and non-profit corporations has spiraled and offers a new manner of volunteer participation without commitment. This threatens the older civic service organizations, such as Rotary International and Rotary Clubs of District ****.

This study sought to generate new research on the motives and incentives of joining a volunteer servant leadership organization, which may assist the leadership of volunteer organizations in understanding their members' needs, which may aid in recruitment and retention

Limitations

There are several limitations that can be identified in this study:

1. The study depended upon the honest answers of the respondents.
2. The research of this study may not transfer to other organizations. Therefore, additional research may well be necessary to develop conclusions for other volunteer settings.

3. The researcher has been a Rotary member for 24 years, served in various leadership roles, and recognized the need to recruit and retain qualified volunteers, as well as may have a personal bias.

Delimitations

There are several delimitations identified in this study:

1. Interview questions were based upon the conceptual framework of servant leadership theory.
2. The sample size of 16 Rotary volunteers limits the study to the perception of a few Rotarian mentors.
3. The location of the schools where Rotarians mentored was limited to schools within Rotary District *****, geographically nestled in northern New Jersey.

Definition of Terms

The following terms have relevance to development of the servant leadership as Robert K. Greenleaf and Rotary clubs perceived it:

Acceptance. “Acceptance requires a tolerance of imperfection . . . people are capable of great dedication and heroism, if led wisely. The secret of institution building is to be able to weld a team of such people by lifting them up to grow taller than they would otherwise be.” (Greenleaf, 2002, pp. 49-50).

Awareness. Greenleaf (1970) wrote, “Awareness is not a giver of solace; it is just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity” (p. 20).

Building community. In recognizing the need to rebuild communities, Greenleaf states in “The Servant as Leader,” “All that is needed to rebuild community as a viable life form for large

numbers of people is for enough servant-leaders to show the way, not by mass movements, but by each servant-leader demonstrating his or her own unlimited liability for a quite specific community-related group” (Greenleaf, 1970, 2002).

Followership. Followership is the state and position of being in a subordinate position to others. The term entails a situation whereby the follower has a role and a position to contribute to an organization’s mission. Many leaders are also followers to higher supervisors (Ammons, 2016).

Four-Way-Test. The Rotarian moral code for personal and business relationships: (1) Is it the truth? (2) Is it fair to all concerned? (3) Will it build goodwill and better friendships? (4) Will it be beneficial to all concerned?

Interact. Interact clubs bring together young people ages 12-18 to develop leadership skills while discovering the power of Service Above Self (Rotary, 2017).

Rotaract. Rotaract clubs bring together people ages 18-30 to exchange ideas with leaders in the community, develop leadership and professional skills, and have fun through service (Rotary, 2017).

Rotarian. A Rotarian is committed to the ideals of Rotary, believing in ‘Service Above Self.’

Rotary International. An international service organization whose stated purpose is to bring together business and professional leaders to provide humanitarian services. The motto of Rotary is “Service Above Self.”

Rotary Youth Exchange. An international student exchange program for high school students.

Rotary Youth Leadership Awards or RYLA. Participants are young people chosen for their leadership potential, between the ages of 13-30. The event usually takes the form of a summer camp; formats vary district to district. The aim of RYLA is to demonstrate Rotary’s respect and concern for youth, provide effective training experiences, encourage leadership of youth by

youth, and publicly recognize young people who render service to their communities. Core topics covered are fundamentals of leadership, ethics of positive leadership, effective communication skills, problem solving and conflict management, Rotary's purpose to the community, building self-confidence and self-esteem, and community and global citizenship.

Servant Leadership. Servant leadership is based on the theory established by Greenleaf (1977), which begins with the leader feeling that one wants to serve first. The conscious choice to lead follows. The emphasis of the servant leader is to serve the followers and eventually empower the followers for the follower's sake through influence for the good of society. The needs of the organization are important but are secondary to the needs of the followers who in turn should support the organization (Ammons, 2016; Dierendonck, 2011; Parris & Peachey, 2012).

Volunteer. "One who provides work to parties to whom the worker owes no contractual, familial, or friendship obligations . . . human effort that adds use value to goods and services" (Wilson & Musick, 1997, p. 694).

Summary

This chapter examined America's long tradition of volunteering (Reingold & Nesbit, 2006; Thoits & Hewitt, 2001; Tocqueville, 2004/1835), the benefits of school volunteers increasing activities in school (Strelow et al., 2002), and positive outcomes for mentees (Tracey, Honery, Seaton, Craven, & Yeung, 2014). The threat of dwindling volunteer availability was noted, as was the change of our understanding of what it means to volunteer. The inability to properly assess the volunteer motivations and expectations is due to poor leadership (Puffer & Meindl, 1992). This amounts to what Robert K. Greenleaf would describe as an ethical failure in leadership (Greenleaf, 1970, 1991, 2008). The servant leadership style was discussed, noting the primary motivation for leadership should be the desire to serve (Baggett, 1997; Greenleaf, 1970,

1991, 2008). The benefits of knowing volunteer motivation were examined and a gap in the literature noted. The statement of the problem was defined, as were the purpose of the study, research questions, conceptual framework, design and methodology, significance of the study, delimitations and limitations, and definition of terms.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The relationship between servant leadership, volunteer recruitment, and retention is an important area to study. Understanding the context of how volunteers derive meaning and motivation from their experiences and fulfillment from giving of their time, talent, and treasure is important to the success of non-profit and volunteer organizations. Exploring the motivations to voluntarily participate in a service organization is especially important today as the number of volunteers continues to decline.

The purpose of this chapter is to review the literature pertinent to servant leadership, theories of motivation, and volunteer motivation. The chapter also includes a description of Rotary International and its student leadership programs. In this review of literature, the researcher focused on the research outcomes, research methods, theories, practices, and applications while examining the following:

1. Definitions of leadership
2. Definitions of servant leadership
3. Servant leadership studies
4. Theories of motivation
5. Volunteering defined
6. Studies of volunteer motivation

Literature Search Methods

A review of the literature regarding leadership, servant leadership, volunteering, motivation, and volunteer motivation are included in this study to further the research and knowledge of the perception of individuals' change in perspective (paradigm shift), that motivate them to volunteer and examines the transformation that takes place from the time one joins a servant leader organization as an initiate through the time he or she becomes a servant leader.

To search for information on leadership, servant leadership, volunteering and volunteer motivation, and constructive learning theory, the Seton Hall Library and the internet were used to access online databases: Educational Resource Information Center (ERIC), EBSCO, LexisNexis, and ProQuest. The following keywords were searched: leadership, servant leadership, servant leadership theory, volunteer, volunteerism, volunteer motivation, volunteer motivation theory, and self-determination theory. Additional information was accessed through news media reports, peer reviewed articles, books, government reports, and social media, in addition to using search engines: Google and Google Scholar.

Criteria for Inclusion in the Search

The information reviewed for this study was limited to the following literature:

- Books written by subject matter experts on leadership, servant leadership, volunteering, motivation, volunteer motivation, and self-determination theory.
- News articles highlighting volunteer rates, school budget struggles.
- Peer reviewed articles on servant leadership and volunteer motivation to illustrate the gap in the literature and to illustrate the need for this study.
- Dissertations studying volunteer motivation, servant leadership, volunteer functions inventory, and self-determination theory.

- Current research that is significant to the subject of servant leadership and volunteer motivation.
- Policy papers and government reports related to volunteering and school volunteers.

How Leadership Has Been Defined

Leadership. What is it? “There is confusion and disagreement about what leadership means and how much it can make a difference” (Bolman & Deal, 2008, p. 343). Although conceptualized over a millennium ago, the term *leader* was not noted until the 1300s but not researched until the 20th century (Bass & Bass, 2008; Seters & Field, 1990; Stogdill, 1974). Leadership has been the subject of thousands of empirical studies in the past hundred years and “there is no clear and unequivocal understanding as to what distinguishes leaders from non-leaders (Bennis & Nanus, 2005, p. 4; Rost, 1993, p. 5).

Complicating matters, there are almost as many definitions of leadership as people trying to define it (Seters & Field, 1990; Stogdill, 1974). Confusion has occurred when distinctions between management and leadership become nebulous and the terms become confused (Bolman & Deal, 2008; Robbins, 2003, p. 313). Kotter contends management produces order and consistency, while leadership produces change and movement by establishing direction, by aligning people, and by motivating and inspiring (Kotter, 1990; Northouse, 2013).

Adding to the difficulty of settling on a definition of leadership is that it has been dependent upon the purpose of the research. In 1995, Bennis and Townsend calculated that by the end of the 20th century there were over 650 definitions of leadership (Bennis & Townsend, 1995). Northouse examined Rost’s seminal work (1991) outlining the evolution of leadership definitions from 1900 into the 21st century. Control and centralization of power was the theme from 1900 through 1929. The 1930s saw a shift to defining leadership by focusing on leadership

personality traits; the 1940s saw a shift toward defining the behavior of an individual involved in directing a group utilizing persuasion opposed to coercion (which we see influenced Greenleaf). The 1950s leadership definitions were guided by group theory, relationships that develop group goals, influencing group effectiveness. In the 1960s the definition centered on the actions taken to influence others toward a shared direction. The 1970s definitions of leadership moved toward accomplishing organizational goals in the context of competition and conflict, aligning with goals held by the leader and follower (Burns, 1978; Northouse, 2013, p. 3). The 1980s generated what is described as an explosion of leadership definitions and themes, including the following: do as the leader wishes; influence; traits; and transformation. Now in the 21st century scholars agree there is no common definition for leadership.

Here are examples of how several well known authors have defined leadership:

- Leadership is a “particular type of power relationship characterized by a group members’ perception that another group member has the right to prescribe behavior pattern for the former regarding his activity as a group member (Janda, 1960, p. 358).
- Leadership is the process of influencing the activities of an organized group in its efforts toward setting and achieving goals (Stogdill, 1974).
- Leadership is “going out and showing the way” (Greenleaf, 2002, p. 109) and that leadership means that one individual has a better than average sense of what should be done now and is willing to take the risk to say, “Let us do this now” (Greenleaf, 2002, p. 256).

The search for a single definition has been elusive. A growing number of authors concur that definitions of leadership depend upon the interest of the researcher and the type of problem being studied (Bass & Bass, 2008; McCleskey, 2014; Silva, 2016).

Silva sought to develop a new definition of leadership: “Leadership is the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals” (Silva, 2016, p. 4).

One can conclude that without being aware of the context in which the interactive process takes place and its influencing factors, attempting to define an organizations’ leadership is without foundation (Silva, 2017).

Development of Greenleaf’s Concept of Servant Leadership

Robert K. Greenleaf was one of the many voices of the 1960s advocating change with his theory of servant leadership. Greenleaf’s theory proposed a revolutionary change in our understanding of leadership based upon his experience and searching for more than could be found from scholarship. Greenleaf states the following:

. . . twofold concern: first for the individual in society and his bent to deal with massive problems of our times in terms of systems, ideologies, and movements. These have their place, but they are not basic because they do not make themselves. What is basic is the incremental thrust of an individual who has the ability to serve and lead. My second concern was for individuals who serve and deny their wholeness and creative fulfillment by failing to lead when they could. Overarching the aforementioned was a concern for the total process of education and its seeming indifference to the individual as servant and leader, as a person and in society, on the assumption that intellectual preparation favors optimal growth in these ways when, in fact, quite the reverse may be true (Greenleaf, 2002, pp.19-20).

Greenleaf later reflected servant leadership theory was developed in part, “out of concern for pervasive student attitudes that seemed devoid of hope. Hope, it seems to me, is absolutely

essential to both sanity and wholeness of life” (Greenleaf, 1977, p. 17). Greenleaf saw the void as having been created in part due to our educational institutions’ curriculum based upon abstract concepts, abandoning experiential learning, and inability to develop opportunities to offer students experiences in leadership training.

Servant-leadership is a theoretical framework advocating the leader’s primary motivation and role as service to others (Greenleaf, 1970). Greenleaf challenged the long-standing assumptions about the leader-follower relationship, as well as organizational structure (Greenleaf, 1970, 1977; Smith 2005).

Greenleaf sought to dispense with the concept of a lone chief atop a hierarchical pyramidal structure in favor of one “taken from the Roman times . . . where the principal leader was a *primus inter pares* –first among equals” (Greenleaf, 1977, 1991, 2002, p. 74). He defined the servant leader as servant first and, revealing the true ethical nature of this practice, offered a clear and concise “acid test”: “Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And will the least privileged in society benefit or not be further deprived?” (Greenleaf 1977; McMahon, 2014; Parris and Peachey 2012).

In 1984, Greenleaf gave a commencement speech at Alverno College, entitled *Life’s Choices and Markers*, in which he highlighted five major ideas that shaped his life (Greenleaf, 2003):

1. “The last four came in words. The first was distilled from my early experiences with my father, to whom I was very close. He was a good, intelligent man with but a fifth-grade education, he had a life filled with opportunity. But he managed, by a prudent use of his life, to leave a little corner of the world a bit better than he found it” (p. 243).

2. When Professor Helming spoke the words that changed his life and how at that moment “the doors of perception were open a bit wider than usual that day and his (Professor Helming’s) message got through” (p. 16). “We are becoming a nation of large institutions . . . these big institutions are not serving us well . . . these big institutions rarely can be changed constructively from the outside . . . My advice is to make your careers in these big institutions, stay with it, and become one of those who responds to suggestions that they can change for the better” (p. 244).
3. The writings of E.B. White, who had two gifts seldom possessed by one person: the ability to see things as a whole, or more whole than most, and the language to tell us ordinary mortals what he saw” (p. 245). Greenleaf shares this required a great deal of reflection before he was able to grasp the essential idea—seeing things as a whole.
4. When reading an article written by radio announcer Elmer Davis, “The Uses of Old People.” The gist of the article is there are useful and necessary things to be done that are best done by old people, partly because old people have greater perspective of experience, but mostly because the things that need to be done do not fit into a career or are too risky for young or midcareer people (pp. 245-246).
5. After immersing himself in the works of Herman Hesse, Greenleaf experiences a turning point after reading, *Journey to the East*. It is then Greenleaf realizes leadership is bestowed on the person who is, by nature, a true servant. Leadership is something given or bestowed, that can be taken away. Leo was a servant first. This pivotal idea was the fifth significant marker of his life.

Greenleaf contends much of his book comes from his personal experience (p.17) and openly gives credit to Hesse’s *Journey of the East* for having sparked the galvanization of the

terms *servant* and *leader* inspired by the central character Leo, who is first introduced as a servant to a band of men on a mythical journey. He attends to the men and sustains them with his spirit and song until he disappears. As the group falls into disarray, the narrator searches for years to locate Leo. When he does locate Leo, it is discovered that Leo was the titular head of the Order, its guiding spirit, and a great and noble leader (Greenleaf, 1970).

Leo is the embodiment of two roles merged into one, the servant and the leader, symbolic of the whole man (person). A servant leader is one who has the disposition to take the risks to initiate and to provide ideology, structure, and show the way. Greenleaf contends one cannot learn to be a leader the way one goes to college to learn. The servant prepares to lead by a process of growth through experience guided by a self-image as a builder and within a conceptual framework that suggests strengths will emerge if allowed (Greenleaf, 1970, p. 41).

Larry Spears and the Central Tenets of Servant Leadership

Larry Spears, the Executive Director of the Greenleaf Center for Servant-Leadership from 1990 to 2007 and the second most-cited expert on servant-leadership, cites four core tenets of the servant-leadership framework:

1. **Service to Others.** Authentic, legitimate leaders arise from the fundamental desire to first help others. A servant-leader's primary motivation and purpose is to encourage others to meet their full potential; organizational success is then the indirect output of servant leadership.
2. **Holistic Approach to Work.** "The work exists for the person as much as the person exists for the work." (Greenleaf, 1996, p. 8) Inspired by E.B. White, Greenleaf proposes individuals learn to rethink their relationships with the organization, society, each other, and their environment.

3. Promoting a Sense of Community. Only by establishing a community among followers can an organization succeed in its goals and objectives. Greenleaf's theory contends communities arise from the actions of individual servant-leaders (Greenleaf, 1970, p. 30).
4. Sharing of Power in Decision-Making. Effective servant-leadership is best evidenced by the cultivation of servant-leadership in others. Servant leaders promote participation, developing empowering environments, encouraging the talents of followers, and creating a motivated workforce to enhance organizational success.

Spear (1995) identified ten critical characteristics of the servant leader followed by quotes from Greenleaf's "The Servant as Leader" as foundational support.

1. Listening: Servant leaders make a commitment to listening intently, seeking to identify the will of the group. They listen receptively, seeking to understand by getting in touch with one's inner voice, to understand what one's body, mind, and spirit are communicating.

"Only a true natural servant automatically responds to any problem by listening first."
(Greenleaf, 1970, p. 10).

2. Empathy: Servant leaders strive to understand and empathize with others. People need to be accepted and recognized for their special and unique gifts. One must assume the good intentions of co-workers and not reject them as people, even when forced to reject their behavior or performance.

"Men grow taller when those who lead them empathize, and when they are accepted for who they are..." (1970, p. 14).

3. Healing: Learning to heal is a powerful force of transformation and integration. The greatest strength of the servant leader is the potential to heal one's self and others.

- “There is something subtle communicated to one who is being served, and led if, implicit in the compact between servant leader and led, is the understanding that the search for wholeness is something they share.” (Greenleaf, 1970).
4. Awareness: General awareness, and especially self-awareness strengthens the servant-leader. Awareness assists in understand issues involving ethics and values. Greenleaf observed: “Awareness is not a giver of solace—it is the opposite. It is a disrupter and an awakener. Able leaders are usually sharply awake and reasonably disturbed. Servant leaders are not seekers of solace, they have their own inner serenity.” (Greenleaf, 1970, p.).
 5. Persuasion: Servant leaders dispense with positional authority and rely upon the power of persuasion. They seek to convince others rather than coerce compliance. Spears offers this characteristic as a clear distinction between the traditional authoritarian model of leadership and servant leadership.
“A fresh look is being taken at the issues of power and authority, and people are beginning to learn, however haltingly, to relate to one another in less coercive and more creatively supporting ways” (Greenleaf, 1970, pp. 3-4).
 6. Conceptualization: Servant leaders nurture their abilities to “dream great dreams.” This is the ability to look beyond the day-to-day realities.
“The servant-leader can conceive of solutions to problems that do not currently exist (Greenleaf, 1970, pp. 23-25).
 7. Foresight: Foresight is a characteristic that enables servant leaders to understand the lessons of the past, the realities of the present, and the likely consequences of a decision for the future.

- “Prescience, or foresight, is a better than average guess about what is going to happen in the future” (Greenleaf, 1970, p. 16).
8. Stewardship: Holding their organization in trust for the greater good of society. (Greenleaf, 1970, p. 31).
 9. Commitment to growth: Servant leaders are committed to the personal, professional, and spiritual growth of each and every individual within their institution.
“The secret to institution building is to be able to weld a team of such people by lifting them up to grow taller than they would otherwise be” (Greenleaf, 1970, p. 14).
 10. Building Community: Servant leaders seek to identify a means for building community among those who work within a given institution. Servant leaders are aware of the shift from local communities to large institutions as the primary shaper of human lives has changed our perspectives and caused a certain sense of loss.
“All that is needed to rebuild community as a viable life form . . . is for enough servant-leaders to show the way” (Greenleaf, 1970, p. 30).

Spears highlighted a list of ten characteristics of servant-leadership, postulating the power and promise of servant-leadership would be actualized to those who were open to its invitation and challenge, while recognizing his list may not be exhaustive.

Laub’s Definition of Servant Leadership

Laub’s effort to define servant leadership uses an example from the distant past when Rehoboam’s forsaking the advice of his counselors and choosing instead to exercise coercive power over his kingdom that led to its demise (I King 12:7) contrasted to the leadership style of Jesus. Jesus did not come to be served but to serve (Matthew 20:28), indicating “the concept of servanthood and the leader as servant is deeply rooted in the Judeo-Christian tradition” (Laub,

1999). Laub cites Greenleaf as citing the word *servant* over 1, 300 times in the Bible. However, servanthood is not limited to the Judeo-Christian tradition, as other religious traditions—Jewish mystics, Buddhist masters, Hebrew prophets, and the Dali Lama—promote servanthood leadership.

Laub quotes Greenleaf (1977), “Servant leaders see their role as servant; then leadership becomes for them one of the ways in which they serve others . . . the “servant first” person is “more likely to . . . refine a particular hypothesis on what serves another’s highest priority needs than is the person who is leader first” (Laub, 1999, pp. 13-14). He also noted that Greenleaf did not define servant leadership but discussed what a servant leader does and how those actions affect others and that the true test of a servant leader was in the positive growth of those being led.

Laub contends servant leadership is more than a style of leadership but rather a paradigm shift in thinking about leadership. “The servant leader sees leadership as an opportunity to serve others along with the shared objectives of the organization . . . leadership is the responsibility that all share within the organization” (Laub, 1999, p. 31). The role of servant leader is one of being a learner, who continues to grow and is in the process of becoming, open to new ideas and suggestions, while understanding the importance of each other’s needs, creativity, and potential to contribute to the organization’s shared mission.

Laub’s study focused on clarifying the characteristics of servant leadership developing an instrument to provide a quantitative scale, Servant Organizational Leadership Assessment (SOLA). Laub utilized servant leadership characteristics from literature, examined by a panel of experts in the field, and a Delphi Survey to develop an operational definition of servant leadership.

Servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led, and the sharing of power and status for the common good of each individual, the total organization, and those served by the organization” (Laub, 1999, p. 81).

Parris and Peachey’s Systematic Literature Review of Servant Leadership Theory

Parris and Peachey (2012), published *A Systematic Literature Review of Servant Leadership Theory in Organizational Contexts*, examining 39 empirical studies of servant leadership, finding although servant leadership was being practiced in organizations and boardrooms (Bass & Bass, 2008; Spears, 2005), as well as extolled in the popular press by Block (1993, 1996); Covey (1989, 2004, 2013); Senge (1990) and Wheatley (2006) without any consensus on the definition of servant leadership, leaving the theory under-defined, and fulfilling Greenleaf’s prediction that servant leadership would be difficult to apply and operationalize (p. 380). Parris reminds the reader Greenleaf did not provide a “management how-to-do-it-manual; instead, he challenged readers to reflect, ponder, and grow” (Parris & Peachey, 2012, p. 380). Parris (2012) cites the authors Van Dierendonck and Patterson (2011), noting there have been three streams of research that have come about since Farling’s (1999) call for empirical studies of servant leadership; the conceptual, measurement, and model development.

Table 1

Three Streams of Servant Leadership Research

Three Streams of Servant Leadership Research		
Conceptual Stream	Measurement Stream	Model Development
Spears, 1998	Page & Wong, 2000	Russel and Stone, 2002
Laub, 1999	Ehrhart, 2001 Ehrhart, 2004)	Dierendonck, 2011
Patterson, 2003	Barbuto & Wheeler, 2006	
	Dennis & Bocarnea, 2005	
	Liden, Wayne, Zhao, & Henderson, 2008	
	Senjaya, Sarros, & Santora, 2008	
	Van Dierendonck & Nuijten, 2010	

Note. Adapted from “A Systematic Literature Review of Servant Leadership Theory in Organizational Contexts,” D. L. Parris & J. W. Peachey, 2013, *Journal of Business Ethics*, 113, p. 380.

Defining Servant Leadership

Parris found that the authors of the 39 studies examined cited at least one or all three authors: Greenleaf (1977), Spears (1995, 1998, 2004), or Laub (1999), in addition to quoting Barbuto and Wheeler (2006), Graham (1991), Ehrhart (2004), Liden et al. (2008), Page and Wong (2000), and Paterson (2003). Parris found 37 of the 39 studies cited Greenleaf, using part or all of the descriptions from “The Servant as Leader” (1970):

It begins with a natural feeling, one wants to serve, to serve first. Then the conscious choice brings one to aspire to lead. That person is sharply different from the one who is leader first.

The best test, and difficult to administer, is this: Do those being served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more

likely themselves become servants? *And*, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived (Greenleaf, 2002, p. 27).

Spears (1995, 1998, 2004) was the second most often referenced author in defining servant leadership, citing the ten characteristics of servant leaders identified from Greenleaf's work: listening, empathy, healing, awareness, persuasion, philosophy, conceptualization, foresight, stewardship, commitment to growth of people, and building community (Parris & Peachey, 2012).

Laub's Organizational Leadership Assessment (OLA), based upon his six key areas of an effective servant-minded organization and Parris and Peachey found that authors from their sample defined the practice of servant leadership as placing "the good of those led over the self-interest of the leader (Laub, 1999, p. 81) and described Laub's six key variables of an effective servant-led organization:

1. Values people – believing, serving, and non-judgmental listening to others
2. Develops people – providing learning, growth, encouragement, and affirmation
3. Builds community – developing strong collaborative and personal relationships
4. Displays authenticity – being open, accountable, and willing to learn from others
5. Provides leadership – foreseeing the future, taking initiative, and establishing goals
6. Shares leadership – facilitating and sharing power.

The Context of Servant Leadership Examined

Parris and Peachey's work confirms that of Anderson (2009) and Van Dierendonck (2011), finding that servant leadership theory "remains under-defined with no consensus on its definition or theoretical framework" (Parris & Peachey, 2009, p. 383) and that scholars are still attempting to articulate Greenleaf's concept of servant leadership utilizing various definitions

from multiple texts.

Parris finds “servant leadership theory is being studied across cultures, contexts, and a diversity of foci.” (p. 385). The samples utilized found servant leadership was being practiced in the United States ($n = 23$), Canada ($n = 4$), China ($n = 2$), Turkey ($n = 2$), Indonesia ($n = 1$), New Zealand ($n = 1$) Kenya ($n = 1$), and the Republic of Trinidad ($n = 1$), and five cross-cultural studies comparing the United States with Ghana, The U.S. with UK, the U.S. with China ($n = 2$), and Indonesia with Australia.

Their systematic literature review revealed servant leadership was being applied in various organizational settings: education ($n = 17$), which consisted of religious schools ($n = 6$), and secular schools ($n = 11$); secular for-profit organizations ($n = 17$), which notably included financial services ($n = 4$), and nursing ($n = 3$); public organizations ($n = 2$) religious organizations ($n = 1$), non-profit organizations ($n = 1$), and in a historical context ($n = 1$). Studies in education ($n = 7$) represented 44 % of the contextual environment of the sample of 39 studies in this SLR with non-profits ($n = 1$) representing 2.5%.

Methodology Employed in Examining Servant Leadership

In their systematic literature review of 39 studies, Parris and Peachey found that 27 examined employed a quantitative methodology. Further analysis generated 14 different measures. The two most popular were Laub’s OLA instrument and Ehrhart’s Servant Leadership Scale (2004). Eleven qualitative studies were examined which utilized numerous servant leadership frameworks to inform their analyses.

Parris and Peachey Findings

Parris and Peachey’s Systematic Literature Review (SLR), examined three questions, producing findings in each area and giving direction for further research.

In their search to seek how servant leadership was being defined, they found most researchers cited Greenleaf, Spear, and Laub. However, there “is a lack of consensus which creates confusion (Van Dierendonck, 2011) amongst researchers, as they create their own variations of definitions and theoretical models” (Parris & Peachey, 2012, p. 389).

Parris and Peachey explored the contexts in which servant leadership was empirically investigated in and across cultures and organizational settings, which indicated greater interest in the United States and the Asian Pacific region. The studies gave most attention to educational settings (44%) and lesser attention to medical institutions, public organizations, non-profit organizations, and community-level organizations. Research concentrated on the field of leadership, education, business, and psychology, and to a lesser degree, nursing, management, sales, ethics, service marketing, and sports.

The SLR review examined the current measurement tools available, how they were being used, and in what contexts they were being applied. Seven themes emerged: cross-cultural applicability, servant leadership attributes, team-level effectiveness, followers’ well-being, spirituality, demographics, and implementation of servant leadership.

Parris and Peachey (2012) discovered several areas for future research to examine how to build a servant leadership organization, investigating antecedents of servant leadership development, such as personal attributes of the leader, background of the leader, and organizational trajectory. Other areas of potential study were examination of potential outcomes of servant leadership: voluntary organizational turnover, succession planning, effective organizational commitment, and employee well-being through generative growth. The authors discovered the need to develop critical appraisal tools for both quantitative and qualitative research used in the field of management to conduct systematic literature reviews.

Parris and Peachey affirm their findings that authors have defined servant leadership in various ways and there is yet to be found an agreed-upon measurement strategy for servant leadership theory. The authors contend their systematic literature review validates servant leadership as a valid and viable theory, which can be used to inform future empirical studies, as well as providing an ethical grounding and leadership framework for dealing with the challenges of the 21st century.

Theories of Motivation

The survival of volunteer service organizations depends upon attracting and maintaining new members. This requires organizational leadership to effectively communicate with members (Gronbjerg & Borntreger, 2005) and understanding what motivates individuals to volunteer is important (Clary et al., 1998; Penner, 2004). To get a greater understanding of theoretical underpinnings of models used to assess volunteer motivation this review examined numerous seminal works in motivation.

Maslow

Maslow views “the individual as an integrated, organized whole which is motivated in whole, not merely driven by somatic needs but by conscious and unconscious desires. Desires are important, but we need to delve deeper beyond the symptomatic behavior to reveal ultimate meaning” (Maslow, 1970, p. 3).

. . . it will always lead ultimately to certain goals or needs behind which we cannot go; that is, to certain need satisfactions that seem to be ends in themselves and seem not to need any further justification or demonstration." (Maslow, 1970, p. 6). Maslow "assumes motivation as a constant, never ending, fluctuating, and complex, and that it is almost a universal characteristic of practically every organismic state of affairs (p. 6).

The Hierarchy of Needs perceives human needs as ascending from the lowest to the highest: physiological, safety, social, esteem, and self.

Physiological needs are the most powerful of all the needs. Maslow states, "A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else. Once physiological needs are met, a new higher need emerges" (Maslow, 1970, p. 16).

Safety needs are defined as "security, dependency, protection, freedom from fear, anxiety, and chaos; need for structure, order, law, and limits; strength in the protector" (Maslow, 1970, p. 18).

Social needs, such as belongingness and love center on "giving and receiving affection." People, when unsatisfied in this realm, will seek relationships with people, groups, and family.

Esteem needs are divided into two categories: the desire for strength in one's ability to master an achievement, to be seen in competence and confidence, and the desire for reputation or prestige. Satisfaction of these needs leads to self-confidence. Failing to meet these needs leads to feelings of helplessness and weakness (Maslow, 1970, p. 21).

Self-Actualization occurs when an individual "is becoming everything that one is capable of becoming. The common feature of the needs for self-actualization is that their emergence usually rests upon some prior satisfaction of physiological, safety, love, or esteem needs."(Maslow, 1970, p.22) It is important to note that the individual needs along the hierarchy do not necessarily have to be completely satisfied before moving to the next levels.

"Sound motivation theory must take account of the situation" and "behavior is determined by several classes of determinants, of which motivation is one and environmental forces are another" (Maslow, 1970, p. 11).

Herzberg

Herzberg recognizes the impact of external forces, internal needs, and the ability to create an environment, which in turn can motivate a workforce, whether it be for profit, not for profit, or volunteer. The level to which organizational leaders are aware they are responsible to create a supportive environment, they do so by being able to distinguish between motivating and hygiene factors. This relates to Greenleaf' claiming organizations' inability to discern followers' motivation and needs is an ethical failure of leadership.

Herzberg's motivation-hygiene theory illustrates factors producing job satisfaction (motivation) are separate and distinct from those that do not produce job satisfaction; and since differing factors weigh in those determinations, then these were not opposites (Herzberg, 1982/1976). Herzberg states the following:

The opposite of job satisfaction is not job dissatisfaction; rather we are dealing with two separate sets of needs. One set from animal nature avoiding pain from nature and learned conditioned biological needs (i.e., hunger, which in turn drives us to make money). The other set of needs are related to the unique human characteristic of the ability to achieve and in course experience psychological growth. The stimuli for growth needs are tasks that induce growth; in the industrial setting, they are the job content. Contrariwise, the stimuli inducing pain-avoidance behavior are found in the job environment” (Herzberg, 1982/1976, p. 58).

Herzberg bases his motivator-hygiene theory on the belief that external forces can motivate one, but one can create an environment which supports and encourages one to be

motivated by one's own internal needs. A way to do this is to create meaningful jobs and a work environment that allows workers to meet their full potential.

The two-factor theory distinguishes between motivators and hygiene factors.

"Motivating factors are as follows:

- achievement
- recognition for achievement
- the work itself
- responsibility
- advancement
- growth

The negative factors causing job dissatisfaction are as follows:

- company policy and administration
- supervision, relationship with supervisor
- work conditions, salary
- relationship with peers
- personal life
- relationship with subordinates
- status
- security" (Herzberg, 1982/1976, p. 59).

Alderfer

Clayton P. Alderfer developed the ERG theory as part of his dissertation, *An Empirical Test of a New Theory of Human Needs* while at Yale University in 1966. Alderfer modified

Maslow's Hierarchy of Needs, consolidating them into three categories: Existence combines Maslow's first two categories of physiological and safety needs, Relatedness combines social and self-esteem needs, and Maslow's self-actualization is renamed as a growth need (Alderfer, 1966).

The ERG theory claims needs are not stepped in a vertical fashion but exist and act simultaneously. Therefore, when employers and/or organizational leaders focus solely on one need, they effectively fail to motivate employees. Alderfer also contends if a higher need level is unfulfilled, the person may regress to a lower level which may appear easier to satisfy; this is the basis of the frustration-regression principle (Alderfer, 1966).

Alderfer's approach in seeing things simultaneously mirrors Greenleaf's holistic approach seeing things as a whole, which he attributed to E.B. White (2003), and also called for individuals to rethink their relationships with the organization, society, each other, and their environment (Greenleaf, 1996).

Erikson

Erikson's psychosocial theory is built around the idea that emotional-social growth progresses through different stages, each with its own unique ego accomplishments; it provides a natural conceptual framework for helping to explain and understand the self's development further (Hamachek, 1988). "Erikson's life stage in his theory of human development consists of eight psychosocial stages, each having a crisis or change in perspective which must occur before an individual can successfully advance to the next stage (Studer, 2006).

Table 2

Erikson's Eight Ages of Man

Eric H. Erickson's Eight Ages of Man			
Age Range	Relationship	Conflict	Favorable Outcome
0 -2	Mother	Basic Trust Versus Basic Mistrust	"...the insight that individual trust must become a common faith..." (p. 247)
2 - 4	Parents	Autonomy Versus Shame and Doubt	"From a sense of self-control without a loss of self-esteem comes a lasting sense of good will and pride..." (p.253)
5 - 8	Family	Initiative Versus Guilt	"Initiative is a necessary part of every act, and man needs a sense of initiative for whatever he learns and does..." (p.250).
9 - 12	Neighbors, school	Industry Versus Confusion	"...learns to win recognition by producing things...develops a sense of industry" (p.255)
13 - 19	Peers, Role Model	Identity Versus Confusion	Ability to integrate experiences and abilities with social roles. (p.258)
20 - 39	Friends, Partners	Intimacy Versus Isolation	Ready for intimacy, affiliations and commitment. (p. 261)
40 – 59	Household, Coworkers	Generativity Versus Stagnation	"Guiding the next generation" (p. 264)
60+	Mankind	Ego Integrity Versus Despair	"Ego integrity, therefore, implies an emotional integration which permits participation by followership as well as acceptance of responsibility of leadership" (p. 267)

Note. Derived from *Childhood and Society* (W.W. Norton Company, 1978) by E. H. Erikson.

Snyder and Clary suggested a relationship between volunteerism and Erikson's concept of generativity (Snyder & Clary, 2004). Erikson's seventh stage is also known as generativity versus stagnation, a period of productivity and creativity because of the care given of the next generation (Erikson, 1978/1950; Studer, 2006). Generativity occurs when an adult reaches a point in his or her healthy development resulting in a shift in attention from the self to welfare of the next generation; this is manifested in the individual's relations with family, friends, and the larger community. Researchers have since determined age is a meaningful variable related to the motivation of individuals volunteering (Okun & Schultz, 2003).

A major impact on Greenleaf and the development of the servant leadership theory is attributed to Elmer Davis's "The Uses of Old People." The gist of the article is that there are useful and necessary things to be done that are best done by old people, partly because old people have a greater perspective of experience, but mostly because the things that need to be done do not fit into a career or are too risky for young or midcareer people (pp. 245-246). This reflects Erikson's eighth stage of late adulthood and adults' examination of themselves and their relationship with the world.

Functionalism

Functionalism offered another perspective on interpreting behavior. The functionalist movement rebelled against Wundtian structuralism and proposed a radical shift, creating a new psychological theory based upon Darwin's evolution theory and moral pragmatism. Early founders contended consciousness would not have evolved unless it enhanced the organism's chance for survival. Functionalists recognized the environment included social relationships and the importance of adapting to the social environment.

Angell (1904) described functionalism as a process of mediation between the human organism and its environment, focusing on the questions of how and why, attempting to describe the complexity of human motivation and driving behavior. The movement made a significant contribution to the field of psychology in the areas of intelligence testing, learning, child behavior, abnormal behavior, and animal behavior (Green, 2009; Lundin, 1994).

Katz's work, *The Functional Approach to the Study of Attitudes*, focused on linking motivation to attitudes and concluded people embraced certain attitudes because they somehow served their needs (Katz, 1960). Snyder (1993), while president of the Society for Personality and Social Psychology in 1992, illustrated how the functional approach to motivation could help in confronting society's problems. Snyder and his associates examined personal and social motivations that impacted helping relationships of volunteering (Snyder, 1993).

Clary and Snyder (1998) linked their study to Katz's work, which focused on the relationship of motivation to attitudes in "The Motivations to Volunteer: Theoretical and Practical Considerations," determining the following:

"the effortful, sustained, and nonremunerative nature of volunteering raises two questions: Why do people decide, in the first place, to engage in helpful activities as volunteers? And, having decided to volunteer, why do people continue to serve, sometimes for months and even years? (Clary & Snyder, 1999, p. 156).

Self-Determination Theory

Deci and Ryan (1985) developed, tested, and refined a theory of motivation, development, and wellness they call the self-determination theory, based in cognitive evaluation theory and organismic integration theory (Ryan & Deci, 2017).

Cognitive evaluation theory (Gagne and Deci, 2005) assumes that we universally have three basic psychological needs: competence, autonomy, and relatedness. Organismic integration theory contends extrinsic motivation is comprised of stages of regulation: amotivation, external regulation, introjected regulation, identified regulation, and integrated regulation. Internal motivation is entirely intrinsic-regulated. Ryan and Connell (1989) contend these types of motivation can be put on a continuum ranging from amotivation to intrinsic motivation or self – determination. (Ryan, 2000). Ryan and Deci present a visual illustration of the Self-Determinism Continuum, which is depicted in Figure 1.

Behavior	Non-Self-Determined					Self-Determined	
Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation	
Regulatory Styles	Non Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation	
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal		Internal
Source: Adapted from Deci and Ryan (2000)							

Figure 1. Deci and Ryan’s Self-Determinism Continuum showing types of motivation with their regulatory styles, loci of causality, and corresponding processes, by R. M. Ryan & E. L. Deci (2000), *American Psychologist*, January 1, 2000, Vol. 55.1, pp. 68-78.

SDT makes an important distinction different from most researchers who view motivation as an amount. Deci and Ryan (1985) claim these views seek to know how we can get someone to be more motivated in doing what we want them to do or how we can get them less motivated in doing what we don’t want them to do, with the focus always on amount. “Basic

assumption of SDT is the belief that the quality of motivation is at least as important as the quantity of motivation (Bidee, Vantilborgh, Pepermans, & Willems, 2013; Deci & Ryan, 1985)

“It is important to note that SDT model of internalization is not a stage theory and does not suggest that people must invariably move through these stages with respect to particular behaviors. The theory describes these types of regulation in order to index the extent to which people have integrated the regulation of behaviors or class of behaviors” (Gagne and Deci, 2005, p. 26).

There is a significant difference in the manner in which SDT defines needs differently, seeing them as universal necessities, nutrients essential for optimal human development and integrity (Gagne & Deci, 2005; Ryan, Sheldon, Kasser, & Deci, 1996; Sheldon, Ryan, Deci, & Kasser, 2004). “Something is a need only to the extent that its satisfaction promotes psychological health and its thwarting undermines psychological health” (Gagne & Deci, 2005). Using this definition, the needs for competence, autonomy, and relatedness are considered important and SDT research focuses on the extent to which individuals can satisfy the need within social environments (Gagne & Deci, 2005, p. 337).

Autonomous describes what you are doing when feeling a full sense of willingness, volition, and choice. If you are doing something with a real sense of interest, enjoyment, and value, you are most likely autonomously motivated.

Controlled motivation describes something you do to get some reward or avoid some punishment, doing something because you feel demanded, pressured, or obliged. Controlled motivation produces tension and anxiety.

Ryan and Deci (2017) found that people who engage in autonomous motivation in their performance, wellness, and engagement are greater when autonomously motivated than when done with controlled motivation.

Ryan and Deci believe all humans have a set of three basic human needs.

1. The need to feel competent, effective in whatever you are doing.
2. The need to feel relatedness, to feel cared for by others, to care for others, to feel like you belong to groups you care about.
3. Autonomy is a human need, which must get satisfied for optimal wellness and performance. If not satisfied, negative psychological consequences will follow.

The concept of psychological needs is universal and important, as it lets us know and understand what it is that will promote autonomous motivation. When people feel competent and related to others and feel a sense of volition, they will be autonomously motivated and positive consequences will follow.

Deci (1985) emphasizes that when it comes to studying motivation, traditional thought saw motivation as a unitary concept differing only in amount; you can have more or less. Some think if you change the quantity of the motivation, you can improve the output. Deci and Ryan (1985) believe what matters is the quality of the motivation, not the quantity.

Controlled motivation is seduced, coerced, or pressured. Controlled motivation produces tension and anxiety, leading to negative consequences impacting performance and well-being.

Autonomous motivation is of one's own volition, willingness, and choice; that is, endorsed, interesting, and deeply valued. Deci claims we may have been asking the wrong questions about how we motivate people to do what we want to accomplish. We should be asking, "How can we produce optimal outcomes?" Deci contends the answer to creating the

circumstances for those people who are learning, playing, or performing is to support their basic psychological needs. There are two basic types of autonomous motivation.

Intrinsic – interesting and enjoyable.

Extrinsic – do it because it leads to some separable consequence.

Richard Ryan’s research shows people can internalize extrinsic motivation and make it their own. When they do this, they understand the value of the activity; understanding the value and integrating this in themselves, the outcomes will be very positive.

Summary

The theories examined illustrate an overview of motivational theory and how our perspective on motivation has changed through the years. Common throughout the theories of Maslow, Herzberg, Alderfer, Erikson, Snyder and Clary, functionalism and self-determination theory is the relationship the individual has with the environment, and their subsequent response is based upon their perception of it.

This research explored the transformative path of volunteers in a service organization as they transition from initiate (follower) to servant leader supporting student leadership programs by examining the subjects’ perceptions of the experiences that motivated them. The self-determination theory provides us with a new perspective in viewing motivation, not in the form of amount, but in the type of motivation and also in the type of regulation illustrating motivation and regulation on a continuum, allowing us to examine contextual motivational change over time.

Volunteering Defined

Researchers have defined volunteering in a myriad of ways. Brown defines volunteering as a form of civic engagement through which individuals can make meaningful contributions to

their own visions of societal well-being (Brown, 1999). Okun and Shultz (2003, p. 231) utilize Harootyan's (1999, p.613) definition of volunteering as "any activity intended to help others that is provided without obligation and for which the volunteer does not receive any pay or other material compensation". Omoto and Snyder (2002) state, "Volunteerism typically involves people choosing to help others in need. Moreover, their acts of helping are ones that have been actively sought out by volunteers themselves and that are often sustained over an extended period of time and considerable expenditure of time and efforts" (p. 847). Bidee, Vantilborgh, Pepermans, Huybrechts, Willems, Jegers, and Homans propose we define volunteering as performing an activity out of free will on a regular basis and for the benefit of people outside their own household or family circle without being remunerated for this work (2012, p. 32). The United Nations report on Measuring Volunteering: A Practical Toolkit, emphasizes that beyond the economic definition, there is little consensus on the term *volunteer* (Independent Sector and United Nations Volunteers, 2001).

Volunteer Motivation Models

The researcher examined the development of numerous models utilized in assessing volunteer motivation, including the unidimensional model, two-factor model, three-factor model, multi-factor models, volunteer functions inventory, and self-determination theory, as well as qualitative and quantitative studies measuring volunteer motivation

Unidimensional Models

Cnaan and Goldberg-Glen (1991) conducted a review of 27 studies in the Motivation to Volunteer (MTV), examining three-factor, two-factor, and complex models, noting the lack of agreement on definition of terms, the lack of knowledge of internal structure, and the methodological weaknesses, citing the following issues: ten studies were not based on empirical

investigation; seven studies had sample sizes of less than 100; 17 of the studies lacked external validity for having participants from a single program; three used college students, which weakened external validity; only six studies used control groups; and there were only 10 studies related to human services. Cnaan then introduced the studies of two British welfare scholars who contended that “although there were a combination of many motives, the review was nonetheless a unified whole (Cnaan & Goldberg-Glen, 1991, p. 275).

Motivation to Volunteer Models

In their examination of the literature, Cnaan and Goldberg-Glen distilled 28 motives to volunteer to develop a survey, which was administered to a sample population of 258 volunteers working in a human service agency in Philadelphia, Pennsylvania, or Providence, Rhode Island, and a comparison population of 104 non-volunteers. Participants eligible for the study had to have volunteered at least one hour a week for the past six months. Participants were from 40 different programs including nursing homes, programs for the frail and elderly, Big Brother, Big Sister, and friendly visitors of prisons. The initial MTV was based upon the content analysis of the 28 motives listed in the questionnaire, where respondents were asked to indicate to what extent, on a scale of 1 (not important at all) to 5 (very important), each motive contributed to their decision to volunteer or would influence their decision to volunteer in the future (for nonvolunteers).

The authors claimed 22 motives indicated a high level of reliability combining to form a unidimensional model of motivation to volunteer. The unidimensional model has failed to be replicated and is the least utilized model.

Two-Factor Models

Gidron built upon Sills’ model, Blau’s exchange theory, and Lawler’s expectancy theory, in developing his two-factor model consisting of intrinsic and extrinsic rewards. Gidron’s study,

Work and Its Rewards (1978), examined 317 volunteers in health and mental health settings by administering a questionnaire in two parts, the first part dealt with the respondents and the nature of their volunteer job at the institution; the second part consisted of a list of rewards having to do with the subjective meaning of the volunteer's job. Gidron's findings indicated "volunteers expect various rewards from their work and receipt of those rewards influenced their decision to remain at their jobs over long periods of time" (Gidron, 1978, p. 23). Gidron did point out that "since most of the rewards expected by volunteers are connected in one way or another with interpersonal relationships, it is important to build a system which provides volunteers with a framework for such relationships" (p. 23). This model was criticized for lacking internal structure by House and Wigdor (1967) and Cnaan & Goldberg-Glen (1991). Smith's model distinguished between egoistic motives related to tangible rewards and altruistic motives resulting from feelings derived from helping others (Smith, 1991). Frisch and Gerrard (1981), Clary and Miller (1986), and Latting (1990) based their two-factor models upon the classifications of altruistic and egoistic factors.

Frisch and Gerrard's (1981) study, *Natural Helping Systems: A Survey of Red Cross Volunteers*, found that older volunteers' altruistic motivation was greater than that of younger volunteers (Frisch & Gerrard, 1981; Latting, 1990). Latting's study (1990), *Motivational Differences Between Black and White Volunteers*, analyzed the self-concepts and motivations with both altruistic and egoistic components. The norms of altruism and social responsibility were higher for Black volunteers than White volunteers. The author's findings illustrate the importance to include cultural and racial/ethical variables in research on volunteerism and motivation and state that reports that consider volunteer motivation without regard to race or ethnicity must be viewed as suspect or inconclusive.

Clary and Miller's 1986 study, *Socialization and Situational Influences on Sustained Altruism*, built upon Rosenhan's 1970 work examining the commitment of civil rights activists. Rosenhan classified volunteers into two categories: partially committed members who had been on one or two freedom rides and fully committed volunteers who had worked continuously for over a year in the movement. Rosenhan "related their commitment to the volunteers' childhood socialization experiences to adult altruistic behavior and focused on "person" antecedents (childhood, personality, and motivational) of altruism" (Clary & Miller, 1986, p. 1359). Clary contrasts this point with the situational approach of psychological investigation which has little bearing on sustained helping behavior, then urges consideration of the operational definition of altruism. "Typically, a subject is given the opportunity to engage in a single isolated act, and the decision to act must be made spontaneously" (Clary & Miller, 1986, pp. 1358-2369). Clary concurs with Rosenhan's assessment that the typical research paradigm of the time focused on normative altruism, where helping behavior was of low personal risk and cost to the volunteer.

Clary and Miller (1986) examined participants' childhood experiences and socialization practices and developed categories of two types of altruistic volunteers: normative and autonomous. It was expected that those participants who had warm positive relationships with their parents would be more likely to develop into autonomous altruists, suggesting situational differences impact altruistic behavior. In examining the 162 participants (55 men, 107 women) volunteering in Youth Enrichment Services (YES) in Minneapolis, Minnesota, a crisis counseling call center. Participants ranged in age from 17 to 49 years old and educational levels from high school diploma to graduate degrees. The sample of volunteers participated in 30 hours of training over five sessions. Each volunteer participated in one of 21 training sessions. Each volunteer committed to volunteer for six months. YES volunteers were expected to work a four-

hour shift every week. A critical dependent measure was that volunteers either completed their 6-month commitment or they did not. Volunteers were requested to fill out a seven-page survey to learn about the participants' background experiences and motivations in addition to the following categories: biographical information, prior volunteering experience (two checklists of 21 services). Volunteer socialization history was conducted utilizing three sets of questions: eight items explored the extent their parents modeled altruism, seven items focused on past relationship with parents (discussing important matters, intimate feelings, feeling anger, sharing thoughts, showing affection spontaneously). The third set focused on parental preaching of altruism (parents urged me to donate, parent told me to be willing to lend a helping hand). An additional set focused on egoistic and altruistic measures. Following the completion of the training sessions, trainers were asked to complete a 13-item survey designed to assess group cohesiveness. Each question was related to a specific group behavior. Each group had 2 -3 trainers, their scores averaged.

The findings indicated normative altruists in low cohesive groups were less likely to exhibit sustained altruism (30%) compared to normative altruists in high cohesive groups (60%), autonomous altruists (57%) in low cohesive groups, and autonomous altruists in high cohesive groups (62%). Clary also found that autonomous altruists scored higher on empathy than normative altruists, suggesting socialization practices of parents provided standards of expected behavior. However, the authors highlight that the most significant finding was the combined impact of socialization experiences and a situational factor on altruistic behavior.

Greenleaf's commencement speech mentions the major ideas that shaped his life. He first gave homage to his father, who led by example in trying to leave the world a little better than he found it. This is congruent with parental nurturing consistent with autonomous altruists. The

development of the construct of servant leadership and the shifting of the organizational paradigm from vertical hierarchy to a horizontal form of leadership appears to create a nurturing environment supporting sustained autonomous altruism worthy of further study.

Three-Factor Models

A study by Puffer and Meindl (1992) examined “The Congruence of Motives and Incentives in a Voluntary Organization,” citing Knoke and Wright-Isak (1982), and designed a study to analyze normative, rational, and affiliative motives with normative, rational, and affiliative incentives.

Normative motives are based upon an altruistic desire to help others without expectation of personal benefit. Normative incentives take the form of ritualistic symbols, such as informing the person the task they are to perform is for a good cause.

Rational motives pursue self-interest, such as career advancement. Rational incentives are material rewards, skills learned in the voluntary position, resume building, and job advancement.

Affiliative motives reflect a desire to establish meaningful relationships and identify with the group or organization. Affiliative incentives mirror a need for social activities and formal ceremonies. The table generated from the work of Puffer and Meindl (1992, p. 426) indicates volunteer motives and corresponding incentives.

Table 3

The Congruence of Motives and Incentives in a Voluntary Organization

The Congruence of Motives and Incentives in a Voluntary Organization	
Motives	Incentives
Normative <ul style="list-style-type: none"> • Altruistic Desire 	Normative <ul style="list-style-type: none"> • Ritualistic Symbols • No expectation of personal benefit
Rational <ul style="list-style-type: none"> • Pursue Self Interest 	Rational <ul style="list-style-type: none"> • Material rewards • Career advancement

Rational	<ul style="list-style-type: none"> • Resume building • Learn new skills
Affiliative <ul style="list-style-type: none"> • Establish meaningful relationships • Personal • Group • Organization 	Affiliative <ul style="list-style-type: none"> • Need for social activities • Formal ceremonies

Note. Adapted from “The Congruence of Motives and Incentives in a Voluntary Organization: Introduction,” S. M. Puffer, and J.R. Meindl, 1992, *Journal of Organizational Behavior*, 13, p. 425 – 434.

The study contained variables of low and high motives and incentives. The results of the study illustrated that volunteers with normative motivation performed well regardless of the level of incentive. However, when rational and affiliative volunteers were mismatched with the level of incentive, their performance had a negative impact.

Puffer and Meindl, citing Enz (1988) and Kerr & Slocum (1987), state the following:

“These results suggest that it is important to provide incentives that reflect the voluntary organization's values, while taking into consideration volunteers’ motives. The result supports the view that incentives are a mechanism for transmitting the organization's values and shaping performance" (Puffer & Meindl, 1992, p. 426).

Multifactor Models

Wilson and Musick (1997) developed a sociological theory, claiming, “the essence of volunteerism is not altruism but rather the contribution of services, goods, or money to help accomplish some desired end, without substantial coercion or direct remuneration” (p. 695). The authors examined both formal and informal volunteer work, basing their premise on the belief that volunteer work has the following traits: (1) is a productive activity that requires human capital, (2) requires collective action and collective behavior that requires social capital, and (3) the volunteer-recipient relationship is ethically guided work that requires cultural capital. Wilson and Musick found volunteering is positively related to human capital, number of children in the

household, informal social interaction, and religiosity. Age, sex, gender, and health are determining factors for informal helping (Wilson & Musick, 1997).

Wilson "examined the premise that volunteering is beneficial to the helper as well as the one helped. Positive effects found for life-satisfaction, self-esteem, self-rated health are determining factors for informal helping (Wilson & Musick, 1997) and for educational and occupational achievement, functionality, and morality" (Wilson, 2000).

Thoits and Hewitt's study, "Volunteer Work and Well-Being," (Thoits & Hewitt, 2001) distinguished between volunteer membership and volunteer work. They examined the relationships between volunteer work in the community and six aspects of personal well-being: happiness, life-satisfaction, self-esteem, sense of control over life, physical health, and depression. The study finds a positive correlation between volunteer work and positive effects (Thoits & Hewitt, 2001).

The Volunteer Functions Inventory

In the *Journal of Personality and Social Psychology*, authors Clary, Snyder, Ridge, Copeland, Stukas, Haugen, & Miene published their work, "Understanding and Assessing the Motivations of Volunteers: A Functional Approach." The study examined the motivations underlying volunteerism based upon functionalist theory, proposing six functions: values, understanding, enhancement, career, social, and protective. Clary et. al. (1998) created a 30-item questionnaire divided into six scales of five items each and scored upon a 7-point Likert scale (1 is "totally disagree" and 7 is "totally agree") in developing the Volunteer Functions Inventory (VFI). Central to their study was the understanding "that acts of volunteerism that appear to be quite similar on the surface may reflect markedly different underlying motivational processes and that functions served by volunteerism manifest themselves in unfolding dynamics of this

form of helpfulness, influencing critical events associated with the initiation and maintenance of volunteering behavior” (Clary et al, 1998, p. 1517).

Table 4

Six Motivational Functions Served by Volunteerism

Six Motivational Functions Served by Volunteerism (Clary, Snyder, Ridge, Copeland, Stukas, Haugen & Miene, 1998)	
Function	Definition
Values	Volunteer service centers on the opportunities provided for individuals to express values related to altruistic and humanitarian concerns for others
Understanding	Volunteer service provides an opportunity for new learning experiences, and to exercise knowledge, skills, and abilities that might otherwise go unpracticed
Social	Volunteering provides the opportunity to be with one’s friends or to be engaged in activities viewed favorably by others.
Career	Volunteering is concerned with career-related benefits obtained by participating in volunteer work.
Protective	Volunteer motivation is related to protecting the ego from negative features of the self and may serve to reduce guilt over being more fortunate than others and to address one’s personal problems.
Enhancement	Volunteering serves to enhance the motivational process that centers on the ego’s growth and development and involves positive strivings of the ego

Note. Adapted from “Understanding and Assessing the Motivations of Volunteers: A Functional Approach,” by E.G. Clary, M. Snyder, R. D. Ridge, J. Copeland, A. A. Stukas, J. Haugen, and P. Miene, 1998, *Journal of Personality and Social Psychology*, 74, pp. 1516-30.

Research Studies in Volunteering

Table 5

Psychometric Data of the VFI

Psychometric data of the VFI Clary et al., 1998			
Sample	Factors	Mean	Reliability (α)
N:467 subject (mean age 40.9, SD: 13.38)	Values	5.82	.80
	Understanding	4.91	.81
	Social	2.59	.83
	Career	2.74	.89
	Protective	2.61	.81
	Enhancement	4.27	.84

Note. Reprinted from “Volunteer Functions Inventory: A Systematic Review,” by F. Chacon, G. Gutierrez, V. Sauto, M. L. Vecina, and A. Perez, 2017, *Psicothema*, Vol. 29, p. 307.

Chacon, Gutierrez, Sauto, Vecina, and Perez, state in *Volunteer Functions Inventory: A Systematic Review*, that the VFI has become the standard instrument to assess volunteer motivation. Their review claims the widespread use of the VFI is due to its “well-grounded theoretical basis and good psychometric properties” (Chacon, Gutierrez, Sauto, Vecina, & Perez, 2017, p. 307).

The review consisted of scientific journal articles and research papers (doctoral, master’s, and bachelor theses were included to avoid publication bias). Only studies conducted in English, Spanish, Portuguese, and Italian, obtainable with free access, were included. Only studies using the original 7-point Likert scale were included, and studies that modified the content or questions of the VFI were excluded. There were 666 studies which referred to VFI. Further analysis indicated only 147 used the VFI; after further review, only 48 studies and 67 samples met the eligibility criteria. The “values” factor obtained the highest mean score, both in overall and in each type of volunteering, where the lowest scores were for “career” and

“enhancement” factors. Samples with a mean age under 40 years obtained higher scores on “career” and “understanding” scales compared to studies in older samples. When examining gender, studies with less than 50% women scored higher on the “social” scale than studies with more than 50% women (Chacon et al., 2017).

Chacon concludes the VFI adequately assesses most common motives in most types of volunteers; however, the researchers agree that some types of volunteers may have other motives that have not yet been examined by the VFI, which is suggested by some studies using qualitative methods (Chacon, Perez, Flores, & Vecina, 2011), a point also conceded by Clary and Snyder (1995).

Qualitative Studies of Volunteer Motivation

Hilbert, Piacentini and Dajani's study, “Understanding Volunteer Motivation for Participation in a Community-Based Food Cooperative,” was published in the *International Journal of Nonprofit and Voluntary Sector Marketing*. The researchers conducted in-depth interviews of eight female subjects. Their "core aim was to develop an understanding of volunteers’ motivation for working in a community retail cooperative" (Hilbert, Piacentini, & Al Dajani, 2003, p. 39). The researchers state, "Understanding the motivation for volunteering requires an appreciation of an individual's perceptions of the benefits of getting involved" (Hilbert, Piacentini, & Al Dajani, 2003, p. 35).

Most learned of the program by word of mouth and were asked to volunteer by friend or neighbors. Asked why they volunteered, one factor mentioned was that it was "something to do" (social interaction). The second factor was "helping people" (social altruism). Volunteers also remarked, "It has to be something you're interested in. Volunteer perception of the project's

operations being a socially productive enterprise was also a motivating factor" (Hibbert, Piacentini, & Al Dajani, 2003, p. 36).

Muckaden and Pandya (2016) conducted a qualitative study using semi-structured interviews seeking to identify the motivation to volunteer in a palliative care unit, to identify its rewards and challenges, and to understand the impact of volunteering on social relationships and the self. The study consisted of ten participants, nine were women, the average age was 45, and the length of service in palliative care ranged from six months to 15 years. After interviews reached a level of saturation, the data were labeled into categories: relevant words, phrases, and sections. Four major categories were derived from the analysis: motivating factors, nature of rewards, nature of challenges encountered as a palliative care volunteer, and impact of volunteering on self and relationships. The data were then examined through the four-factor codification scheme utilized by Ferreira, Proenca, & Prenca (2012), which modified the VFI. The four categories were development and learning, belonging and protection, career recognition, and altruism. In Ferreira's study of Portuguese volunteers, the responses of all participants confirmed the motivation to volunteer was intrinsic, a need to give back to society.

Volunteering Studies Through the Lens of Self-Determination Theory

Bidee, Vantilborgh, Pepermans, Huybrechts, Willems, Jegers, and Hofmans, published "Autonomous Motivation Stimulates Volunteers' Work Effort: A Self-Determination Theory Approach to Volunteerism" (2013), which noted that today's nonprofit organizations make appeals for participants but have difficulty attracting and maintaining free labor. Their study replicated past results, using volunteering samples from four organizations, indicating a positive relationship between volunteer autonomous motivation and work effort (p. 44).

Furthermore, this linkage was positive for all 206 Dutch speaking volunteers from four Belgian non-profit-organizations (NPOs) active in the health care sector ($N_1 = 50$; $N_2 = 51$; $N_3 = 50$; $N_4 = 55$). Participants included 84 males and 121 females, each completing a survey questionnaire. The average age was 52.45 years ($SD = 16.15$); 61.7% of respondents lived together, 76.4% were married, and 77.2 % had no dependents; 38.8% were retired, 34.5% were active as a paid employee; the remaining 26.7% were students; self-employed (1.5%), housemen/wives (10.7%), and persons entitled to social benefits (7.8%); 49% had five years or more of volunteer experience, 43.7% volunteered between 2 and 4 hours per week; 88.3% received no compensation for their volunteer activities, and 51.9% could rely on reimbursement of their expenses.

The researchers utilized the Motivation at Work Scale-R (MAWS-R) (Gagne et al., 2012) and were inspired by the self-regulatory scales of Ryan and Connell (1989). The motivational constructs as described in SDT (Deci & Ryan, 1985, 2000) measured 21 items, asking participants to rate the reasons for doing volunteer work on a scale of 1 (not at all) to 7 (exactly because of this reason). Bidee removed two items: one from the external regulation scale and one from the integrated regulation scale. Deci and Ryan’s (1985, 2000) Motivational Constructs utilized by Bidee (2013) are presented in Table 6.

Table 6

The Motivational Constructs as Described in SDT

The Motivational Constructs as Described in SDT	
External Regulation	<ul style="list-style-type: none"> Because others put pressure on me 3 items
Introjected Regulation	<ul style="list-style-type: none"> Because it makes me feel proud of myself 4 items

Identified Regulation	<ul style="list-style-type: none"> • Because what I do in this job has a lot of personal meaning to me 5 items
Integrated Regulation	<ul style="list-style-type: none"> • Because I am made for this work 3 items
Intrinsic Regulation	<ul style="list-style-type: none"> • Because I enjoy this work very much

Note. Adapted from “Autonomous Motivation Stimulates Volunteers’ Work Effort: A Self-Determination Theory Approach to Volunteerism,” J. Bidee, T. Vantilborgh, R. Pepermans, G. Huybrechts, J. Willems, M. Jegers, and J. Hofmans, 2012, *Voluntas*, 24, p. 32 – 47.

Bidee et.al. (2012) contend their research was the first to relate volunteers’ work effort to autonomous and controlled motivation. They are convinced their findings indicate that finding optimal performing volunteers is an important goal of non-profit-organization managers (p. 43). Based upon this, they contend that NPO managers can influence volunteer performance by creating an autonomy-stimulated volunteer climate. The researchers state the ingredients of such climates include the consideration and valuation of personal needs of volunteers, the creation of challenging tasks offering sufficient choice and space to allow for personal decisions, encouraging volunteers to take initiative, and provisions for feedback (Deci et al., 1989, 1994, 1999).

“The results also indicated volunteers benefited from environments in which a good reason was offered for doing specific tasks, highlighting the importance of communication and allowing for the free expression of feelings of the volunteers about tasks recognized by leadership. Volunteers benefited from a cooperative environment, where they were encouraged to identify with the volunteer group (Bidee et al., 2012, 2013; Gagne & Deci, 2005, p.43). The management (leadership) of volunteer groups benefit from a more personal and social approach, supporting the need for training and development related to developing autonomous supporting roles of management and leadership, which in turn enhance volunteer motivation and efforts.

Rotary International and Student Leadership Programs

Rotary International is a global organization of business and professional leaders with more than 1,200,000 members in over 35,000 local clubs (Rotary International, 2019). “Rotarians work together to promote peace, fight disease, provide clean water, support education, and grow local economies” (Rotary International, 2019). At last report, the United States has 7,869 clubs with 360,790 members. A review of the membership count for each of the thirteen zones reporting U.S. membership shows a decline since 1996. In 2019, the leadership of Rotary International continued to emphasize their concern with membership recruitment and retention. (Hearn, 2004; (Rotary International, 2009) In 2009, the Rotary International Board of Directors adopted a new membership slogan: "Each Rotarian, Reach One, Keep One" (Atkin, 2009). In supporting education, districts actively promote member participation with EarlyAct, InterAct, Rotary Leadership Awards, and Rotary Youth Exchanges.

Earlyact, Interact, Rotary Youth Leadership Awards, Rotary Youth Exchange. Many Rotary Clubs sponsor EarlyAct school-wide service clubs for elementary students from Grades K-8. The EarlyAct mission is aligned with the ideals of Rotary, fostering character building activities and carrying out various projects for gaining awareness and knowledge of their local and global communities. From these experiences, students learn about caring, respect, empathy, responsibility, tolerance, citizenship, compassion, friendship, and leadership, providing a natural pathway for participating with Interact Clubs (EarlyAct, 2018).

Interact brings students ages 12-18, together to develop leadership skills while discovering the experience of Service Above Self, and have fun doing it. Worldwide there are 20,372 Interact Clubs, in 159 countries, with over 450,000 Interactors. Each club organizes a minimum of two projects a year to help their school or community, and one project promoting

international understanding. Globally, Interactors participate in World Interact Week, Interact Video Awards, Rotary Youth Day at the United Nations, and Global Youth Service Day (Rotary International, 2018).

Rotary Leadership Awards (RYLA) is an intensive leadership experience organized by Rotary Clubs and districts where students develop leadership skills, have fun, and meet students from other schools. This experience can be a one-day seminar, three-day retreat, or weeklong camp. Students develop communication and problem-solving skills, discover strategies for becoming leaders in their school and community, learn from community leaders, inspirational speakers, and peer mentors. They learn to actualize their potential, turning motivation into action, while having fun and developing friendships (Rotary International, 2018).

Rotary Youth Exchange builds peace one young person at a time. (Rotary International, 2018). Students discover another culture, language, and become global citizens. Exchanges are for students 15-19 years old and are sponsored in over 100 countries. Long term exchanges last a full academic year. Short-term exchanges range from several days to three months, usually structured as camps, tours, or homestays taking place when school is not in session. Students benefit from exchanges by developing lifelong leadership skills, learning a new language and culture, developing friendships around the world, and become global citizens (Rotary International, 2018).

Summary

The literature in this chapter highlighted the confusion and disagreement about the definition of leadership and the resulting complexity of studies based upon the researcher and the type of problem being examined. This research adopts Silva's (2017) definition: "Leadership is the process of interactive influence that occurs when, in a given context, some

people accept someone as their leader to achieve common goals.” The development of Greenleaf’s concept of servant-leadership was examined, reviewing the major influences that helped motivate and shape his work. Spears’ four core tenets of the servant-leadership framework was detailed, the ten critical characteristics identified, and definitions of servant leadership were discussed. Studies of servant leadership in an organizational context, methodology, and results were reviewed.

Theories of motivation were reviewed as they served as a basis for supporting the development of volunteer motivation models and a contrast to self-determination theory. The definition of volunteering was reviewed; volunteer models and research studies of volunteer motivation models were examined, and self-determination theory and its use to study volunteer motivation were reviewed.

The literature provided analysis and studies focused on servant-leadership in an organizational context, motivational theory, volunteer motivation, and self-determination theory, presenting motivation as a continuum of motivation, extrinsic motivation, and intrinsic motivation, with varied types of regulation. The review concluded with the examination of volunteer studies through the lens of self-determination theory, indicating developing autonomous supporting roles of management and leadership enhancing volunteer motivation and efforts.

CHAPTER III
METHODOLOGY

Introduction

The methods discussed in this chapter were utilized to investigate Rotarians' perceptions of their transformative path from initiate (follower) to servant leader supporting student programs. The study examined the perceptions of Rotarians' experiences, seeking to understand what motivated them to join an organization dedicated to service above self, to volunteer with school K-12 programs, and to discern the impact of their volunteering efforts.

The design chosen for this study was a qualitative narrative multi-case study, which was congruent to the type of information sought and the questions to be addressed by the researcher. The rich and descriptive information produced from this design helped to discern the emerging themes for analysis of the participants' perspectives of their volunteer experiences.

In this chapter, I explain the evolution of my interest in this topic. I provide the procedures and methodologies used to collect data, the guidelines followed to conduct the research, the way data were analyzed and the how the findings were validated. This chapter also includes the population and sample studied, the data collection instruments, and a description of data analysis reporting.

Purpose of the Study

The purpose of this research study was to explore Rotarians' transformative path from initiate (follower) to servant leader supporting student programs.

Although there have been many studies investigating the motivation of volunteers and numerous studies have examined school volunteers, few if any have focused on Rotarian volunteers, and none have focused on the members of Rotarians volunteering at local schools.

There is a lack of research on examining servant leadership organizations from a narrative perspective of the participants, as well as a lack of research in examining the motivations of volunteers joining servant leadership organizations. This research study sought to add to the body of knowledge in both areas.

Researcher Background

I have been a Rotary Club member, which embraces the motto of “Service Above Self,” for the past 24 years. During that time, I served in various leadership roles, including being a member of boards of trustees, membership committees, and attending numerous leadership conferences. As a volunteer and a Rotarian, I recognize the need to recruit and retain qualified volunteers and see the emergent need to reach out to younger generations, embracing diversity. With other Rotarians, I have been grappling with what motivates people to join, and with trying to understand the transformative process from the time one becomes a member of Rotary (servant follower) until that individual transforms into a Rotarian (servant leader).

Research Questions

1. What factors, if any, do Rotarians perceive as motivating them to join a volunteer organizations with the motto “Service Above Self”?
2. What factors, if any, do Rotarians as their motivation (incentives) to volunteer for K - 12 school leadership programs?
3. In what ways, if any, do Rotarians perceive the impact of their volunteer efforts?

Design and Methodology

In investigating Rotarians’ perspectives of their transformative path from initiate (follower) to servant leader supporting student programs, examining their motivation to join a volunteer organization with the motto “Service Above Self, their motivation to volunteer for

Rotary supporting K-12 student leadership programs, and their perspective of the impact of their volunteer efforts, the researcher employed a qualitative narrative study methodology. Clandinin and Connelly (2000) contend tension exists between formalistic approaches and the narrative approach. “Narrative inquirers tend to begin with the experience as expressed in lived and told stories” (Creswell & Poth, 2018, p. 67) and weave literature throughout the dissertation.

After receiving permission to conduct interviews from the Governor of Rotary District**** and the Seton Hall University IRB review board, the researcher acknowledged the tensions and presented the theories that guided the study as a form of *epoche*, or autobiographical orientation associated with the research.

In this qualitative narrative study, the researcher relied on servant leadership theory, motivational theories underpinning the Volunteer Functions Inventory and self-determination theory.

The researcher conducted in-depth interviews with semi-structured open-ended questions of the participants (Bogden & Biklen, 2007; Creswell & Poth, 2018). The questions were designed based upon current literature. A panel consisting of three experienced Rotarians was assembled to ensure validity of the questions used in the study. The data were collected; all questions and answers during the interview were recorded and transcribed for participants’ examination and approval for validity and to assure accuracy (Creswell & Poth, 2018).

Sample

The Rotary district governor provided an estimated population of 30 Rotarians for this study. Each Rotarian had at least two years’ membership as a Rotarian, and had volunteered in the past, or are currently volunteering with Earlyact, Interact, RYLA, and or international youth exchange programs, having at least one year’s experience volunteering with student leadership programs. All eligible participants were invited to participate in the research by way of a

research recruitment letter sent via email. The solicitation letter was approved by the district governor.

A letter of solicitation was provided to all participants explaining the purpose of the research. Upon indicating positive interest in participating in the study, each was asked to complete a questionnaire (Appendix B) to provide background information and contact information to include phone numbers and email addresses. After pre-screening, the researcher selected Rotarians based upon guidelines using purposeful sampling.

After participants were identified, the researcher met with each Rotarian participant individually and presented each with an Informed Letter of Consent. Each Rotarian signed the original, and each participant was given a copy for safe keeping. Each participant was then given a coded pseudonym to protect his or her identity. Each city, school, and club was given coded pseudonyms to further protect identities. The pseudonyms issued were used throughout the study. All data collected were retained and kept in a locked filing cabinet at the researcher's home, including surveys, notes, interview questions, digital recordings, and electronic storing devices.

A total of 16 Rotarians were purposely selected to participate in the study. Questionnaires (16) were completed and returned prior to the interview. The identified Rotarians participated in Earlyact, Interact, RYLA, Long-Term Youth Exchange Programs and Short-Term Youth Exchange Programs. The Interact Clubs were based in four different suburban area schools, one middle school, and three high schools.

The study participants consisted of four women, and twelve men. The average age was 67 years old, with 16 years of education. Ten are retired, five self-employed, and one working for a non-profit organization. The average duration of Rotary membership was 19 years, ranging from

two years to 47 years. Eight participants volunteered in two more Rotary supported student leadership programs. The EarlyAct and InterAct participants were involved with one middle school and three high schools. Four of the participants volunteered with an Interact Club of one high school over the course of 14 years (RM 15, RM5, RM13, RM14). One participant, RM2, works with an EarlyAct and InterAct of the same town. Four of the participants were past district governors (RM 3, RM4, RM11, RM16).

Participant Profiles Matrix

Table 7

Participant Profiles Matrix

Participant Profiles Matrix

		Sex	Education	Program	Employment	Years In	School
RM#	Age		In Years	Involvement	Status	Rotary	
1	68	F	HS	LTYE	Retired	13	
2	56	M	AA	INT, EA	Self Employed	18	MS, HS1
3	73	M	MBA	STYE	Retired	25	
4	83	M	AA	RYLA, LTYE	Retired	47	
5	81	F	BA	INT, LTYE	Retired	13	HS2
6	59	M	MBA	LTYE, STYE	Retired	14	
7	73	M	HS	STYE	Retired	16	
8	67	M	JD	LTYE	Self Employed	16	
9	61	M	BA	INT	Self Employed	18	HS3
10	51	M	BA	RYLA, STYE	Self Employed	31	
11	72	M	MS	RYLA, STYE	Retired	26	
12	68	F	HS	LTYE	Self Employed	11	
13	62	M	BA	INT	Retired	3	HS2
14	68	M	MBA	INT	Retired	2	HS2
15	65	F	MA	LTYE, INT	Non Profit	14	HS2
16	72	M	JD	RYLA, LTYE	Retired	47	
Avg	67		16			20	

Participant Profiles

Table 8

Participant Profiles Demographic

Participant Profiles		
Coded Pseudonym	Demographic	Volunteer Activities (19 years and older)
RM 1	Female 68 years old High School Graduate Retired Business owner Rotarian Since 2007	CCD Teacher Rotary Long Terms Student Exchange (LTSE) 2007 – Present Club Coordinator Host Family
RM 2	Male 56 years old Associate degree Self-employed business owner Rotarian since 2002	Town Little League Town Parents Club President Town Soccer Club Coach Town Basketball Traveling Team Coach Rotary EarlyAct Advisor Rotary Interact Advisor Rotary Student Exchange Club Advisor
RM 3	Male 73 years old Master’s degree Retired Town Administrator Rotarian since 1995	Vol. Wrestling Coach J.H. School (in college) Gift of Life Local Rotary Club Past Pres. Rotary Short-Term Youth Exchange (STYE)
RM 4	Male 83 years old Associate degree Retired business owner Rotarian Since 1973 Married to RM 5	EarlyAct Interact Rotary Leadership Youth Award Program Assistant LTYE Host Parent
RM 5	Female 81 years old Bachelor’s degree Retired Business owner	Town Symphony Town Garden Club Interact Club Liaison LTYE Host Parent

	Rotarian Since 2007 Married to RM 4	Rotary Club LTYE Chair
RM 6	Male 59 years old Master's Degree Retired Business Executive Rotarian since 1996	Town Soccer Coach LTYE Host Family STYE Host Family
RM 7	Male 73 years old High School Diploma Veteran Retired Rotarian since 2004	Gift of Life Host Family STYE Host Family
RM 8	Male 67 Years old Juris Doctorate Self-Employed Rotarian Since 2004	Girl Scout Council Home School Assn. Historic Preservation Trust Trustee Local Chamber) Local Boys & Girls Club (Volunteers professional services) Local Club President Local District Rotary LTYE Chair
RM 9	Male 61 years old Bachelor's degree Self-Employed Rotarian Since 2002	Ambulance Squad Helping the Homeless Interact 4 years plus
RM 10	Male 51 years old Bachelor's Degree Self Employed Rotarian Since 1989	InterAct – Volunteer RYLA Chairperson STYE Leader (3)
RM 11	Male 72 years old Master's degree Retired Rotarian Since 1994	YMCA Past Club President RYLA STYE
RM 12	Female 68 years old Self employed	Women's Altar Guild Women's Church Group

	High School Diploma Rotarian Since 2009	Volunteered with Husband's Rotary Club LTYE
RM 13	Male 62 years old Bachelor's degree Retired Rotarian since 2017	Market Street Mission Potters House International Interact Liaison
RM 14	Male 68 years old MBA Retired Rotarian since 2018	Jaycees Past President YMCA Board Member Boy Scouts Little League Asst Coach United Way Interact 2018 present
RM 15	Female 65 years old Master's degree Employed Rotarian since 2006	YMCA Board of Directors 2000-2005 Arts & Cultural Board 2009-2019 Hospital Board 2000 PTO President Past Club President Interact Liaison 4 years LTYE 2 years
RM 16	Male 72 years old Juris Doctorate Retired Rotarian since 1973	Past Club President RYLA LTYE

Instrumentation

The instruments used to collect data were a volunteer demographic questionnaire and semi-structured interviews. The researcher developed interview questions based upon the literature with the guidance of a panel of experts. Questions were designed and constructed to address the following areas: participants' perspectives of their life experiences that motivated them to join their Rotary club, and participants' life experiences that motivated them to volunteer supporting a K-12 student leadership program. Information was also sought on how Rotarians perceived the impact of their efforts as seen through the lens of the servant leadership litmus test:

Did those being served grow as persons? Did they become healthier, wiser, freer, more autonomous, and more likely to become servants themselves? In addition to asking the participants themselves by belonging to a Rotary Club dedicated to “Service Above Self,” have they grown as a person? Have they become healthier, wiser, freer, more autonomous and more likely to continue to serve?

The researcher developed interview questions that were reviewed, edited, and approved by a panel of experts. The panel of experts consisted of Rotarians who are members of the Rotary Leadership Institute faculty and either current or past Rotary district governors.

The panel of experts made recommendations, and modifications were made to the interview questions before final approval of the instruments used in the collection of data. The researcher did not include any of the panel of experts to participate in the study. All research participants were sent the volunteer demographic questionnaire in advance.

Data were collected through questionnaires, semi-structured interviews, researcher field notes, and from Rotarian Club websites and social media. The semi-structured interview questions were used to conduct individual interviews. The design of the interview questions created the opportunity for the researcher to ask follow-up questions on their experiences and motivation. The richness of the data derived from this research helped to develop themes. All participants were asked the same questions and given the opportunity to expand upon their experiences. The researcher asked probing questions as needed. The narrative method allows for the individual to share his or her story, articulating the events, epiphanies, relationships, and meaningful experiences that led them to join an organization committed to “Service Above Self.”

Data Collection

Quantitative and qualitative data in the form of volunteer demographic

questionnaires were collected. Interview Questions 1 and 2 allowed the researcher to collect qualitative data in the form of semi-structured interviews related to participants’ perceptions of the impact their experiences had upon their motivation for joining their Rotary Club and for volunteering to support a student leadership program. Interview Questions 3 explored the participants’ perspectives of their volunteer efforts.

Each participant was questioned by way of a semi-structured interview lasting between 45-75 minutes, and each interview was digitally recorded. The interviews allowed for all participants to freely express themselves from their point of view and to share their experiences, giving the researcher a view into their lived world. The interviews were conducted in private and the data transcribed within one week from the date of the interview.

Research Questions

Table 9

Research Questions

Research Questions	Corresponding Interview Questions
1. What factors, if any, do Rotarians perceive motivated them to join a volunteer organizations with the motto “Service Above Self”?	1a. Describe any life experiences that may have influenced you to volunteer? 1b. What do you feel attracted you to become a member of Rotary? 1c. To what extent, if at all, do you feel the Rotary motto “Service Above Self” impacted your motivation to join Rotary?
2. What factors, if any, do Rotarians perceive as their motivation (incentives) to volunteer for K -12 school leadership programs?	2a. What experiences, if any, have you had with student volunteering as a student yourself? 2b. What impact, if any, do you perceive it had upon your feelings about volunteering? 2c. What would you describe as your reasons for volunteering to support school leadership programs?

<p>3. In what ways, if any, do Rotarians perceive the impact of their volunteer efforts?</p>	<p>In reflecting upon your volunteering efforts with school leadership programs, can you share your perspective in answering the following questions with as much candor and detail as possible:</p> <p>3a. How, if at all, did the students and volunteers grow as persons?</p> <p>3b. How, if at all, did the students and volunteers become healthier, wiser, freer, more autonomous, and more likely to become servants themselves?</p>
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Data Analysis

The demographic descriptions were utilized to examine patterns and themes during my data analysis. The following descriptions were documented and coded for each participant: age, education level, age of first volunteer experience, category or type of volunteer experience, range of years volunteering, range of years as a Rotarian, category of volunteer experiences, category of leadership roles.

The researcher followed the guidelines suggested by Creswell and Poth (2018) by taking steps to protect the participants from harm, first by assuring their anonymity, then by avoiding disclosing information that may be identifiable to an individual or source (pp. 182-183).

Through interviews, field texts, and examination of social media sources, the researcher sought to understand Rotarians’ perspectives of the experiences they perceived motivated them to join their club, to continue with their club, and to volunteer to support K-12 school leadership programs, in addition to examining their volunteer efforts through the lens of the Servant Leadership litmus test.

The researcher adopted a systematic approach proposed by Creswell and Poth (2018) to analyze the data. This began with preparing files and units, ensuring secure storage of files, selecting a mode of analysis (by hand), taking notes while reading (transcripts), sketching

reflective thinking, summarizing field notes, working with words, identifying codes, applying codes, reducing codes to themes, relating categories and themes (developing a contextual understanding), relating categories and themes to analytic framework in literature, creating a point of view, and displaying and reporting the data.

Data Driven Themes

The data were then reviewed through the lenses of servant leadership theory, the volunteer functions inventory, and self-determination theory, to examine the participants’ transformation from initiate to servant leader. The data obtained from the volunteer demographic questionnaire, along with code clusters evolving from participant answers, generated themes related to the research questions.

Table 10

Code Clusters That Emerged Related to the Research Questions

Code Clusters Emerged Related to the Research Questions	
Research Question	Code Clusters
<p>1. What factors, if any, do Rotarians perceive as motivating them to join a volunteer organization with the motto “Service Above Self”?</p>	<p>Participants witnessed volunteering. Participants involved with YMCA, church. Participants mentioned family volunteering. Participants volunteered in college. Participants felt it was good for business. Participants had Rotarian relatives. Participants had volunteered or witnessed volunteering at a Rotary event. No impact from Rotary Motto. Participants married to Rotarians and participated prior to allowing female members. Participants were asked or invited to attend.</p>

<p>2. What factors, if any, do Rotarians perceive as motivation to volunteer (incentives) for K-12 school leadership programs?</p>	<p>Participated in volunteering during K-12. Participated in volunteering during college. Participated in volunteering in church or YMCA environment. Participated in athletics and/or coaching. Perceived the motivation to volunteer as giving back to next generation.</p>
<p>3. In what ways, if any, do Rotarians perceive the impact of their volunteer efforts?</p>	<p>Students grew from their experiences. Students experienced a change in their lives. Volunteers changed as a result of their volunteering experience. The more they volunteered, the more they wanted to do it again. Believed they benefited from volunteer experience. Committed to continue volunteering.</p>

Validity and Reliability

The researcher followed steps outlined by Creswell and Poth (2018) to ensure validity and reliability.

Validity

- Triangulation of multiple data sources, methods, and theories provides corroborating evidence. The researcher examined evidence from different sources to corroborate the data. “Typically, this process involves corroborating evidence from different sources to shed light on a theme or perspective” (Creswell & Poth, 2018, p. 260).
- Discovering negative case analysis or disconfirming evidence. Not all evidence will fit the theme or pattern of a code. It is necessary to report this evidence to arrive at a realistic assessment of the phenomenon under investigation.
- Clarifying researcher bias or engaging in reflexivity. The researcher disclosed his past experiences, biases, and values at the onset so the reader may understand the position he took in his inquiry. Creswell suggests a validation strategy of embedding opportunities

throughout the study for writing and discussing connections that emerge with the researchers' experience and perspectives (Creswell & Poth, 2018, p. 261).

- Member checking or seeking participant feedback. The researcher requested that participants review the interview transcript to examine credibility. Lincoln and Guba (1985) are cited by Creswell; member checking and participant feedback are “the most critical technique for establishing credibility. This technique involves taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the accounts” (Creswell & Poth, 2018, p. 261).
- Collaborating with participants. The researcher embedded numerous opportunities for each participant to be involved throughout the research project, including decisions on their preferred means of communication and asking participants to contribute by examining the data from their interviews. The researcher reviewed all transcripts and notes for grammatical and superficial errors. Then the manuscript was shared with the interviewee, allowing him or her to review for validity and giving him or her the opportunity to make corrections and adding comments.

Reliability

Silverman (2013) and Creswell (2018) state reliability in qualitative research can be addressed in several manners: detailed field notes, good quality recording devices, transcribing of digital files that also indicate trivialities, overlaps, and pauses. The researcher took care to take detailed field notes. After transcription was completed, the researcher read the transcripts while listening to the recording and utilized field notes to mark the transcripts to indicate non-verbal clues.

The researcher reviewed all transcripts and listened to the digital recordings while also reviewing field notes to better understand the participants' story. Their story was then placed into a chronological order, highlighting their epiphanies, and making note of the specific events they mentioned. A plot was then manually drawn to include characters, settings, problems, action, and resolutions. The plot was then examined for three-dimensional space recognizing interaction, continuity, and situation. This led to the development of themes and codes.

The researcher embraced the process of checking and re-checking the data and verifying validity and reliability through peer review (Creswell & Poth, 2018, p. 262)

Researcher Bias

Qualitative researchers grapple with claims that it is too easy for their own experiences, beliefs, attitudes, and prejudices to bias data. The researcher discloses he is a member of Rotary and has been for the past 24 years. Specifically, when the data are filtered through the researchers' mind before putting pen to paper, the concerns over subjectivity rightly surface. Bogdan and Biklen (2007) state, "The researcher spends considerable time in the empirical world laboratory collecting and reviewing piles of data. The data must bear the weight of any interpretation; therefore, the researcher must continually confront his or her own prejudices with bias (p. 37). The researcher took the following steps to guard against bias as suggested by Bogdan and Biklen.

Questions naturally reflect the interest of those who construct them. To limit bias, questions were examined by a panel of experts, and changes were made as suggested. The researcher made efforts to treat the interviewees as people, treating them in a "natural, unobtrusive, and nonthreatening manner" (Bogdan & Biklen, 2007, p. 39). The researcher recorded detailed field notes, including reflections of his own subjectivity. Field notes were

examined and critiqued by peer review. The researcher used member checking, having each participant examine the transcripts and interpretations for validity and to further minimize bias.

Summary

Chapter III explained the qualitative research design utilized in this study. This included research questions, design, population, sample, participant profiles, instrumentation, and methods employed to conduct the research. Data collection and data analysis were included as well. This chapter also reviewed ethical considerations, validity and reliability, and researcher bias. The findings of the study are presented in Chapter IV.

CHAPTER IV

FINDINGS

Introduction

The purpose of this research study was to explore Rotarians' transformative path from initiate (follower) to servant leader supporting student programs. The perceptions of Rotarians volunteering with Interact, Rotary Youth Awards, Rotary Student Exchanges (hosting foreign students), and Rotary Short-Term Exchange (American Students going to Japan and Japanese Students visiting the United States) were solicited and produced through a qualitative methodology of semi-structured one-on-one interviews. Sixteen Rotarians were purposefully chosen to participate in the study and represented six Rotary clubs from one northeastern district of the United States. Each participant met the minimum criteria of having participated in volunteering for Rotary-supported student leadership programs for at least two years. To gather data, ten in-person interviews were conducted at the participants' homes (4), Rotary meeting place (5), or their place of business (1). For the convenience of the Rotarians, six interviews were conducted over the phone. This chapter presents the findings of the research questions.

Framework for Qualitative Data Analysis

A series of open-ended interview questions was developed with the approval of a group of experts aligned to the study's three research questions and seminal literature was designed to collect qualitative data. Participants' responses to the interview questions provided the data for the study. The data were examined numerous times and coded for key ideas. The coding allowed the researcher to distill commonalities and recurrent ideas across multiple interviews and cases. Through this process, the researcher was able to yield overarching themes and patterns for

further analysis. Those themes are presented in this chapter and organized according to research questions.

Research Question 1

What factors, if any, do Rotarians perceive as motivating them to join a volunteer organization with the motto ‘Service Above Self’?

The interview questions that addressed this research question were:

1. Describe any life experiences that may have influenced you to volunteer?
2. What do you feel attracted you to become a member of Rotary?
3. To what extent, if at all, do you feel the Rotary motto, ‘Service Above Self’ impacted your motivation to join Rotary?

Findings: Five code clusters emerged from the participant interviews: participants referred to witnessing volunteer activities when younger; experienced family members volunteering in their youth; they had relatives that were Rotarians; they participated in church or YMCA volunteer activities; they were asked to join Rotary; the motto ‘Service Above Self’ had no impact upon them.

Interview Question 1

Describe any life experiences that may have influenced you to volunteer.

Differences emerged from participants’ perspectives of volunteers, family members, church, and community volunteering. The predominant impactful motivation centered around witnessing volunteer activities (WVA), especially experiencing family members volunteer activity (EFVA), and Church or YMCA participation.

Witnessing volunteer activities (WVA) was perceived as a motivator for four participants.

RM 01: “I saw these people doing good things.”

RM 02: “My father died, and people insisted on helping us. People sought us out to help us. People are really helpful and generous.”

RM04: “I was involved with the YMCA as a child out of grammar school right through high school, including assistant waterfront supervisor at a camp. We were all in camp, every summer for years and years and years and years. That has had a very strong impact on me, a good impact.”

RM11: “Early on activities as a child being mentored by other volunteers, always having a desire to work and help other people, school activities that were brought on by school that fostered volunteerism as an activity . . .”

“Experiencing family volunteer activity (EFVA) was mentioned by 12 participants 18 times.

RM01: “My brother was in Rotary, and I saw a lot of things they did and felt like it would be good to volunteer with.”

RM02: “My father was a fire chief in our town. He was always helping others, and I don’t know. It wasn’t like we were raised that way, but I was around it a lot. I understood what it meant to be a volunteer fireman. I mean, to rush out to a fire in the night, get home at 4 in the morning and get up in the morning and get ready for work.”

RM 04: “My father was the executive secretary for the county YMCA, so I was involved with the YMCA from grammar school through high school, as were my brothers. We were all [at] camp every summer for years and years . . . we taught swimming and canoeing and all those things. So, I had a lot of experience with young kids and that got me into the spirit of service”

RM05: “Just going into New York City with my mother when she worked at the U. N. She was a volunteer for many years. She was what was called a “briefer.” She would spend hours learning information. People would come up to her. She would go to the U.N. and she’d pick up groups of people to take around the building, but she had to answer a lot of questions . . . She met with people like Henry Cabot Lodge and people like that to see if they had any questions or comments. She enjoyed that a lot. She was also on the Board of Education until I graduated in 1955.”

RM06: “My mother still belongs to the same Mothers Club that she did, and . . . [she volunteered with] the PTA. But specifics, it’s a long time ago. I don’t really remember, but they certainly set an example of volunteerism.”

RM09: “The life influences that I’ve had would have been with both my fathers. My biological father who always said, “Take care of your community, and your community will take care of your family.” And then he passed; his best friend from high school married my Mom and he had the same feeling that always give back whenever you can. That’s the way I was brought up, also with my Mom.”

RM10: “My family has always been a huge proponent of giving back, recognizing that we’ve been given a lot and it’s important to give back. I remember through high school and college, my father and mother would always insist on volunteering. In fact, one of the things instead of punishment would be we would have to volunteer for something and give our time and effort as a punishment for something I had done wrong in high school. In fact, [what] my father would do was equal my amount of volunteering. He would do that. He would volunteer in the emergency room, which was not his favorite place to do it; but he would do that because he took

responsibility for the issues as well. So, volunteerism and stepping up was something we'd always done from a very young age and it went through the whole family tradition."

RM12: "I would say my parents influenced me to volunteer. My Mom was a Cub Scout leader, a Girl Scout leader; my Father volunteered at the American Legion."

RM13: "My dad, observing him and how he just helped people had an influence on me that I'm coming to realize more and more, you know now that I'm older and he's gone." "And I guess I didn't think much of it at the time, but looking back on it . . . and then other things that he would do casually in terms of just helping people had an impression on me." Also, "my wife N.... did a great job of influencing me because she was always volunteering for things. And while I was off working, she was doing meals on wheels here."

RM14: I saw . . . my mother being involved in the [church] Ladies Guild . . . She ran the church bazaar . . . I remember how impressed I was and so proud it was my mother running the bazaar. After getting married, RM14 stated he was asked to join the "Jaycees" All we did was service projects . . . It was an opportunity to work with other men and build friendships and become part of the fabric of the town" . . . As I go forward in my life, I want to find opportunities to participate in projects or meaningful activities or goal-oriented activities that I can build friendships and build satisfaction for myself in life."

RM15: "So probably my mother. I think she was probably my biggest inspiration for this because she was always very active locally in working for various political campaigns and being very, very active." Also, "my cousin went into the Peace Corps, which also had an influence on my life . . . it made me reevaluate things and look what I could do . . . I saw her commitment to what she felt was important. And I just thought everyone should have that kind of passion and

everyone should make a commitment to everyone. Have a responsibility to do for other people and to make a difference in the world.”

RM16: “I participated in Boy Scouts . . . I was very involved with athletics. So, I always thought of volunteering as paying it forward” . . . My father used to drive blind people to a school for the blind to learn braille, and I would accompany him. Volunteering was natural for me because other people had done it for me.”

Church or YMCA was perceived to be an impactful motivator for 10 of the 16 participants.

RM 1: “I had been a CCD teacher for my kids, from my oldest to my youngest receiving her confirmation. I always tried to help, being involved with my kids in what they were involved with.”

RM3: “Had been involved with church as a vestry leader, and member of the choir. “I was involved with the church in [my town].

RM4: “We were members of the church, and I did volunteer service there, and my great-grandfather was a minister.”

RM6: “I would say, it was probably the leadership examples that my parents set in volunteering for their organizations, primarily their church as I grew up.”

RM8: “I was an altar boy. I was a member of the folk choir.”

RM11: “Being mentored by other volunteers and participating with the YMCA.

RM12: “ Participation in church women’s group and altar guild on Volunteer Questionnaire.

RM13: At the end of my career I developed an interest in developing my spiritual relationship with God; that took me there (motivation to volunteer). I was involved in a recycling ministry out of my church.

RM14: “I saw . . . my mother being involved in the [Church] Ladies Guild . . . She ran the church bazaar . . . I remember how impressed I was and so proud it was my mother running the bazaar.” RM 14 also states, “I was aware of Rotary because my wife [worked at the YMCA] for years, and we got to know a dedicated Rotarian who also worked there,” and “while in college, I was in a Catholic Service Fraternity.”

RM16: “I mean, my father used to drive, and I would go along with him for the ride. He would pick up and drive blind people for braille lessons, you know. So that was just one example of what I was exposed to before I became a volunteer.”

The participant answers to Interview Question 1 produced three code clusters: benefiting from the volunteer activities of others was described by 4 participants; relating to the family members’ volunteer activities was said to be impactful by 12 participants, mentioned 14 times; and involvement with church and/or YMCA was shared by 10 of the 16 participants. Although two of the 12 participants mentioned having Rotarian family members; this did not emerge as a major cluster from the responses to Interview Question 1.

Interview Question 2

What do you feel attracted you to become a member of Rotary?

Six of the 16 participants mentioned having a Rotarian family (RFP). Nine of the 16 participants witnessed the volunteer activities (WVA) of Rotarians. Four of the 16 related it would be good for their business (GFB). All 16 participants reported being asked to come to a meeting was a motivating factor in their joining their Rotary Club.

Rotarian Family Participant

Although Interview Question 1 generated two responses of participants having a Rotarian family member, it did not rise to be a major theme. Now, with the three responses from Interview Question 2, having a Rotarian family member becomes a major theme to consider.

RM1: In response to Interview Question 1, “My brother was in Rotary and I saw a lot of things they did, and if felt like it would be something good to volunteer with.” [Her response to Interview Question 2 reinforces her perspective: “I saw the good things they were doing.”

RM5: In responding to Interview Question 1, RM5 stated, “My grandfather was the first Rotary (local club) president. My uncle was also a Rotary president.

RM10: [This respondent] later adds that his father was the local Rotary club president.

RM4: “My father was a Rotarian. My uncle was a Rotarian. I felt it would be good for my business.”

RM8: “My brother-in-law was the youth exchange chairman for the district.”

RM12: My husband was a Rotarian, and I helped him on various projects.”

Witnessing Volunteer Activities

Thirteen of the 16 commented on witnessing volunteer activities as a motivator for joining their club.

RM1: “I had seen a lot of things, my brother being in Rotary and active in it, I had seen what he did, and felt it was something good to volunteer with”.

RM3: Rotary was doing some of the same things they are doing today. They were doing the dictionary project, Community Day and the things like that, and all those things you connected with the community for”.

RM4: My father was the executive secretary for the YMCA...me and my three brothers were involved with everything at the camp from early grammar school through high. We taught swimming, canoeing, ... it got me in the spirit of service.

RM5: Well, RM4 had been a member of Rotary since 1973, and it was a couples' thing. The wives went along, if they wanted to. I always went everywhere that I could...I just spent a lot of time around Rotarians...you could see what they were doing”.

RM8: “My brother-in-law was the youth exchange chairman of his district...watching him was always fascinating...then in 2004...he said it's time for you to do this”.

RM9: “My great-grandfather was a Mason, my father was an Elk, and I always felt that doing some kind of community service organization was something I needed to do, and it was part of what we should be doing because of the way we were brought up”.

RM10: “Well, what attracted me to Rotary is RYLA. They needed someone who could run around and make sure the doors were open, and I had just finished high school, and they needed a gopher. So I...my father was on the district committee and I volunteered to be a gopher... I stood on the committee for three years...once I got a stable job...I was basically told that I was going to show up at a Rotary Meeting and that was 30 years ago.

RM11: “The reputation of the organization, knowledge about the activities that were being conducted by Rotary...friends who were members encouraged me to participate”.

RM12: “Well, my husband was a Rotarian, and I hung out with him a lot, and we did things together. We worked a lot of his service projects; his club could count on me when the heard he volunteered...we were very involved”.

RM13: I was invited to participate in a Rotary event. I was impressed, blown away, the magnitude of it. I called him up the following Monday and asked if we could have a cup of coffee to discuss it.

RM14: My mother was involved with the church lady's guild and ran the church bizarre.

RM15: "So probably my mother. I think she was probably my biggest inspiration for this because she was always very active locally in you know, working for various you know, political campaigns and being very, being very active and in all of those kinds of things.

RM16: "My father used to drive and I would go with him for a ride. He would pick up people from a (home for the blind) on Saturday mornings and drive them to (another city) to learn how to read braille.

Good for Business

Four of the 12 participants felt joining Rotary would be good for business.

RM2: "I moved into a new town and was transitioning my business and needed to be associated with more people. I needed to be involved with my community. My initial reasons were more self-centered."

RM3:" I was a borough administrator and dealing with the community, and I was asked to come to a meeting. I thought I could get to know the people better."

RM4: "My father was a Rotarian. My uncle was a Rotarian and felt it would be good for my business."

RM16: "Well, there were two factors. One is, it was a work assignment that I got... [from] my boss."

I Was Asked or Invited

RM1: “My brother was the president of our Rotary Club at the time. And he invited me to come to a few meetings and I did . . . When I was invited to join Rotary, I took advantage of it.”

RM2: “I moved into town. I [was] transitioning my business . . .so I needed to be associated with more people and wanted to be involved with my community.” I was at a community event and chatted with some people who had an information table set up. I gave them my contact info and they invited me to come. I didn’t know what it was about, but I knew the people there. So I figured let me go check it out.”

RM3: “I was a town administrator; I was dealing with the community quite a bit . . . People asked me to join in ‘82, but my kids were younger and involved with other things. I couldn’t get involved. Then in ‘95 someone asked me, and I came to a meeting and it was one of those things, I liked what they were doing” . . .” Rotary was doing some of the same things they are doing today. They were doing a dictionary project, Spring Day, the community things, Fall Day, and all those things you connected with the community for.”

RM4: “My Father was a Rotarian, and it wasn’t very long before I was invited to join Rotary. I was actually invited to join the [My hometown club] . . . but because my business was in the [town next door club], my wife’s uncle suggested I should join the other club. I had attended the [My hometown club] and I knew all them all . . .Then my insurance guy calls me up and says, “I’m a Rotarian in the [town next door club] and come with me there to a meeting. . I did and found out I knew a lot of people there too . . . so I figured okay.”

RM5: “Well, RM4 had been a member of Rotary since 1973, and it was a couple’s thing. The wives went along, if they wanted to. I always went everywhere that I could. I was working and holding our business down, but I spent a lot of time with Rotarians until I became a member.

You could see what they were doing. [We traveled to foreign countries]. We took a trip out on the countryside to see some projects. One of them was a three-room school. . . It was actually an after-school community center. In one room, they had kids, teenagers, learning computers. In another room, they had kids playing chess. In a third room they had family planning, so there were mothers there. It was a wonderful project . . . another project we saw [was] that Japan had donated a bus that had all kinds of things to attract kids. It had a shower as well, so street kids could come in and it would be a safe place for them to go after school.”

“Well I just saw the services that went on those years before I became a Rotarian. Spending so much time with RM4, that was just something I really wanted to do. I didn’t join for social time. I joined to do something. The service aspect was important to me. It’s the key for the success of the club.”

RM6: “It was a bit unexpected. I didn’t really comprehend what it was, and then I was invited to a meeting, and I knew so many people in the room, it was just natural. My next-door neighbor invited me to a meeting once my office moved to a building next door to the meeting location. Next thing you knew, I walked in, and there were a couple of friends of mine. From there, it was almost a no-brainer. It became a social outlet if you will.”

RM7: “My neighbor approached me. I never knew what Rotary was about. He approached me three or four times. And I figured let me see what this is actually about. So I went to the meeting. And I kind of enjoyed it.”

RM8: That’s easy. My brother-in-law was the Rotary Youth Exchange chairman of his district . . . All three of his kids were exchange students abroad . . . Watching him was fascinating. And then in 2004, he cherry-picked an exchange student [to stay with us] and said, “it’s time for you to do this!”

RM9: “My great-grandfather [and] grandfather were Masons, my father was an Elk, and I always felt that doing some kind of community service organization was what we needed to do, and it was part of what we should all be doing because of the way we were brought up. And in [Anytown] I was approached by some folks who were influential and very inspiring and very friendly, and they asked me to join Rotary and I did.”

RM10: “What actually attracted me to Rotary was RYLA. Every year they called me back to stand on a committee, and I stood on the committee for two, three years. Once I got a stable job and was working, I guess it was actually out of college, not out of high school, once I had gotten a stable job, they suggested that I become a member of Rotary. So two of the people that were running Rotary at the time, RYLA at the time, just basically told me that I was going to show up at the Rotary meeting and that was 30 years ago.”

RM11: “The reputation of the organization, knowledge about the activities that were being conducted by Rotary, friends who were members of Rotary who encouraged me to participate.”

RM12: “My husband was a member of Rotary, of the “J Club,” and I hung out with him a lot, and we did things together. We worked a lot of service projects together and his club could count on me when my husband volunteered . . . What specifically made me join Rotary was we were at a district event and (AL) who was the chairperson of the Youth Exchange, had said . . . they needed families to host long term youth exchange. So I went up to him and said I would be interested in hosting. Friends then said, “You know by telling (AL) that ‘you might want to do it’ was tantamount to putting my name on an application. In a few short weeks, we were hosting our first exchange students from Japan.”

RM13: I was asked by a neighbor to assist volunteering at a Rotary End Hunger event and was blown away with the magnitude of it.”

RM14: I was aware of Rotary because my wife [worked at the YMCA] for years, and we got to know dedicated Rotarian who also worked there . . . The other thing I knew about Rotary was that in the membership in Rotary there were people I admired’.

RM15: I knew people who were in Rotary and certain people that I was actually asked to speak, I think about a museum that, so this was before I became a Rotarian. Then I was asked to join.

RM16: It was 1973. I was told “it was a work assignment I got.”

Interview Question 2 produced three code clusters. All 16 participants reported that being asked to come to a meeting was a motivating factor in their joining their Rotary Club. Eight of the 12 participants witnessed the volunteer activities (WVA) of Rotarians. Six of the 12 participants mentioned having a Rotarian family (RRP). Also, to note, three of the 12 felt it would be good for their business (GFB).

Interview Question 3

Do you feel the Rotary motto ‘Service Above Self’ impacted your motivation to join Rotary?

Thirteen of the participants perceived the motto “Service Above Self” had no impact upon their motivation to join Rotary. RM5 and RM12, both spouses of Rotarians, had participated in Rotary projects for years prior to joining and felt the spirit of Rotary and were inclined to feel it had meaning but did not definitively state the motto was a motivator. One participant felt it aligned where he was spiritually.

RM1: “I did not know what the motto was.”

RM2: “Zero, I was not familiar with that slogan.”

RM3: “I don’t know about joining Rotary. . . like I said, I was asked to go to a meeting, and got involved.”

RM4: “At the time it made no major [impact]. I thought seriously about [joining] and I listened to that model and I realized the sort of connection of the family to the “M” Club.” I took it seriously; they took it seriously . . . so I knew exactly what it was about.”

RM5: “Well, I just saw the service that went on those years before I became a Rotarian, and spending so much time with RM4, that it was just something that I really wanted to do. I didn’t join to have social time. I joined to do something. [The] service aspect was important to me. It’s the key for the success of the club.”

RM6: “I would say, probably not a driver.”

RM7: “Oh, what impacted me was what they do for the town. It’s not what they do for themselves; it’s what they do for the town. They do . . . a lot of work for the town. I’m trying to get the right word. They’re very generous.”

RM8: “I don’t know about joining, but it has become my life.”

RM9: “I didn’t know about the motto before I joined.”

RM10: “I’ve never found that words are a great bonfire, but actions are. That the motto “Service Above Self” is a motto that is said, great; but the actions and the people that you work around are more of the greater interest than a statement or a word. Granted, it creates a like-minded group of people who want to have service above self. But the motto has nothing to do with my service. . . the opportunity and the ability to serve a group of people is just more than an opportunity for me.”

RM11: “I don’t think the motto impacted my decision to join. In fact, I may not even have known what the motto was when I joined, other than the fact that I knew the organization was dedicated to service.”

RM12: “I do believe in service above self . . . do I think it motivated me? No.”

RM13: “It [the motto] was beautifully aligned where I was spiritually . . . I had also been five years very loosely involved with the Market Street Mission and knew I wanted to grow that in retirement too. And you add to that the experience of going down and helping people in Guatemala and the Guatemala City dump, and you see what they have and what you have. You just . . . it just sort of all culminated that this is . . . I worked 38 years mainly for myself and helping my family and things [like] that, and I needed to do something beyond that.”

RM14: It’s a nice slogan. I don’t think that I was drawn to Rotary because of “Service Above Self.”

RM15: “Probably not really at that point. When I first joined, it was really about just connecting with other people who wanted to know of, do, or be involved in projects that were going to have an impact on the community.”

RM 16: “It didn’t really have an impact on my joining.”

Asked to Join Rotary

All sixteen participants were invited to come to a Rotary meeting and join.

RM1: “I was invited to join and took advantage of it.”

RM2: “I happened to stumble upon this club, (approaching a Rotary information table at a community affair), and they invited me to come.”

RM3: “People had come and asked me.”

RM4: "I was invited to join."

RM5: "They started a breakfast club, and that appealed to me. I retired by that time . . . I liked the idea of breakfast . . . RM4 (her husband) told the powers that be that if they had a breakfast club, I would join (This is after I was already asked to join). So they did and I joined."

RM6: "It was a bit unexpected. I didn't really comprehend what it was, and then I was invited to a meeting and knew so many people in the room, it was just natural."

RM7: "My neighbor approached me three or four times. I never knew what Rotary was about. And I figured, let me see what this is actually about."

RM8: "My brother-in-law said it's time for you to do this."

RM9: "I was approached by some folks who were very influential, very inspiring, and very friendly."

RM10: "My father was on the district committee . . . I was a gopher . . . I had gotten a stable job and was working . . . basically I was told to show up at a meeting and that was 30 years ago."

RM11: "Friends who were members encouraged me to participate."

RM12: I was at a Rotary function and they asked for volunteers. RM12 told a committee member I was interested."

RM13: "I was asked by a neighbor to assist volunteering at a Rotary End Hunger event and was blown away with the magnitude of it."

RM15: "I actually spoke at one of their meetings . . . and then I was asked to join."

RM16: "It didn't really impact me on my motivation to join Rotary."

Research Question 1 Generated Codes

Table 11

Research Question 1 Generated Codes

Research Question 1 Generated Codes				
Research Question 1				
What factors, if any, do Rotarians perceive motivated them to join a volunteer organization with the motto “Service Above Self”?				
	Code	Code	Code	Code
1. Describe any life experiences that may have influenced you to volunteer?	4 participants mentioned witnessing volunteering activities.	10 participants mentioned involvement with their church or YMCA	13 participants mentioned (14 times) related to family members volunteering.	9 volunteered in college .
2. What do you feel attracted you to become a member of Rotary?	3 participants felt it would be good for business.	6 participants had Rotarian relatives.	8 participants either witnessed or participated in Rotary volunteer activities.	
3. To what extent, if at all, do you feel the Rotary motto “Service Above Self” impacted your motivation to join Rotary?	13 participants felt the motto had zero impact on their motivation to join.	2 participants, both wives of Rotarians, had been involved with Rotary for years before joining and knew about the service Rotary provided.	1 participant felt it aligned where he was spiritually.	16 were asked to participate.

Research Question 1 Synthesized Themes

Participant answers to Interview Question 1 generated three themes: participants had prior exposure to participating in civic and or church volunteering by and with family members

before joining a Rotary Club; participants were asked to join their club; the motto “Service Above Self” had little or no impact on their joining their Rotary club.

Research Question 2

What factors, if any, do Rotarians perceive as motivation (incentives) to volunteer for K-12 school leadership programs?

Interview Question 4

What experiences, if any, have you had with student volunteering as a student yourself?

Findings: Fourteen of the 16 participants shared their experiences volunteering while K-12 students. Volunteering with parents as a theme grew out of two overlapping themes with seven participants citing volunteer experiences with parents and 9 participants recollecting church-related volunteering. Volunteer coaching emerged as the second theme.

Fourteen participants shared their experiences of volunteering during their K – 12 years.

RM2: “I had an 8th grade teacher...he asked for a few volunteers for a couple of Saturdays a month...I thought it would be fun.

RM4: “My father was the director of the YMCA; I volunteered training youth sports, at the YMCA and volunteered at church.”

RM5: “We were very involved doing projects at church. We would go off and fix up houses and do all kinds of stuff. I also sang in the choir at church.”

RM6: “In my senior year, I was particularly involved in any number of activities, whether sports teams or volunteering for the senior girl’s reception. I volunteered to help out., a good way to meet girls. Oh, Varsity Club, where I had a number of leadership roles.”

RM8: “I was an altar boy. I was a member of the folk choir. That was a community thing that we did. I considered that more community and church than volunteering. I did scouts.

RM9: “It was always to help anyone I possibly could through my church and through community groups but also giving blood . . . My mother was with the R.V. ambulance squad and said it’s always important to give back. We also helped the homeless, prepared meals, and things like that.”

RM10: “My parents insisted on volunteering. Instead of punishment we would have to volunteer, and as we did my father would do an equal amount of volunteering.”

RM11: “Well, at early age through the YMCA, I was part of a Junior Leaders Club, which was a leadership development program. Spent several summers as a volunteer camp staff person in a variety of positions. In high school and in the student years and member of the church service clubs.”

RM12: “Well, my sister and I were Rainbow Girls with the Masonic Lodge.”

RM14: “I was involved in scouts. We did various service projects such as collecting newspapers to raise money. I saw it as part of the scouts, not as some project that I was supposed to do.”

RM15: “I was actually a Candy Stripper; I volunteered in a hospital doing that; . . . I did a lot of volunteering for candidates . . .”

RM16: “I had a lot of experience as a student volunteer and was involved in a number of organizations. I was on the staff of the newspaper and involved with student council; we carried out different activities, like food drives.”

Seven participants related to their athletic or coaching experiences. Athletic team participation and/or Volunteer coaching emerged as the third theme.

RM2: In college, “they needed a couple of membership chairs to run recruitment and to organize intramural sports schedules.”

RM3: “I was very involved in athletics . . . volunteering; there was some fundraising along the way . . . I did volunteer to coach a junior high school wrestling team and I got a lot of satisfaction out of that.”

RM4: “I volunteered training youth sports at the YMCA camp.”

RM5: “Not much in my college years; I was too busy playing sports.”

RM6: “. . . I was very involved in a number of activities, whether sports teams, volunteering for . . . varsity club. I had a number of leadership roles.”

RM11: “Early on, teaching kids skills, how to swim, how to behave, leadership development.”

RM16: “I was very involved in athletics in high school and college.”

Eight participants shared about their participation in athletics and coaching.

RM02: “In college, they needed a couple of membership chairs, to run recruitment, to organize intramural sports schedules.”

RM3: “. . . in college I volunteered to coach a junior high school . . . team.”

RM8: “I was in graduate school, and I volunteered to teach high school seniors.”

RM11: “In college I was a peer mentor.”

RM13: “While in college, . . . mainly through the advice of my academic mentor, I was urged to get involved in a Big Brother program and met with kids on a regular basis, spending time with them.”

RM14: “While in college, I was in a Catholic service fraternity.”

RM15: Recall continuing volunteering as a Candy Striper and volunteering with political candidates, as well as helping to register to vote.”

Rm16: “I continued my volunteering in my college years.”

Interview Question 5

What impact, if any, do you perceive it had upon your feelings about volunteering?

Findings: Fourteen of the 16 participants were involved with volunteering as students. Six participants indicated volunteering gave them a positive feeling, six participants related to an ethical foundation, and seven described recognizing the positive impact of their efforts on others. All 14 participants with personal student volunteering histories saw their experiences as positive. Their responses generated three themes: positive feelings, ethical foundation, and recognizing a positive impact.

Positive Feeling from Volunteering

RM2: "It was awesome."

RM3: "Each time I did it I had a good feeling."

RM4: "It was fun."

RM6: "I enjoyed being involved with volunteering in high school and missed it in college as I was involved with sports."

RM8: "It was fascinating to me."

RM15: "I always felt like I was making a difference and that always made me feel good about myself."

Ethical Foundation

RM5: "My family was all active volunteers and I would help out . . . there was a family ethic."

RM9: "I think I'm blessed because I was brought up with the concept of always give back, so it was as natural as breathing to us."

RM10: "It was just an expectation as a family that you did give back."

RM12: “I think it’s an obligation that because we have so much, it is our responsibility to try to help someone else.”

RM14: “I was involved in scouts. We did various service projects such as collecting newspapers to raise money. I saw it as part of the scouts, not as some project that I was supposed to do.”

RM16: “It set the table for continuing those activities beyond the college years.”

Recognizing the Positive Impact of Their Efforts

RM2: “I made a conscious decision that it was more fun to lead than to follow. Volunteering gave me more input as to how things went.”

RM3: “I felt good about myself doing it. I got a lot out of it. I guess because the kids looked at me like as the guy, the leader.”

RM4: “I saw the impact it made in kid’s lives.”

RM8: “Seeing their reaction to that situation made me think, wow, I could make an impact on kids. And that was one of the first times that I really saw that. It was something that stayed with me. It has changed my life. Absolutely. It is something that is the core of who I am now.”

RM10: “It was another outlet to provide service and whether that be in a social environment, or a school environment, or a work environment, it allowed us to do good and to multiply that good in a way that was more effective.”

RM11: “I saw a lot of activities and participated in a lot activities, and it motivated me because of the positive things that I was seeing going on . . . Volunteering increased my vision.”

RM13: “It opened my eyes about other people and what other people are, that there are other stories out there besides mine.”

RM15: “I always felt like I was making a difference and that always made me feel good about myself.”

The 14 participants with volunteering experience while in K-12 and/or college viewed their experiences positively. Their responses generated three themes: positive feelings; ethical foundation; and recognizing a positive impact.

Interview Question 6

What would you describe were your reasons for volunteering to support school leadership programs?

Findings: The theme that emerged from nine of the 16 participants was giving back to the next generation.

RM1: “I was a CCD teacher for my kids, and I was there learning alongside of them, tried to make it fun and different from the CCD they knew.”

RM2: “I wanted to have a little hand in passing along . . . I was able to help them through situations. And I think, I think my motivation was to be around these young people as much as possible and help them find their way.”

RM3: “I met a lot of families who called upon me to help out. There was positive feedback from all those things (volunteer experiences).”

RM4: “The YMCA and Rotary were all for ‘do unto others as you would have them do unto you’ . . . I see the difference it makes in these kids’ lives.”

RM5: “I just want to see the kids learn more about service, the opportunities working together to make something better. It's always to make something better than it was.”

RM6: “My wife and I thought it would be fun . . . we have the ability to do this; our kids are the right age, and it'll enrich our lives and be fun for us . . . It would be enjoyable to have another kid in the house to watch them grow . . .”

RM7: “It will open up your heart more . . . I have a house I can share with children and with teenagers, and a place to stay with them, and I have learned from them. I can’t put it any other way. This is the best education you can get, one on one. And you treat them like your own children.”

RM8: “Seeing the difference I can make with kids . . . The cultural exchange that we get through the youth exchange program is one of the greatest things we have ever seen . . . (one of the students staying with RM8 stated, ‘You have opened my eyes’). It was a wonderful, wonderful experience.”

RM9: “I would have to say that what has inspired me to help the children or K-12 was to support their leadership and watch them grow. It is really all it is; it's just fire that . . . it lights my fire.”

RM10: “And over the last 30 years I've had the opportunity to work with thousands of high school students, and really what it was for me in the beginning was a way of influencing the next generation, providing some information and supporting them in what is a very difficult time of life.”

RM11: “I think it was a sort of a natural evolution. When I first got involved in Rotary, I didn't particularly know about school-aged or youth-based programs. Learned about them, saw what they were doing and accomplishing, and then part of my professional career was always in youth development and working with youth. So, that was a natural transition into becoming part of Rotary and just carrying it on, and I'm moving forward with all of that.”

RM12: “Peace. I think I helped more for the peace process working with Rotary Youth Exchange than I ever did in college . . . I would say peace.”

RM13: “I’m just impressed with kids. They are still learning a lot of stuff. They’ve got a lot of energy, and a lot of excitement, and if you funnel it in the right way, teaming, instead of, Hey, I’m an old man coming in here to sort of tell you what to do, it’s fun for me and it’s fun for them. I got that through our kid’s sports programs. Bringing teamwork, and leadership as you team, and there can be many leaders on a team bringing different components and things like that. It does a lot of good by giving a little direction. There is a benefit to working together, for everybody involved because everybody has something to give.”

RM14: “I have a background in working with scouts. So when there was a need for a new Interact chairperson, I was asked by [(J.T.)], asking me if I would take responsibility. I accepted.”

RM15: Because I think Interact because I think I didn't have an opportunity when I was in high school. I didn't; there was not an organization like that when I was in high school. I didn't know of one like that. So I think that really helping and being kind of a mentor to young people, and I was very impressed with how much they felt a responsibility to volunteer and to do things and to make changes in the world.”

RM15: “As related to LTYE, ‘Well, I just thought it was really going to be an excellent opportunity for us too. Really show someone from another country what life is like here. And I just think it's that exchange and that opportunity to really learn about another person and what motivates them. Really made us really want to be a part of that program.”

RM16: “It's more than just the classroom learning. The extracurricular aspect is equally important in your development. Well, as I said, my background; 48 years I worked in higher education and so throughout my Rotary experience, whenever anything was student-related, either I jumped into help or they found me.”

Research Question 2 Generated Codes

Table 12

Research Question 2 Generated Codes

Research Question 2 Generated Codes			
What factors, if any, do Rotarians perceive their motivation (incentives) to volunteer for K-12 school leadership programs?			
Interview Question #	Code	Code	Code
4. What experiences, if any, have you had with student volunteering as a student yourself?	14 participants actively volunteered during their K-12 years. 8 volunteered while in college.	Volunteering with parents either in a civic (4) or church or YMCA (4) environment.	9 participants cited participation in athletic coaching.
5. What impact, if any do you perceive it had upon your feelings about volunteering?	6 participants felt volunteering gave them a positive feeling.	6 participants felt it was an ethical responsibility.	7 participants described the positive impact their efforts had on others.
6. What would you describe as your reasons for volunteering to support school leadership programs?	16 participants perceived their reasons for volunteering centered on the theme of giving back to the next generation.		

Research Question 2 Synthesized Themes

Answers to Research Question 2 are synthesized in three themes: participants recall having early experiences with volunteer mentors (parents, family members, church members, teachers, or coaches); participants perceived their volunteer experiences having a positive impact; and participants felt a need to pay it forward to the next generation.

Research Question 3

How do Rotarians perceive their volunteer efforts?

Interview Question 7

How, if at all, did the students grow as persons?

All 16 participants gave examples of witnessing student growth as a result of participating in Rotary programs. Their responses are grouped according to the Rotary program participation. Five participants were involved in two programs.

Seven participants were involved with Long Term Youth Exchanges (LTYE); each shared their perspective on how the students grew as persons.

RM1: “They (the students) learned about American culture and they became more independent.”

RM4: “In every case without exception . . . all of the projects that communities do, they learn what it is to be human.”

RM5: “The students mature and grow autonomous, which is particularly true for Long Term Youth Exchange students and shared how valuable it was for her daughter’s life, as it opened all kinds of doors for her.”

RM6: “. . . saw each child grow and mature in self-reliance and could see their universe expanded.”

RM8: “It’s remarkable, the difference that it makes in these kids’ lives is truly, truly life changing.”

RM12: “. . . believe the LTYE experience would stay with these students for the rest of their lives and they would appreciate they were the recipients of people’s volunteer efforts.”

RM15: “I think particularly for the youth exchange program, I think it just enriches everybody's lives, and I think it makes us realize how different we all are. You know, we're all the same. And you know, it's really so much fun to share cultures.”

Four participants were involved with Interact at their local high schools.

RM2: had so many examples and claimed, “the experience changes them, and they want to do more and more. I have received emails from parents letting me know of the positive impact.”

RM 5: “The maturity and autonomy that you gain in these programs...is invaluable.”

RM 9: “They seem to advance much more in their education and just became more well-rounded . . . a lot of them said they wanted to know how to give back.”

RM13: “Well, I would say there's several things. One is if we achieved our goal, they grew in a way that they understood that they could achieve a goal, which I think that in doing so, it builds confidence. I think also they grew by understanding that it's not an overt monetary return or anything like that that you're going to get, that you're going to get satisfaction out of achieving a goal that helps other people. I think it takes on a completely different value to them achieving it . . . the world that we're living in is very material, very money-oriented. This is a way to demonstrate to kids that it's not all about material [possessions] and money. You can achieve a lot of things and help a lot of people, and the money doesn't come into play. So I think that's another thing.”

RM14: “It’s too early for me to actually say they have been growing as persons.”

RM15: “I was impressed with how much they felt responsibility to volunteer and to do things and to make changes in the world.”

Three participants were involved in Short Term Youth Exchange.

RM 3: “I have many letters from parents and kids . . . about how great an experience they had. What a life changing experience they had.”

RM 7: “Many have gone on to college and graduate school. A number have ended up joining Rotary.”

RM 11: I also think that volunteers get excited about seeing people grow and develop; and when that happens, they benefit as an individual wanting to do more and help more and give more.”

Three participants were involved with Rotary Youth Leadership Awards (RYLA).

RM 10: “The challenge with it is that you don't only know it by anecdotal evidence since we only spend a few hours with them, a weekend with them, five days with them. It's difficult to see, except on occasion when you find someone . . . who takes the information that you hand and takes it to heart . . . and does something special. So I hope the students get something out of it. I always get something out of it just to see bright, shining faces, scared in the beginning, not recognizing what to do, and leaving understanding that the world's their oyster. And there are people who, even if they don't have parents who are supporting them, there's an organization that does. There's just nothing better than that.”

RM 11: “I think when young people . . . I think when adults volunteer with young people in a positive manner, I think young people try to emulate and respond to the encouragement and guidance and direction of the older person that they're working with. In terms of specific development . . . the development is physical, mental, spiritual . . . all aspects of the individual become better as a result of working with mentors and volunteers.”

All the participants shared their perspectives of how students grew from their experiences within each of the programs. They ranged from “getting to know the culture” to going out and

getting international recognition for their leadership role. Descriptions included students becoming more autonomous, self-reliant, maturing, having had a life-changing experience, and becoming part of a family where they may previously have had none.

RM16: “RYLA students go through a process, realizing their potential and experiencing their potential, which I think is helpful to them. It gives them confidence”.

Interview Question 8

How, if at all, did the students become healthier, wiser, freer, more autonomous, and more likely to become servants themselves?

The theme that emerged from LTYE participants is that their world-view had changed.

RM 1: “I discussed the students becoming more independent and developing friendships and becoming socially active.”

RM 4: “. . . spoke of students becoming immersed in culture and learning new languages.”

RM5: “. . . the students adopt an international view of the world as now normal.”

RM6: (echoed a similar sentiment) “the LTYE experience contributed to their views of the world, volunteering, and their desire to be involved.”

RM8: “the students become more competent, confident, and effective, in communication with people they hadn’t known before.”

RM12: “. . . believed the students developed a sense of appreciation being the recipients of people’s volunteer efforts.”

RM15: “And I also think it helped our students; I think it helped a student . . . who was from Spain. I think it helped her see how much we are alike, her culture, even though . . . it was a totally different experience for her. And I really saw her grow as a person. Just become so much

more self-confident, so much more articulate, and just be able to really immerse herself in the language . . . I just think mastering something and overcoming your own inhibitions is a powerful thing and it just makes you so much of a better human being.”

From the Interact participants’ responses emerged the theme of wanting to give back to the community.

RM 2: “It makes them want to do more, and more, and more. But they want to be more involved and they know they can make . . . I like to call it make a dent . . . in the universe, but they *can* make a dent in the universe.”

RM9: “They want to know how to give back.”

RM13: “I think it is achieving a goal that they know helps other people; that, in and of itself, is a very freeing thing . . . know they’re going to get satisfaction out achieving a goal that helps other people.”

RM14: “Right now I do not feel they are autonomous. The club is not; it’s not providing the vehicle for leadership development and personal development that I think it should.”

RM15: The Interactors collaborated in collecting books for Africa Nation students. “That just gave them a sense of the sharing . . . what they took for granted . . . and making sure that other children have that same opportunity as they had or at least some opportunity. You can't change everything in the world, but you can do your part. And so I think that they realized that they could make a difference, but it was only a small difference. And then they had to really get many more people to do the same thing in order to make that difference grow. And you know, they would go out and recruit other people to help them with this project because . . . there was power in having more people involved in these things.”

From STYE participants’ responses, the theme of “giving back” emerged as well.

RM 3: “Now we have students who went there and are now hosting the kids who are coming here.”

RM 7: “It's when they see what we do. And they wind up joining the Rotary Club. And it's a positive thing. And it's great memories that they have.”

The theme that emerged from the two RYLA participants was that they believed the experience changed their lives.

RM 10: “So you see these touch young people's lives in a regular and consistent manner. Do they do good in the long run? We hope so. We know we've made some touches.”

RM 11: “I also think that volunteers get excited about seeing people grow and develop; and when that happens, they benefit as an individual, wanting to do more and help more and give more.”

RM16: “Well, I see them becoming more autonomous because their leadership skills are being developed.”

In summary, all participants perceived that all the students grew as people. RM8 described the students having grown more “competent, confident, and effective” as a result of their participation in the program. It was also described the students developed a desire to give back.

Interview Question 9

How, if at all, did the volunteers grow as persons?

All participants believed they grew as persons. The themes that emerged were first, it was a rewarding experience that changed them; and second, the more they did it, the more they wanted to do it.

The LTYE participant responses were as follows:

RM 1: “I learned patience.”

RM 4: I can’t tell you how pleased I am . . . this program and this project . . . because we got to know you and we got to know who you are and what you've been doing that gives people’ lives a chance”

RM 5: “You just grow and appreciate . . . It's just a growing process too, and giving of yourself and giving of your time makes you a little more unselfish.”

RM 6: “It just opened a universe of cultural, lifelong relationships; special deep relationships transcend time and distance.”

RM 8: “I think much more immediately about how I can help other people.”

RM 12: “Absolutely.”

The responses from Interact participants were as follows:

RM 2: “It is an incredibly rewarding experience; I would not trade it for anything.”

RM 5: “You just grow and appreciate. You do it for yourself. I like to feel good. There's nobody that doesn't. It’s just a growing process too and giving of yourself and giving of your time makes you a little more unselfish.”

RM 9: “We became much more involved; the more involved they became, the more involved we became. And when we saw an opportunity to help that was embraced by students, they just lit up and we as volunteers became fulfilled, supportive, and energized for their goals and very supportive of them.”

RM13: “. . .through my actions, not money that I give to organizations, but through my actions of volunteering, actually personally volunteering, and hands-on, they may get to it sooner than what I did. And I think the sooner you get to it, you feel a whole lot better about what you

are really doing here . . . once I started to realize that the motivation is helping other people is a very big motivator.”

RM14: “If I am being honest, if I don’t see an opportunity for me to begin to shake this club and move it forward meaningfully and see development . . . If I don’t get satisfaction out of it that I hoped to get, I may not have the same opportunity to do what I did with the scouts or with the Interact Club...I would look to find some other type of job with the Rotary Club.”

RM15: “I just felt a sense of being able to share my knowledge with someone else. As a person who's worked for so many years and volunteered and done so many things, I think it's really great when you can share that with a younger person, help them. And then when you see them being able to do things and knowing that you contributed just a little bit to that, I think that's a really good thing.”

The STYE participants’ responses were as follows::

RM 3: “I would like to believe that it has changed me quite a bit. I think I still have a long way to go in thinking of others. It’s in front of me all the time. I am definitely a better person because of it.”

RM 7: “It opened my eyes. And like I say, Rotary is a great outfit. It’ll open up your heart.”

RYLA participants’ responses were as follows:

RM 10: “I realize not only that we're doing good things in the world for these organizations, but we're doing good things in the world for all these people.”

RM 11: “I mean, the more you do it, the more you want to do.”

In summary, in answer to Question 9, each of the 12 participants felt they grew as a person. The emerging theme was their volunteer experience changed them, and the more they did it (volunteered), the more they wanted to do it again.

RM16: Well, the volunteers certainly become wiser because it's a learning experience. It is an autonomous experience for them because the volunteers are somewhat autonomous already and they've made a decision to commit more time to the activity.

Interview Question 10

How, if at all, did the volunteers become, healthier, wiser, freer, more autonomous, and more likely to become servants themselves?

The theme emerging from the 12 participants was they would continue volunteering.

RM 1 and RM 12 both stated they would continue to volunteer with Rotary projects, but at their age, would no longer continue hosting.

RM 2 felt inspired to be a role model for children and help them to make a difference.

RM 3 related to his experience in bringing children to the Hiroshima museum and cited, "Getting children to think of peace" is important; and we need to communicate person to person, and maybe we could overcome some of our differences."

RM 4 will continue as he can (being 84); he states, "I've been affected in all those ways by virtue of what Rotary does for others. "Service Above Self" is a very important model. That's the motto. That's the whole purpose of the thing. They understand that people will never forget what they give. It'll change their lives forever and forever. They'll be better people; that's something they need to learn."

RM5: "You just grow and appreciate. It's just a growing process."

RM 6: "Well, I think anytime you have a good experience . . . and let's call these great

experiences . . . I suppose that anytime you have those great experiences, you're much more inclined to do those sorts of things again. You're going to repeat nice experiences. I think it's as simple as that.”

RM 7: “This is the best education that you can get, one on one.”

RM 8: “Yes, “I’ve now become very involved.”

RM 9: “We became so fulfilled in helping these kids...it is fulfilling that we had a part in helping someone become much more. I would say that helped us; and when I say healthier, I mean mindset.”

RM 10: “Helping develop and helping to steer the next generation, really re-emphasizes exactly what our organization does.”

RM 11: “As volunteers have positive experiences in working with other people, whether it's with youth or other adults, I think that benefits them as individuals and in turn makes them want to continue to do those efforts.”

RM 15: I think about myself now . . . I'm working a couple of years. I'll probably retire and I'm thinking, what will I do? And I know that one of the things I will definitely do is work with young people . . . in what capacity I don't know, and where and how, but I certainly look forward to having even more time to do that after I retire. I think that's probably one of the things that I'll spend most of my time doing, whether it be teaching. whether it be working with another nonprofit organization or working with other students.”

RM16: I have hardly ever found anyone who didn’t think that the activity they participated in as a volunteer was something they didn’t want to do again.”

Each of the 16 participants said they benefited from the experience and would continue to volunteer.

Research Question 3 Generated Codes

Table 13

Research Question 3 Generated Codes

Research Question 3 Generated Codes How do Rotarians perceive their volunteer efforts?		
	Code	Code
7. How, if at all, did the students grow as persons?	Students grew from their experiences	Students experiences changed their lives
8. How if at all, did the students and volunteers become healthier, wiser, freer, more autonomous, and more likely to become servants themselves?	Students grew more “competent, confident, and effective.”	Students developed a desire to give back.
9. How, if at all, did the volunteers grow as persons?	The volunteer experiences changed them.	The more they volunteered, the more they wanted to volunteer again.
10. How, if at all, did the volunteers become, healthier, wiser, freer, more autonomous, and more likely to become servants themselves?	All 16 participants believed they benefited from their volunteer experience.	All 16 participants were committed to continue volunteering.

Research Question 3 Synthesized Themes

Analysis of the code clusters in response to research question three was synthesized into two generated themes. The study participants perceived the students they served and they themselves grew from their volunteering experiences; the study participants perceived the students they served and they themselves would continue to volunteer.

Summary

In this chapter, the responses from the participants were reported to describe and answer the research questions: (1) “What factors, if any, do Rotarians perceive as motivating them to

join a volunteer organization with the motto “Service Above Self?” (2) “What factors, if any, do Rotarians perceive as motivation (incentives) to volunteer for K-12 school leadership programs?” (3) “How do Rotarians perceive their volunteer efforts?” Interviews were conducted with 16 Rotarians. The participants’ accounts provided rich descriptive answers giving the opportunity to discuss the implication of the findings.

Research Questions Major Themes

Table 14

Research Questions Major Themes

What factors, if any, do Rotarians perceive motivated them to join a volunteer organization with the motto “Service Above Self”.		
Participants had prior exposure to participating in civic and/or church volunteering with/through family members before joining a Rotary Club.	Participants were asked to join their club.	The Rotary motto “Service Above Self” had little or no impact upon their motivation to join their club.
What experiences, if any, do Rotarians perceive their motivation (incentives) to volunteer for K-12 school leadership programs?		
Participants recall having had early experiences with volunteer mentors (parents, family members, church members, teachers, or coaches)	Participants perceived their volunteer experiences having a positive impact.	Participants felt a need to pay it forward to the next generation.
In what ways, if any, do Rotarians perceive the impact of their volunteer efforts?		
The study participants perceived the students they served and they themselves grew from their volunteering experiences.	The study participants perceived the students they served and they themselves as motivated to continue volunteering or to be of service.	

In Chapter V, a summary of the findings is presented in relationship to the research questions, complemented by discussion of the relationship between the findings, implications, relevant literature, and the conceptual framework for the research.

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

Introduction

Chapter V summarizes the findings of this study exploring Rotarians' transformative path from initiate (follower) to servant leader supporting student programs. This was a qualitative narrative study with 16 participants based on three research questions focusing on the perceptions of their motivations to volunteer.

1. What factors, if any, do Rotarian participants perceive as motivating them to join a volunteer organization with the motto "Service Above Self"?
2. What factors, if any, do Rotarians perceive as motivation (incentives) to volunteer for K-12 school leadership programs?
3. In what ways, if any, do Rotarians perceive the impact of their volunteer efforts?

This chapter distills the data collected through analysis and discussion of the key findings and aligns the data to relevant literature and the study's conceptual framework.

Recommendations for future practice, policy, and research are also presented.

Discussion

Summary and Discussion of Major Findings

Findings Related to Research Question 1

Research Question 1, What factors, if any, do Rotarian participants perceive as motivating them to join a volunteer organizations with the motto "Service Above Self"?, generated three themes. The foundation of this question lies in the need to examine antecedents of volunteering and servant leadership development (Parris & Peachey, 2012).

The first theme the study generated was "the subjects had prior exposure to participating

in civic or church volunteering with/through family members before joining a Rotary Club.” Greenleaf, in speaking of the major ideas that shaped his life, claimed how important his father was in shaping his life, not through words but through the use of his life as leaving the world a little bit better than he found it (1984). Larry Spears lists “service to others” as the first of four core tenets of servant leadership. Spears (1995) also lists ten characteristics of servant leaders, two of which are community building and awareness. The study participants indicated they were exposed to volunteering while witnessing or participating with family members in civic or church volunteering. This is consistent with the literature.

Clary and Miller (1986), developers of the Volunteer Functions Inventory, examined participants’ childhood experiences and socialization practices and developed categories of two types of altruistic volunteers: normative and autonomous. It was expected that those participants who had warm positive relationships with their parents would be more likely to develop into autonomous altruists, suggesting situational differences impact altruistic behavior (1986). This theme is congruent with the normative element of volunteer motivation at an early age. When examining the data through the lens of the Self Determination theory continuum, we can see the participants’ motivation is aligned with external motivation (Deci & Ryan, 2000).

The second theme, “participants were asked to join their club” is reflective not of the participants but of the relationships they had with members of their club and the character of the organization. This affirms the servant leadership characteristic of persuasion, seeking to convince rather than seeking compliance and relating to one another in supportive ways (Greenleaf, 1970; Laub, 1999; Spears, 1995). An alternate explanation is seen through Clary’s VFI social function, seeing an opportunity to be with one’s friends or engaging in activities viewed favorably by others (Clary, Snyder, Ridge, Copeland, Stukas, Haugen, & Miene, 1998).

This aspect is also congruent with Ryan and Deci's set of basic needs of relatedness: to feel cared for by others, to care for others, and to feel like others in the group care about you.

The third theme voiced overwhelmingly by the participants is that the Rotary motto 'Service Above Self' was not perceived to be a motivating factor to joining their Rotary Club.

In summary, exposure to volunteer activities and an invitation to join an organization were the dominant factors impacting participants' motivation to join Rotary.

Findings Related to Research Question 2

Research Question 2, What experiences, if any, do Rotarians perceive as motivation (incentives) to volunteer for K-12 school leadership programs?, produced three themes: recalling early experiences with volunteer mentors including parents, family members, church members, teachers or coaches; perceiving their volunteering experiences having a positive impact; and feeling the need to pay it forward to the next generation. We can see the transformative growth of the participants toward autonomy and their experiences having a positive impact on their perception of volunteering.

Recalling early experiences with volunteer mentors fits with Greenleaf's reflection upon the positive impact his father had on him, as well as Professor Helming, whose words seem to echo Greenleaf, as his "doors of perception were opened a bit wider" (Greenleaf, 2003, p. 16). This theme again complements the antecedent behavior of the participants prior to joining their Rotary Club, and again is aligned with the VFI social function and Ryan and Deci's need for relatedness.

The second theme evolving from the participant answers to Research Question 2 is perceiving their volunteer experience as student volunteers themselves as having a positive

impact. Through the lens of servant leadership, we see this congruent with the servant leadership tenets of “service to others,” and “promoting a sense of community” (Spears. 1995). Participants responded with, “It was awesome” (RM2), “I had a good feeling . . . I felt good about myself” (RM3), “I enjoyed being involved” (RM6), and “I saw the impact it made on kid’s lives” (RM4). This matches the functional approach which concludes, “people embrace certain attitudes because they serve their needs” and that the environment includes social relationships and the importance of adapting to the social environment (Katz,1960). This theme of having a positive impact also is supported by the VFI social and understanding functions. As stated previously, the social function provides opportunities to be with one’s friends or be engaged in activities viewed favorably by others. It represents the understanding function of volunteer service to provide new learning experiences and to exercise knowledge, skills, and abilities (Clary, Snyder, Ridge, Copeland, Stukas, Haugen, & Miene, 1998). This is seen through the lens of self-determination theory and its foundation of cognitive evaluation theory, of development (Ryan & Deci, 2017), as well as relatedness and competence (Gagne & Deci, 2005).

The third theme distilled from the second research question was “participants felt the need to pay it forward to the next generation. This echoes sentiments expressed by Greenleaf, “Servant leadership theory was developed in part out of concern for pervasive student attitudes that seemed devoid of hope. Hope, it seems to me, is absolutely essential to both sanity and wholeness of life” (Greenleaf, 1977, p.17). This theme also reflects Laub’s central tenets of servant leadership, including service to others, holistic approach to work, promoting a sense of community, and sharing of power in decision making. Spears’ (1995) characteristics of servant leadership are seen as listening, empathy, healing, awareness, persuasion, conceptualization, foresight, and particularly stewardship – holding their organization in trust for the good of

society.

Examining the three themes, we can plot the participants’ movement along the Self Determination Continuum moving from extrinsic motivation to intrinsic motivation.

Figure 1, Deci and Ryan’s Self-Determinism Continuum (originally printed on page 37) is reprinted below.

Behavior	<u>Non-Self-Determined</u>				<u>Self-Determined</u>		
Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation	
Regulatory Styles	Non Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation	
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal	
Source: Adapted from Deci and Ryan (2000)							

Figure 1. Deci and Ryan’s Self-Determinism Continuum showing types of motivation with their regulatory styles, loci of causality, and corresponding processes by R. M. Ryan & E. L. Deci (2000), *American Psychologist*, January 1, 2000, Vol. 55.1, pp. 68-78.

Once again, in response to Research Question 2, we see the importance of early exposure to volunteer service. Serving as volunteers provided respondents with feelings of having a positive impact on the next generation.

Findings Related to Research Question 3

Research Question 3, In what ways, if any, do Rotarians perceive the impact of their volunteer efforts?, examines Rotarians’ perspectives of their volunteering efforts through the lens of what Greenleaf describes as the “best test” (Greenleaf, 1970,1977) of servant leadership, and it generated two themes. The first theme has two parts. Part one indicates those being served, the students involved in EarlyAct, InterAct, RYLA, Long-Term and Short-Term exchange students grew as a result of their volunteer efforts. The findings of part two shows volunteers themselves

grew from the experiences of volunteering. At this point we see a transformational change in participants, a point described by Greenleaf after reading Hesse's *Journey to the East*. Greenleaf describes Leo as the embodiment of two roles merged into one, the servant and the leader, symbolic of the whole (person) man, realizing leadership is bestowed on the person who is, by nature, a true servant (Greenleaf, 2003).

Respondents overflowed with excitement in their rich descriptions of student growth: "Oh my God, I have so many examples . . . one female came into our program absolutely frightened to speak . . . she ended up being president of her class and would speak before 400 people" (RM2). "What a life changing experience they had!" (RM3). "They get involved in projects all over the world" (RM4).

Findings of the second part examined the participants' perspective their volunteering had upon fellow volunteers and themselves. Responses included "I learned patience" (RM1), "It's an incredible experience I wouldn't trade it for the world" (RM2), "I am definitely a better person for it" (RM3), and "...it's a growing process too and giving of yourself and giving of your time, makes you feel a little more unselfish" (RM5).

This first theme generated by Research Question 3, examined in two parts, sheds light on the paradoxical nature of volunteering; as volunteers give, they receive in return. Laub contends servant leadership is more than a style of leadership but is a paradigm shift in thinking about leadership . . . and Greenleaf counseled the true test of servant leadership was the positive growth of those being led (Laub, 1999, p. 31).

The VFI functions definition of values, "volunteer service centers on the opportunities provided for individuals to express values related to altruistic and humanitarian concerns

for others” is applicable here, but the researcher contends it misses the mark in capturing the essence of the participants’ experiences and lacks the ability to gauge transformational growth and context.

Seeing this theme through the lens of self-determination theory allows us to plot the participants’ transformational journey from extrinsic to intrinsic motivation moving towards self-determined goals.

The second theme produced by Research Question 3 also has two sections: drawing upon the participants’ perceptions first, related to the student served, and then examining the participants’ perspective of their continued commitment to volunteering or being of service.

The participants believed both the students served, and they would continue to serve, citing their volunteer experiences transformed them.

Recommendations for Policy

Recommendations for policy focus only on Rotary Clubs’ need to recruit and retain membership. This requires organizational leadership to effectively communicate with members (Gronbjerg & Borntrager, 2005) and understanding what motivates individuals to volunteer is important (Clary et al., 1998; Penner, 2004). Ryan and Deci found that for people who engage in autonomous motivation, their performance, wellness, and engagement is greater than when done with controlled motivation. It is important to understand what will promote autonomous motivation. When people feel competent and related to others, they feel a sense of volition; they will be autonomously motivated and positive consequences follow. All volunteer organizations function within a complex range of ever-changing environments; it is necessary to proactively engage members and stakeholders in assessing their motivation to volunteer and their incentives to continue in service of their club.

Examination of the Rotary Code of Policy uses the word *motivation* or *motivational* 11 times (Appendix C), describing presenters' attributes or as a goal of a presentation. Rotary Code Policy 5.030, *Grow Rotary Membership Operational Plan*, emphasizes that growing Rotary is a key element of the RI Strategic Plan. One of the headings is "Increase Ability to Adapt"; another is "Membership Initiatives," which recommends, "Continue to support surveys of existing, prospective, and terminated members to be able to enhance member value and increase retention" (p. 21). However, there are no policy statements related to understanding members' motivation. The researcher provides the following policy recommendations to best support membership recruitment and retention, addressing member motivation to join Rotary and to continue their membership.

1. Programs and practice to assess new members' motivation to join Rotary.
2. Programs and practice to assess members' motivation to continue membership.

Recommendations for Practice

Knowing what motivates individuals to volunteer and what impacts their choices to continue volunteering is a categorical skill required of leadership. Therefore, in keeping with Rotary's Policy of Membership Initiatives, the following recommendations are made to enhance Rotary clubs' best practices of recruiting and retaining membership.

1. Club membership committees should establish a qualitative interview protocol in order to produce rich in-depth descriptions of prospective, current, and terminated members to enhance member value and increase retention.
2. Rotary Clubs' membership committees should encourage non-members to participate in their volunteer events. Memberships' social media footprint could be used to invite members' family, friends, colleagues, and coworkers to participate in Rotary events

and fundraisers.

3. Rotary Clubs can create opportunities for entire family participation. Success of the event can be shared afterwards with participants (i.e., before and after photos, thank you letters, etc.). When applicable, certificates of participation can be presented. A thank you letter could be sent out reinforcing the positive impact of their day of service, along with appropriate information about the Rotary-sponsored school leadership programs of EarlyAct, InterAct, RYLA, LTYE, and STYE.
4. At the time of this writing, according to AARP, in the United States, every day 10,000 people are turning 65. Greenleaf himself had retired at the time of his writing of *Servant Leadership*. He was touched by Elmer Davis' article and empowered by it, noting retired people have experience, desire, and time. The fourth recommendation for practice is to make a mindful effort to engage seniors, inviting them to participate in your organization's activities and ask them to join your Rotary Club.
5. Adapt organizational culture to attract and retain millennials and subsequent generations utilizing evolving techniques in technology and social media, being mindful of individual emotional and social needs.
6. Implement social media marketing training for leadership on every level. Create instructional videos on topics from email signatures to vlogging.

Recommendations for Future Research

As this study focused on Rotarians' transformative path from initiate (follower) to servant leader supporting student programs, my comments are based on the participants' narratives of their perspectives of their early exposure to volunteering, what motivated them to volunteer, and the impact of their volunteering efforts. In examination of the findings in Chapter IV and their

relationship to the literature in Chapter II, the researcher recognizes there are a few areas that can benefit from future study and research which would assist the leadership and policy makers of Rotary Clubs and volunteer organizations in recruiting, retaining membership, and supporting school leadership programs.

1. A recommendation for research based on this study would be with a larger sample size of Rotarians from multiple districts, volunteering EarlyAct, InterAct, RYLA, LTYE and STYE, to gain a more diverse perception of their antecedent factors impacting their motivation to volunteer. The district used in this study with limited access to a larger population restricted cultural diversity. Rotarian participant responses from a larger and more diverse population would provide further insight on the factors, if any, Rotarians perceive as motivating them to join a volunteer organization with the motto “Service Above Self,” what factors, if any, do Rotarians perceive as their motivation (incentives) to volunteer for K-12 school leadership programs, and what ways, if any, do Rotarians perceive the impact of their volunteer efforts?
2. The current study was limited to an indirect assessment of RSLP alumni participation through the perceptions of Rotarians. Insight is to be gained by examining a sample of young adults over 21 who have participated with RSLP (Rotary Student Leadership Program). Another recommendation for future research is a qualitative analysis of what factors RSLP alumni perceive motivated them to join a Rotary Student Leadership Program and in what ways, if any, do RSLP alumni perceive the impact of their efforts?
3. Not to minimize the results of this study, it is of note that the average age of the

participants in the current study was 67 years old. There is a generational gap, and an examination of motivating factors of a younger group of volunteers is worthy of further study.

4. Another recommendation for future research is a qualitative analysis of senior citizens' (55 years and older) motivation to volunteer. As stated earlier, 10,000 people a day turn 65 in the United States; they provide a rich source of volunteers. An examination of their previous volunteer history, their antecedent exposure to volunteering, their perceptions of the impact, if any, it had on them, and their intention to volunteer again, is also worthy of further study.

Summary

This study was designed to examine Rotarians' transformative path from initiate (follower) to servant leader supporting student programs. The analysis of the study determined that as youths the participant Rotarians shared antecedent volunteering behavior with supportive parents, coaches, and/or volunteer mentors; they were all asked to join their club, and the Rotary motto of "Service Above Self" was not a motivating factor of their joining their club. The study also determined the participants perceived their volunteer experiences as transformative, having a positive impact. They volunteer supporting student programs out of a need to pay it forward to the next generation, and they perceive the students they serve as having grown from their volunteering experiences, as the Rotarians perceive they grew from their experience, recalling the more they (gave) volunteered, the more they received (incentives) to continue. The study participants perceived the students they served and they themselves as motivated to continue volunteering and being of service

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APPENDIX A

IRB APPROVAL



December 13, 2019

Edward Kalinka

Re: Study ID# 2020-025

Dear Mr. Kalinka:

Upon review of responses and changes made to your application entitled “Rotarians Transformative Path from Initiate to Servant Leader: A Narrative Study Examining the Motivation to Volunteer”, the Research Ethics Committee of the Seton Hall University Institutional Review Board has approved your study. This memo serves as official notice of the aforementioned study’s approval as exempt. Enclosed for your records are the stamped original Consent Form. You can make copies of this forms for your use.

The Institutional Review Board approval of your research is valid for a one-year period from the date of this letter. During this time, any changes to the research protocol, informed consent form or study team must be reviewed and approved by the IRB prior to their implementation.

You will receive a communication from the Institutional Review Board at least 1 month prior to your expiration date requesting that you submit an Annual Progress Report to keep the study active, or a Final Review of Human Subjects Research form to close the study. In all future correspondence with the Institutional Review Board, please reference the ID# listed above.

Sincerely,

A handwritten signature in black ink that reads 'Mara Podvey'. The signature is written in a cursive, flowing style.

Mara C. Podvey, PhD, OTR
Associate Professor
Co-Chair, Institutional Review Board

Office of the Institutional Review Board

Presidents Hall · 400 South Orange Avenue · South Orange, New Jersey 07079 · Tel: 973.275.4654 · Fax 973.275.2978 · www.shu.edu

W H A T G R E A T M I N D S C A N D O

APPENDIX B

Questionnaire

(1) What is your gender?

- Male _____
- Female _____

(2) What is your age?

- 22 to 29 years _____
- 30 to 39 years _____
- 40 to 49 years _____
- 50 to 59 years _____
- 60 or older _____

(3) What is the highest degree or level of education you have completed?

- Less than high school _____
- High school graduate/GED _____
- Some college, no degree _____
- Associate degree _____
- Bachelor's degree _____
- Master's degree _____
- Doctorate _____
- Other _____

(4) What is your current employment status?

- Part time _____
- Full time _____
- Student _____
- Retired _____
- Other _____

(5) How long have you been a member of a Rotary Club? _____

(6) With which programs Rotary Student Programs have you volunteered and how long?

- EarlyAct? _____
- How long? _____
- InterAct? _____
- How Long? _____
- Rotary Youth Leadership Awards? _____
- How Long? _____
- Rotary Youth Exchange? _____
- How long? _____

APPENDIX C

MOTIVATION MENTIONED IN ROTARY CODE OF POLICIES JANUARY 2020

Motivations are mentioned ten times throughout the Rotary Code of Polices 478 pages:

1. 20.030.2. Role of the President's Representative at Conference - (b) inspire and **motivate** district conference participants through formal presentations and participation in all aspects of the conference (p. 80)
2. 20.030. President's Representative at Conference "The president's representative represents the RI president at the conference by presenting inspirational, **motivational**, and educational addresses. (p. 81)
3. 27.020. RI President Job – 1. Shall be a positive and **motivational** leader for Rotarians worldwide (p. 112).
4. 27.030.5. Annual Theme – The president may select an appropriate **motivational** theme to be observed throughout RI during the president's year in office (p. 115).
5. 27.030.8. President to Act as Principal Spokesperson. – The president is the principal person to speak on behalf of RI and shall be a positive and motivational leader for Rotarians worldwide (Sept 2016 Mtg., Bd. Dec. 28) (p. 115).
6. 29.020.6. Key Network
 - a. Assistant Rotary Coordinators.... Assistants help RC with education, motivation and training about membership, strategic planning, and Rotary programs (150).
7. 29.030.6 Assistant Rotary Public Image Coordinators – "Assistants help with RPIC with education, **motivation** and training about the importance of telling the Rotary's story at the local level (p. 153)
8. 18 Leadership Training related to Rotaract clubs – provides training, encouragement, and **motivation** to Rotaract leaders to advance Rotaract in their districts and strengthen their connection to Rotary (p. 272).
9. 57.110. Program Features
 - a. 57.110.1. Program Elements – breakout sessions – "...breakout program shall include a team-building and **motivational** session for club presidents-elect (p.361).
10. 58.040.10. Children at Assembly "The purpose of the Assembly is o provide Rotary education, instruction in administrative duties, **motivation**, and inspiration to governors-elect (p. 372).
11. District Conference Committee 3 (f) "Provide relevant, **motivational** and informative programs (January 2018 Mtg. Bd. Dec. 73) (p. 61)