

ABSTRACT

WILLIS TREXLER, WANDA S. The Role of Volunteer Resource Managers' Emotional Intelligence in Management Practices Which Foster Volunteer Retention. (Under the direction of Drs. Harriett Edwards, Kimberly Allen, and Mitzi Downing.)

Volunteer retention is a goal of organizations as volunteer turnover can seriously impede program effectiveness. Volunteer Resource Managers (VRMs) are tasked with volunteer engagement, direction, and retention. While much of the research on volunteer management has focused on the organization and volunteer management practices, this collective case study seeks to add to the research by examining the relationship between the emotional intelligence (EI) of VRMs and their ability to effectively retain volunteers in their organizations. In addition, this collective case study investigates the extent to which VRMs display a preference to a servant leadership style as related to EI and volunteer retention. This research considers the relationship between volunteers and the host organization as a social exchange where volunteers weigh the cost and benefits of their service. VRMs who are emotionally intelligent and practice servant leadership may be best equipped to balance the cost benefit of volunteer service and maintain enduring relationships with volunteers. VRMs in this case study with above average EI scores as measured by the EQ-i 2.0 reported higher than average retention rates as compared to the volunteer rates by state. The volunteer resource managers with above average EI as measured by the EQ-i 2.0 were also more likely to identify themselves as servant leaders as indicated by the self-report servant leadership questionnaire (SLQ). Implications of this research include emotional intelligence and servant leadership training for VRMs, and defining and calculating retention rates in volunteer programs.

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The Role of Volunteer Resource Managers' Emotional Intelligence in Management Practices
Which Foster Volunteer Retention

by
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A thesis submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Master of Science

Family Life and Youth Development

Raleigh, North Carolina

2014

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DEDICATION

To my husband and best friend, Bob, who has had to read most of what I have written, thank you for floating the boat and giving me this opportunity.

To my son, Cole, I hope observing this whole experience has in some way conveyed to you my feelings about the importance and adventure of always continuing to learn and grow.

To my mom, brother, and extended family, thanks for supporting me and letting me do my own thing.

BIOGRAPHY

Wanda holds a B.A. in Liberal Arts and Sciences with concentrations in communications, psychology, and management from VA Tech. In December 2012, she received her Graduate Certificate in Volunteer Management and Administration from NCSU. Her past work and intern experience includes volunteer coordination for human service nonprofits. She currently serves as the Volunteer Coordinator for Virginia Cooperative Extension in Hanover County, VA where she engages volunteers in fulfilling the VCE mission for both 4-H Youth Development and Agriculture and Natural Resources programs. She provides management and leadership support to volunteers promoting positive youth development as well as Hanover Master Gardeners who promote environmentally sound horticulture practices through sustainable landscape management. Her research interests include emotional intelligence and its role in volunteer management as evidenced by this document along with the importance of volunteer socialization and integration into organizations. She is a member of Phi Kappa Phi, the Greater Richmond Association for Volunteer Administration, and the Hanover Master Gardener Association Board.

Wanda has been married to her husband, Bob, for 25 years and they have a son, Cole who is a student at Embry Riddle. Together, they work the family farms in Virginia and tend a small vineyard.

ACKNOWLEDGMENTS

I would like to thank the faculty and staff of the Family, Youth, and Consumer Sciences Department for their contributions to this work and my graduate experience at NCSU. Each course and professor brought to the experience a different perspective and I seek each day in my volunteer engagement work to achieve praxis. Drs. Edwards, Allen, and Downing have been generous with their support and guidance during my thesis process.

TABLE OF CONTENTS

LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER I STUDY OVERVIEW	1
SECTION 1.1 INTRODUCTION.....	1
SECTION 1.2 IMPORTANCE OF STUDY	2
SECTION 1.3 RESEARCH QUESTIONS.....	4
SECTION 1.4 DEFINITIONS	5
SECTION 1.5 THESIS STRUCTURE.....	7
CHAPTER II LITERATURE REVIEW	8
SECTION 2.1 INTRODUCTION.....	8
SECTION 2.2 VOLUNTEERISM.....	8
SECTION 2.3 SOCIAL EXCHANGE THEORY IN VOLUNTEERISM.....	10
SECTION 2.4 SERVANT LEADERSHIP	13
SECTION 2.5 EMOTIONAL INTELLIGENCE.....	16
SECTION 2.6 EQ-I 2.0 MODEL	18
SECTION 2.7 EMOTIONAL INTELLIGENCE AND LEADERSHIP	21
SECTION 2.8 EMOTIONAL INTELLIGENCE AND VRM	23
SECTION 2.9 VOLUNTEER RETENTION	24
SECTION 2.10 SUMMARY	28
CHAPTER III METHODOLOGY	30
SECTION 3.1 INTRODUCTION.....	30
SECTION 3.2 RESEARCH DESIGN.....	30
SECTION 3.3 SELECTION OF CASE STUDY PARTICIPANTS	31
SECTION 3.4 INSTRUMENTS	33
SECTION 3.5 EQ-I 2.0 EMOTIONAL QUOTIENT INVENTORY	33
SECTION 3.6 INSTRUMENT RELIABILITY AND VALIDITY.....	34
SECTION 3.7 SERVANT LEADER QUESTIONNAIRE	35
SECTION 3.8 VOLUNTEER RESOURCE MANAGER QUESTIONNAIRE.....	36
SECTION 3.9 DATA ANALYSIS	36
CHAPTER IV RESULTS	38
SECTION 4.1 INTRODUCTION.....	38
SECTION 4.2 CASE 1 RESULTS	39
SECTION 4.3 CASE 2 RESULTS	41

SECTION 4.4 CASE 3 RESULTS.....	43
SECTION 4.5 CASE 4 RESULTS.....	46
SECTION 4.6 DISCUSSION.....	48
SECTION 4.7 RESEARCH QUESTIONS AND HYPOTHESES.....	50
CHAPTER V CONCLUSIONS	54
SECTION 5.1 RESEARCH SUMMARY	54
SECTION 5.2 IMPLICATIONS.....	54
SECTION 5.3 LIMITATIONS	55
SECTION 5.4 FUTURE RESEARCH	56
SECTION 5.5 CONCLUSION	57
REFERENCES	59
APPENDICES	67
APPENDIX A EQ-I 2.0 INFORMED CONSENT FORM	68
APPENDIX B NCSU INFORMED CONSENT FOR RESEARCH.....	69
APPENDIX C EQ-I 2.0 INVITATION.....	71
APPENDIX D SERVANT LEADERSHIP QUESTIONNAIRE ITEMS	72
APPENDIX E VOLUNTEER RESOURCE MANAGER QUESTIONNAIRE.....	73

LIST OF TABLES

Table 1 Key Terms and Definitions.....	6
Table 2 Case Selection Criteria.....	32
Table 3 Case 1.....	41
Table 4 Case 2.....	43
Table 5 Case 3.....	46
Table 6 Case 4.....	47
Table 7 Case Comparison to State Retention Rates.....	51
Table 8 Case Comparison of EI Scores to SLQ Scores	52

LIST OF FIGURES

Figure 2.1 EQ-i 2.0 Model of Emotional Intelligence18

Figure 2.2 EQ-i 2.0 Composite and Subscales19

CHAPTER I STUDY OVERVIEW

1.1 Introduction

Volunteers vote with their feet and consequently, volunteer retention has long been a goal of organizations and volunteer resource managers (VRMs) alike. Volunteerism and the trends in volunteering are as varied as the individuals themselves. Volunteers may provide professional services, disaster relief, educational information, hands to serve the food, or a shoulder to cry on. They volunteer on vacation as tourists, or in their communities with their corporations or as whole families. The volunteer may come to the organization regularly or episodically or they may never appear as a virtual volunteer. Within each of these volunteer categories there exists a diverse range of demographics, motivations, and talent.

Volunteers arrive on the doorsteps of an organization with the hopes of meeting new people, learning something new, filling a resume gap, helping others in their community, or serving in a leadership capacity. Whether or not they stay hinges on multiple factors. Research has shown various practices and conditions influence retention (Hager & Brudney, 2004; Jamison, 2003; Kramer, Meisenbach, & Hansen, 2013; Seel, 2010; Hidalgo, 2009).

Nonprofit and community based organizations across the country rely on volunteers to provide direct and indirect services to clients. Nationally, 26.5% of U.S. residents volunteer (Volunteering and civic life in America, 2014). The mobilization of this impressive force falls to volunteer resource managers. Volunteer management models and practices are well represented in the literature and there have been great strides made in the effort to formalize the profession of volunteer management through credentialing. A Certified

Volunteer Administrator (Seel, 2010) designation is offered along with university graduate programs in volunteer administration and management. While the focus of volunteer management has been on the core professional skills, one area being used today in corporate leadership, and receiving little attention in volunteer leadership, is that of emotional intelligence and the role it may play for a VRM in successful volunteer engagement and retention.

Retention of volunteers in an organization is one of the biggest challenges faced by VRMs. Brudney and Mejis (2009) suggest that VRMs spend an inordinate amount of time recruiting new volunteer talent for their organizations. So much time is spent in the recruitment phase of volunteer management models that overall volunteer resource management is neglected. As the legitimization of the field of volunteer management continues, this research seeks to understand the possible relationship between emotional intelligence of VRMs and their ability to effectively manage volunteers therefore potentially increasing volunteer retention.

1.2 Importance of Study

As with paid employees, there are two components to the human resource practices involving volunteers: administration and management (Kettner, 2002). Administration focuses on the development policies and procedures while management is the actual implementation of policies and procedures in the organization. The models of volunteer management, which encompass both administration and management, have evolved since their inception with the first book written by Harriett Naylor in 1967 (Connors, 2012). Only

three of the ten models reviewed by Connors (2012) specifically address the importance of professional development for volunteer managers. One of these is the Preparation, Engagement, Perpetuation (PEP) model which emphasizes the personal preparation of the volunteer resource manager through opportunities to gain professional development (Schmiesing & Safrit, 2007). The competences of the PEP model closely align with the criteria set forth by the Council for Certified Volunteer Administrators (Seel, 2010). Both the PEP model and the Certified Volunteer Administrator (CVA) certification exemplify the movement to formalize the occupation of professional volunteer management. As volunteer managers are considered professionals, and as organizations recruit for VRMs it is worthwhile to consider what skill sets should be a part of the VRM profile.

Even as volunteer management emerges as a recognized profession, still most of the literature and research is devoted to volunteer management practices and models, less has been written about the volunteer administrators' individual skills and abilities. One such capacity identified by Safrit and Merrill (2007) is emotional intelligence which addresses emotions in the way we see ourselves and others, build relationships, and handle challenges (Multi-Health Systems, 2011). While EI practices have been applied in for profit management for several years (Morehouse, 2007; Dries & Pepermans, 2007; McClesky, 2014; Goleman, 2004), more research needs to be explored in the realm of volunteer management. This research seeks to better understand the relationship between EI scores and volunteer management which yields greater volunteer retention by VRMs who perhaps subscribe to a servant leadership model. This paper considers that the psychological contract

volunteers develop with organizations as one of social exchange (Lee & Brudney, 2009). In a social exchange, volunteers will calculate the benefits of volunteering as opposed to the costs of their service in their decision to remain with the agency. VRMs who are emotionally intelligent and practice servant leadership, that is to serve first and lead second (Spears, 2004), may be best equipped to balance the cost benefit of volunteer service and maintain enduring relationships with volunteers.

1.3 Research Questions

Accounting for the potential social exchange relationship which volunteers may establish with their host organizations, it is of interest to explore what role EI can play when VRMs seek to retain volunteers through management practice implementation. As VRMs engage volunteers, their ability to “use emotional information in an effective and meaningful way” (Stein & Book, 2011, p. 13) may provide an avenue to enhanced volunteer retention. In that same vein, VRMs who practice servant leadership may be more attuned to meeting volunteer needs and therefore enhance volunteer retention.

Research question 1:

Does above average EI of VRMs’ as measured by the self-report EQ-i 2.0 lead to increased volunteer retention as measured by the number of volunteers who serve in year 1 and continue to serve in the next year as compared to the state average for the state where they reside?

Research question 2:

Are volunteer resource managers with above average EI as measured by the EQ-I 2.0 more likely to identify themselves as servant leaders as indicated by the self-report servant leadership questionnaire (SLQ)?

Research questions 1 and 2 lead to the following hypotheses:

VRMs with above average EI scores as measured by the EQ-i 2.0 will report higher than average retention rates as reported by the Corporation for National and Community Service for each state.

VRMs with above average EI scores as measured by the EQ-i 2.0 will identify themselves as servant leaders as measured by the Servant Leader Questionnaire.

1.4 Definitions

Table 1 displays key terms and definitions relevant to this study. The emotional intelligence composite and subscales are discussed in more depth in Chapter 2.

Table 1

Key Terms and Definitions

Term	Definition
Volunteerism	Implies active involvement, is relatively uncoerced, is not motivated primarily by financial gain, and focuses on the common good (Connors, 2012, p. 6).
Volunteer Management	Systematic and logical process of working with and through volunteers to achieve and [sic] organization's objectives in an ever-changing environment (Connors, 2012, p. 6).
Retention	Proportion of year-1 volunteers who also serve in the following year (Volunteering and civic life in America, 2014).
Emotional Intelligence (EI)	A set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way (Stein & Book, 2011, p. 13)
Emotional Quotient Inventory (EQ-i)	Instrument used to measure the 5 realms and 15 subscales of emotional intelligence (Stein & Book, 2011, p. 2)
Servant Leadership	An altruistic-based form of leadership in which leaders emphasize the needs and development of others, primarily their followers (Barbuto, Gottfredson, & Searle, 2014)

1.5 Thesis Structure

This research utilizes the EQ-i 2.0, a servant leader questionnaire, and retention data in a collective case study of four VRMs in human service organization where volunteers provide direct service delivery to clients. The purpose of the study is to examine the potential link between the emotional intelligence of VRMs and their ability to effectively apply appropriate management practices in what volunteers may view as a social exchange with volunteer retention as the outcome. Chapter 1 has provided an introduction to the study by outlining its importance, research questions, and relative terms and definitions. Chapter 2 will provide a review of literature major themes related to the topics of emotional intelligence, retention, social exchange theory, and servant leadership. Chapter 3 describes the methodology employed. Chapters 4 and 5 will describe the findings and conclusions respectively.

CHAPTER II LITERATURE REVIEW

2.1 Introduction

In examining the field of volunteer management as a profession, emotional intelligence has been identified as a personal capacity for volunteer coordinators (Safrit & Merrill, 2007). EI has been recognized as potentially influential for individuals in their roles as leaders and managers (Dries & Pepermans, 2007; Ebener & O'Connell, 2010; George, 2000; Goleman, 1995; Hess & Bacigalupo, 2011; Walter, Humphrey, & Cole, 2012). A minimal amount of research has been conducted on the connection between emotional intelligence and the servant leadership approach as leaders seek to support followers and serve their needs in order to sustain organizational success (Barbuto, Gottfredson, & Searle, 2014). Effectively meeting the needs of volunteer followers requires an awareness of self and others in efficiently recruiting, orienting, placing, evaluating, and recognizing volunteers. Emotional intelligence may play a significant role in successful volunteer management leading to increased retention among volunteers who may establish a social exchange relationship with an organization. The following literature review seeks to highlight the research on the major themes of this paper: volunteerism, social exchange theory, servant leadership, emotional intelligence, and volunteer retention.

2.2 Volunteerism

A Bureau of Labor Statistics report indicates that between September 2012 and September 2013, volunteerism declined to 25.4 percent nationally. This percentage represents 62.6 million people volunteered with an organization in the United States and

reflects the lowest rate since 2002 (Volunteering in the United States - 2013, 2014). The median number of hours individual volunteers served from September 2012 to September 2013 was 50 hours with a high of 86 hours for volunteers over 65 and a low of 36 hours for volunteers between the ages of 25 and 34. Nationally, 7.9 billion volunteer hours were given in 2012 representing a monetary value near 175 billion dollars (Volunteering and civic life in America, 2014). The Current Population Survey Volunteer Supplement reports that 37% of volunteers who participated in 2012 did not serve again during 2012 bringing about an organizational shift from overall volunteer management to recruitment resulting in diminished agency productivity. Among the individual states, volunteer retention rates in 2012 range from a high in Utah of 80.3% to South Carolina's low of 53.9%. Types of organizations utilizing volunteer services, ranked from most to least hours, were religious - 33%, educational or youth development - 25.6%, and human service - 14.7%. The most prevalent volunteer activities stemmed from hunger relief with fund raising, and tutoring or teaching, respectively, as the next most popular (Volunteering in the United States - 2013, 2014).

Even though statistics show a declining rate of volunteerism, the number of volunteer hours given annually on a national level represent a substantial, diversely talented labor force poised to contribute to the common good. The engagement, direction, and retainment of this considerable collective falls to VRMs. In considering how to best support VRMs in this endeavor, we consider the relationship the volunteer establishes with the organization, and

the type of leadership approach, with the emotional intelligence of the VRM as an overarching influence.

2.3 Social Exchange Theory in Volunteerism

The relationship a volunteer assumes with the host organization has been viewed from different perspectives. Frameworks which have been applied to this relationship include volunteer lifecycle (Terry, Godke, Heltemes, & Wiggins, 2010), volunteer management models (Connors, 2012), psychological contract (Vantilborgh, et al., 2012), and social exchange (Lee & Brudney, 2009). Based on the volunteer lifecycle, the relationship changes overtime as volunteers move from recruiting through engaging an empowered volunteer (Terry, Godke, Heltemes, & Wiggins, 2010). VRMs implement management models such as Identify, Select, Orient, Train, Utilize, Recognize, Evaluate (ISOTURE) or Preparation, Engagement, Perpetuation (PEP) (Connors, 2012) to engage and retain volunteers. At each phase of the model, whether ISOTURE or PEP, the VRM impacts the relationship which is formed with the volunteer. This relationship is sometimes described as a psychological contract between the individual and the organization as volunteers do believe there are mutual obligations which can be transactional or relational and have a value-based component (Vantilborgh, et al., 2012). It can also be seen as an exchange and the social exchange theory can apply to the connection among a volunteer, client, organization, and VRM (Lee & Brudney, 2009). The VRM's capacity as a leader and level of emotional intelligence combine to make the exchange positive and enhance retention.

The social exchange theory is based on the premise that social interactions are a combination of economics and behaviorism (Smith & Hamon, 2012). Humans engage in relationships according to their perceptions of cost and benefits. Those relationships are maintained as long as the rewards outweigh the costs and the result is a social profit. Rewards are whatever is enjoyable for the individual and may range from power, prestige, love, money, education, to social acceptance. Costs in an exchange can be time, money, or resources. Profits result from rewards outweighing costs and every exchange aims to achieve this goal. In general people are satisfied with their profit if as they make comparisons they feel they are on par. Their level of satisfaction can impact their desire to continue the relationship and this comparison can extend to other possible relationships or agencies in the environment. If another relationship is perceived to be possibly more advantageous then an individual must decide the lowest level of rewards acceptable to stay in the current relationship. Some form of reciprocity is expected, as in any exchange, in a social exchange theory. Individuals expect that their efforts will be rewarded fairly and equally in turn, however they define reward.

Lee and Brudney (2009) identify the social exchange theory as a rational choice theory for volunteering. Volunteers continue to serve as long as the benefits of volunteering outweigh the cost. The rewards of volunteering vary from individual to individual and range from realizing achievements or influence to making new friends as a part of affiliation in McClelland's Need Theory (Stallings, 2007). Volunteers are motivated to serve for a variety of reasons one of which is the positive experience felt through helping clients which is an

exchange (Kulik, 2010). Vantilborgh et al. (2011) assert that part of maintaining the psychological contract with volunteers requires that management use mission-filters to stay on course with the organizations originally marketed mission and uphold their side of the exchange. While some costs of volunteering are considered opportunity costs (Lee & Brudney, 2009), other costs such as the time they give or the emotional toll of being overwhelmed by client's needs. As individuals consider the decision to participate in volunteer activities, it is a rational decision in which the costs and benefits are compared.

Haski-Leventhal and Meijjs (2011) suggest a matrix which facilitates organizations evaluating the cost and quality of the volunteer experience. These types of assessments can help position the organization and offset the competition for volunteers among agencies. Volunteer management practices should reflect an understanding of the price of volunteering for the organization as well as the types of benefits, whether extrinsic and intrinsic, the quantity and importance of those benefits. Utilizing a matrix framework is suggested as one method to better respond to the needs of a diverse volunteer population. Volunteers should be able to adjust their service to best fit their own exchange equation which may result in increased participation and retention.

As volunteers potentially weigh the costs and benefits of volunteering, VRMs are in the position to influence those decisions as volunteer leaders. To maximize the social exchange relationship, a leader must be aware of the followers' perceptions of costs and benefits. This brings us to servant leaders and the characteristics that are a part of that

typology which may function well in an exchange environment utilizing emotional intelligence to foster retention.

2.4 Servant Leadership

Under the guise of the volunteer organization relationship being subject to the social exchange theory, the VRM assesses the motivations of volunteers and the appropriate leadership and management practices to enhance retention. This leadership role can assume various approaches to motivate and engage followers in the organization's mission. Transactional, transformational, and servant are leadership typologies which have been associated with nonprofit organizations (Schneider & George, 2010; Parris & Peachey, 2013; Ebener & O'Connell, 2010; Stedman & Rudd, 2006). While transactional leadership emphasizes a relationship which resembles a transaction where work is exchanged for a reward and poor performance is punished, transformational leaders seek to provide followers with a sense of purpose and utilize vision and charisma to inspire (Bass, 1990). Servant leaders, as initially described by Robert Greenleaf in his essays, desire to serve first and then lead (Greenleaf, 2002).

In their review of servant leadership literature, Parris & Peachey (2013) found no single definition of servant leadership even though it is being researched across a range of applications with a variety of measures to gauge servant leadership implementation, attributes, and effectiveness. Servant leadership has been frequently defined as a compilation of attributes such as the 11 named by Spears (2004): listening, empathy, healing, awareness, persuasion, philosophy, conceptualization, foresight, stewardship, commitment to growth of

people, building community. Barbuto, Gottfredson, & Searle (2014) define servant leadership as “ an altruistic-based form of leadership in which leaders emphasize the needs and development of others, primarily their followers” (p. 2). The characteristics of servant leadership were introduced by Barbuto and Wheeler (2002, Revised 2007) as altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship as dimensions of servant leadership. Practices and behaviors such as these forward one of the goals of servant leadership which is to develop future servant leaders (Reed, Vidaver-Cohen, & Colwell, 2011). The idea that one should serve first and lead second, along with making followers needs a priority, are the fundamentals of servant leadership (Spears, 2004).

Within voluntary service organizations, servant leadership may be an effective approach for VRMs engaging volunteers. In a case study with Catholic Church parishes, Ebener & O'Connell (2010) identified three servant leadership practices which they describe as mechanisms: invitation, inspiration, affection. Organizations whose members are described as “learning, growing, and developing as leaders” (Ebener & O'Connell, 2010, p. 330) have established practices which are indicative of servant leadership and volunteer retention (Waters & Bortree, 2012; Terry, Godke, Heltemes, & Wiggins, 2010; Seel, 2010; Jamison, 2003). Terry, Godke, Heltemes, & Wiggins (2010) in reviewing volunteer life stages, note that maintaining engagement requires giving feedback, listening, and asking what you can do to help them in their service. VRMs who invite volunteers to participate, motivate through modeling service, and express concern for volunteers are engaging volunteers through servant leader interactions (Ebener & O'Connell, 2010).

When comparing transformational leadership to servant leadership, Schneider & George (2010) found servant leadership to be a better indicator of volunteers' commitment, satisfaction, and retention. VRMs who display concern for the development of their volunteers are demonstrating a shift in leadership focus to ethics and socialized values (Seel, 2010). For organizations in general, servant leadership is thought to foster an environment in which trust, fairness, collaboration, and support lead to effective group relationships (Parris & Peachey, 2013).

There is a thin strand of research acknowledging the potential relationship between servant leadership and emotional intelligence. In a study of 75 civic leaders and 401 subordinates, Barbuto, Gottfredson, & Searle (2014) examined emotional intelligence as a precursor to a servant leadership style hoping to identify a path to enhance and develop servant leadership. Their results imply that leaders with emotional intelligence do see themselves as servant leaders as indicated by their self report but the followers' responses did not corroborate that. Leaders did not display servant leader type behaviors based on the follower responses. The conclusion was that emotional intelligence may indicate a desired leadership typology rather than actual behaviors which are influenced by environmental and organizational factors. We now turn to explore the EI model bearing in mind that the servant leader is predisposed to serve first and then lead along with acknowledging that the needs of followers are a priority. The literature suggests that a leader's capacity to act on the servant leadership ideology and behaviors may be rooted in their emotional intelligence (Barbuto, Gottfredson, & Searle, 2014).

2.5 Emotional Intelligence

While not a substitute for cognitive intelligence, emotional intelligence is thought to be at least as important in life success and certainly for those who lead and manage others (Goleman, 1995) though its definition and models have varied and evolved over time. One of the first to explore the concept of emotional intelligence was Edward Thorndike in the 1920's as he wrote about the idea of social intelligence (Stein & Book, 2011; Hess & Bacigalupo, 2011). Since that time, models of emotional intelligence have been developed including the trait model, ability model, and mixed model along with their tools for measurement (Hess & Bacigalupo, 2011; Jordan & Troth, 2011; Morehouse, 2007; Giorgi, 2013; Chiva & Alegre, 2008).

The trait model is defined by Petrides (2010) as an individual's self-perception and disposition of their emotions as a personality trait instead of an ability or competence. Emotional intelligence in this model is measured by the self-report trait emotional intelligence questionnaire (TEIQue) (Petrides, Pita, & Kokkinaki, 2007). Research by Petrides, Pita, and Kokkinaki place emotional intelligence as a compound trait in personality.

The ability model concept has been researched and forwarded by John Mayer and Peter Salovey, who in the 1990's identified four abilities of emotionally intelligent individuals (Walter, Humphrey, & Cole, 2012). This model includes the capability to perceive emotions, use emotions, understand emotions, and manage emotions.

Mayer and Salovey define emotional intelligence as:

the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflexively regulate emotions so as to promote emotional and intellectual growth. (as cited in Mayer, Salovey, & Caruso, 2004, p. 197)

The Mayer Salavoy Caruso Emotional Intelligent Test (MSCEIT) is utilized to assess EI in the ability model (Mayer, Salovey, & Caruso, 2004). This assessment is comprised of eight tasks to measure EI in the four separate areas of perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. Examples of tasks include presenting participants with pictures or scenarios and asking them to identify emotions or explain how they would manage their or others' feelings in that situation. In the ability model, EI is represented by cognitive abilities utilized to process and interpret emotions (Chiva & Alegre, 2008).

The mixed model purports that emotional intelligence is a combination of both personality traits and the ability to assess, comprehend, and manage emotions (Chiva & Alegre, 2008). Bar-On's research to develop an EI assessment tool, which encompasses abilities and personality traits, came to fruition in 1997 with the publication of the EQ-i (Multi-Health Systems, 2011). The research for this paper will utilize the most recent version, EQ-i 2.0. The definition of EI as it currently relates to the EQ-i 2.0 is "a set of emotional and social skills that influence the way we perceive and express ourselves, develop

and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way” (Multi-Health Systems, 2011, p. 49). The EQ-i 2.0 evaluates five areas referred to as composite scales each with three subscales and an overall wellbeing or happiness score. Figure 2.1 shows the EQ-i 2.0 model.

2.6 EQ-i 2.0 Model

The EQ-i 2.0 composite scales are self-perception, self-expression, interpersonal, decision making, and stress management (Multi-Health Systems, 2011). The subscales which comprise the five factors are displayed in Figure 2.2. Each of the subscales were selected to be included in the model because of their ability to demonstrate emotional functions related to one’s ability to perform and their overall well-being.



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Based on the original BarOn EQ-i authored by Reuven Bar-On, copyright 1997.

Figure 2.1. EQ-i 2.0 Model of Emotional Intelligence (Multi-Health Systems, 2011).

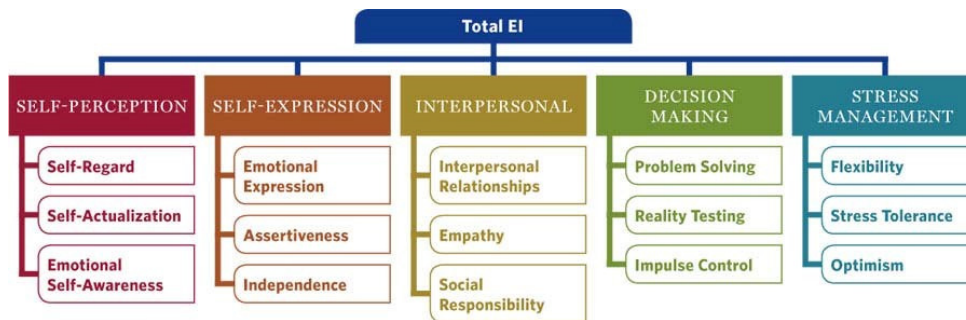


Figure 2.2. EQ-i 2.0 Composite and Subscales (Multi-Health Systems, 2011).

The self-perception composite scale is comprised of the self-regard, self-awareness, and self-actualization subscales. This portion of EI model addresses an individual's personal strength, ambitions, and comprehension of how emotions affect thought processes and actions (Multi-Health Systems, 2011). This composite scale focuses on understanding and accepting yourself, achieving your potential through self-improvement goals along with understanding your own emotions, their source, and the effect they may have on those around you.

Emotional expression, assertiveness, and independence subscales form the self-expression composite scale (Multi-Health Systems, 2011). This scale moves beyond self-perception to examine the way individuals communicate and demonstrate their emotions in appropriate and beneficial means. Whether verbally or nonverbally, the ability to express thoughts and feelings, which are sometimes unpopular, in a productive and non-offensive manner is a critical indicator of EI. Independence speaks to an individual's competence to make decisions and function on their own without a reliance on others for emotional support.

The interpersonal scale explores the capacity to form and keep relationships while appreciating others' viewpoints or feelings and functioning as a responsible member of a group or community (Multi-Health Systems, 2011). Trust and compassion are a part of the interpersonal relationship subscale as people reach out others and maintain meaningful, satisfying connections. Important in this scale is also the comprehension of belonging and having a responsibility to more than just oneself. Contributing to the family, work group, or community at large has significance for emotionally intelligent people.

One of the key scales for individuals demonstrating EI is the decision making realm where emotions may be integral to the process. Problem solving, reality testing, and impulse control converge to provide a foundation for assessing emotions, grasping the reality of the situation, and avoiding actions based on a whim when making decisions (Multi-Health Systems, 2011). Emotions routinely enter into problem solving situations. Emotionally intelligent people acknowledge this and work to make the best decisions possible by accounting for the impact of emotions.

The last scale in the EI model is stress management composite scale which consists of flexibility, stress tolerance, and optimism. This scale addresses the coping mechanism of individuals as they adapt, tolerate, and display a positive outlook in stressful situations. Emotionally intelligent individuals can sustain composure in fluid situations while maintaining an overall attitude of hope.

The EQ-i 2.0 also assesses and assigns an overall well-being or happiness score (Multi-Health Systems, 2011). While happiness was at one time considered a model

components of EI, it is now referred to as wellbeing and regarded as a result of being emotionally intelligent. The components which seem to most influence happiness and well-being are self-regard, optimism, interpersonal relationships, and self-actualization.

The EI model comprised of five composite scales and fifteen subscales seeks to detect the capacity of individuals to identify and manage their own emotions and the emotions of those with whom they are socializing, working, or leading. The assessment itself consists of 133 questions with a mean score of 100. A more in depth discussion of the assessment design, scoring, and providing feedback to participants can be found in the methodology chapter.

2.7 Emotional Intelligence and Leadership

Morehouse (2007), in her study of emotional intelligence across careers, notes that among all the models there is a consensus that EI constitutes individual qualities which are useful in everyday interactions even with some disagreement regarding its exact definition and measurement. The abilities and skills which define an emotionally intelligent individual in terms of how we see ourselves, express our emotions, build and maintain relationships, and effectively use emotional information can be applied across fields. As EI is thought to impact various facets of life, certainly leadership is one area in particular on which research has focused.

Goleman (2004) asserts that it is not the intelligence quotient or job related skills that distinguish a leader but EI which allows both the leader and their followers to reach their

maximum potential in the workplace. Walter, Humphrey, & Cole (2012) purport that EI has a role to play in selecting, promoting, and developing leaders. Their review of EI and leadership research found linkages in the three areas of leader emergence, leadership behavior, and leadership effectiveness. Taylor, Taylor, & Stoller (2008) in their research with physician leaders found emotional intelligence to be an important competency of effective leaders and included EI training in their suggestions for physicians' programs curriculums. Dries & Pepermans (2007) found that components of EI such as assertiveness, independence, optimism, flexibility, and social responsibility may be possible indicators of high potential managers. The research utilized the EQ-i to identify subscales pertinent to leadership capacity. The EQ-i assessment was also employed by Cavins' (2005) in his dissertation work which compares EQ-i scores of student leaders to Kouzes and Posner's leadership model. Findings supported a connection between leadership performance and emotional intelligence.

The composite scales of EQ-i 2.0 have been identified in studies as being related to potentially successful leaders and leadership in general. George (2000) in her work examining how emotional intelligence facets assist leaders in implementing successful leadership practices refers to leadership as an "emotion-laden process, both from a leader and a follower perspective" (p. 1046). That statement can be no more true than for those managers who forward an organization's mission through leading and engaging volunteers.

2.8 Emotional Intelligence and Volunteer Resource Managers

Safrit and Merrill (2007) identify EI as a personal capacity for volunteer resource managers. Along with the management knowledge and skills needed to be a competent volunteer administrator, there is a need for individual abilities which facilitate and compliment the implementation of professional practices. In their review of personal capacities the authors recognize six basic capacities relevant to volunteer administration which mirror various components of EI model: “ creating and communicating a shared vision, embracing diversity while nurturing pluralism, accepting change & managing ambiguity, acting within shared values & championing ethical behavior, linking effective management to personal leadership, reflecting” (Safrit & Merrill, 2007, p. 106). The identified volunteer manager capacities are visible across the EI composite scales.

Creating and communicating a vision speaks to self-expression while appreciating and cultivating diversity requires empathy and relationship building (Safrit & Merrill, 2007). Being adaptable is a part of stress management through flexibility and tolerance. Individuals who demonstrate social responsibility understand the need for shared values and ethical decisions which also require good decision making and problem solving abilities. Translating management practices into leadership again requires interpersonal relationship skills and problem solving with appropriate assertiveness. Lastly, reflecting is accomplished through self-perception, interpersonal relationship building, and empathy.

Understanding the needs of the organization, as a part of organizational learning (Chiva & Alegre, 2008), and volunteers, as individuals, draws on the skills, knowledge, and

abilities associated with the VRMs' emotional intelligence. McClesky's (2014) literature review of emotional intelligence and leadership offers a succinct and powerful summary with the following:

 EI rests on three basic fundamental premises: our emotions play an important role in our daily lives; people vary in their ability to perceive, understand, use, and manage these emotions; and these variances affect individual capability in a variety of contexts, including organizational leadership (p. 88).

The professional and, certainly, the personal leadership capacities of volunteer administrators are tested every day in the management of volunteers. One of the common measurements of volunteer program success, and consequently successful volunteer administrator leadership, is volunteer retention.

2.9 Volunteer Retention

While some organizations thrive in the ebb and flow of episodic volunteers, many hope that the investment made in volunteers will result in lengthy service with the agency. Though retention may not be an objective for every organization (Seel, 2010), volunteer management models along with selecting or recruiting volunteers, orienting and training, recognizing, and evaluating volunteers also address retention of volunteers. Ellis (2014) describes retention as an outcome rather than an activity. In this light, we can see retention as an outcome of VRMs effectively implementing volunteer management practices.

The Corporation for National and Community Service (2014) reports that nearly 1/3 of volunteers cease serving each year. This calculation is based on the number of volunteers who serve in year one and then continue to serve the following year. While most organizations can easily subscribe to this reckoning, Ellis (2014) cautions us about standardizing retention criteria and to think of retention in terms of the amount of time that the volunteer actually committed themselves. Additionally, she suggests retention may well be program or assignment specific.

Much of the literature on volunteer retention has focused on management methods which seem to positively influence volunteers to remain with the organization. In general, volunteer management practices that emphasize the volunteer and his/her satisfaction rather than the requirements of the organization seem to enhance retention (Hager & Brudney, 2004). Safrit and Merrill (2006) evoke Covey's habit of seeking to understand for volunteer administrators and suggest that concentration where the needs of the agency, client, and volunteer coincide will lead to retention. Studer & von Schnurbein (2013) note there numerous organizational factors that affect volunteers and management should maintain the capacity to strike a balance among the demands of the organization, volunteers, and clients.

Volunteer orientations are thought to be one of the first basic steps in retention (Seel, 2010; Edwards, 2012). Orientations speak to the need for social support and relationship building with the organization and among volunteers. This is especially true if the volunteer motivations are considered affiliation as in McClelland's Need Theory encompassing achievement, power, or affiliation (Stallings, 2007). Affiliation or the social aspect of

volunteering is important to volunteers. Kramer et al. (2013) and Hidalgo (2009) note that factors which lead to volunteer socialization can impact volunteer retention. Orientations begin the process of organizational inclusion and cultivating relationships with staff and other volunteers.

Jamison (2003) in her study of turnover and retention in human service organizations identified three practices which revealed significant differences between active and non-active volunteers. Pre-service training, in-service training, and challenging tasks were each identified as organizational factors which could be controlled to affect retention. Likewise, while the Council for Certification in Volunteer Administration lists recognition as the number one practice to ensure retention; training, screening and placement, and regular supervision, along with a basic understanding of volunteer motivations, are thought to also play a large part in volunteer retention (Seel, 2010).

Other factors noted in the literature as impacting retention include enjoyable environment, recognition, and meaningful work (Ellis, 2014). Not only is the significance of the work important but screening and matching volunteers to fitting placements have the potential to influence volunteers remaining with the organization (Seel, 2010; Connors, 2012). Waters and Bortree (2012) found that satisfaction, trust, commitment, and distribution of power all contribute to retention in library volunteers. While not under the control of the VRM, the size of the organization is reflected in retention rates. Smaller organizations tend to have better retention than larger organizations. This difference in retention may be an

indicator of a higher level of volunteer involvement in organization management activities and more time spent on developing relationships (Seel, 2010).

Volunteer retention challenges differ across volunteer demographics and organization types. Kulik (2010) saw differences across the life stages in volunteer expectations and issues which highlights the need for understanding and awareness of the variance in volunteer experiences over a range of ages. Women in midlife, for example, appear to receive less family support for their volunteer efforts and may require support that speaks to this dilemma to achieve retention. This is supported by Hager & Brudney (2004) who found organizations with volunteers under the age of twenty-four tend to have lower retention due to the additional time pressures and transiency of that age group. This group is also thought to experience more burnout because of lack of coping skills to deal with clients and lack of perceived appreciation by organization (Kulik, 2010). Waters & Bortree (2012) in looking at retention for female versus male volunteers, acknowledge that the volunteer administrator's task to build relationships is challenging when volunteers' communication and inclusion needs vary based on gender.

Brudney and Mejis (2009) suggest that so much emphasis has been placed on recruitment in traditional volunteer management models that working to find a renewable relationship between volunteer and the organization which would enhance volunteer resource retention has fallen by the wayside. Implementation of management practices is to a large degree the responsibility of the volunteer administrator and in that role, the volunteer administrator can impact volunteers' behavior (Terry, Godke, Heltemes, & Wiggins, 2010).

As this review of literature on retention shows, there are diverse perspectives about which practices are the most influential for retention and the degree to which they are implemented (Hager & Brudney, 2004). Not only are the recommended management practices varied, volunteer administrators are reminded that age, gender, and motivations must be factored into the retention equation. Rarely though are volunteers motivated by a single need and their desire to volunteer will stem from a combination of motivations which may to be addressed by a variety of management practices. Whatever the motivations, Kramer (2005), in examining community theater groups, found volunteers evaluating the costs and benefits in a social exchange which impacted decisions regarding continued participation. Retention can be best thought of as “knowing your volunteers and ensuring their needs are met, two dimensions that are more about creativity and attention than they are about studies and book learning” (Seel, 2010, p. 234). No matter the practice utilized or the motivations at work, it is the volunteer administrator who assesses the volunteer and the mission and seeks to sustain engagement.

2.10 Summary

Volunteer resource managers work to meet the needs of both an organization and a volunteer while forwarding a mission. The capacity for emotional intelligence may enhance practices across the volunteer management spectrum resulting in greater volunteer retention. Reflecting on Haski-Leventhal and Meji’s (2011) volunteer matrix, shifting a volunteer from a poor quality experience to ensure retention may require the leadership and management practices of an emotionally intelligent VRM. Jamison (2003) describes a retention enhancing

training program as including orientation, refresher training, and team building. The desired personal abilities identified by Safrit and Merrill (2007) for volunteer management professionals closely align with emotional intelligence facets. The EQ composite scales of interpersonal, decision making, problem-solving, stress management, and self-expression may each play a role in recognizing volunteers' retention needs, deciphering the most effective volunteer management practices and implementing them with the highest degree of fidelity.

In the mist of credentialing and legitimizing the field of volunteer management, personal capacities should be identified and fostered, not only at the nonprofit organizational leadership level as a whole, but specifically for VRMs who are charged with leading a substantial force of unpaid staff to fulfill the mission. Pink (2009) reminds us that management results in compliance and leadership results in engagement. This is especially poignant when leading volunteers. This research hopes to contribute to the literature regarding the potential importance of emotional intelligence for volunteer managers as servant leaders who balance the costs and benefits of volunteering and implement appropriate practices to retain volunteers in organizations across the country every day.

CHAPTER III METHODOLOGY

3.1 Introduction

The purpose of this study is to explore the potential relationships between a VRM's emotional intelligence quotient as related to their leadership style and retention of volunteers. A mixed method of data collection provided information on the individual VRMs, their programs and organizations, their leadership style, their emotional quotient, and retention rate. A collective case study will provide a broader spectrum of data than would be ascertained from a singular case study. Methods for this case study were reviewed and approved by the North Carolina State University Institutional Review Board (IRB) and assigned Exemption # 5309.

3.2 Research Design

To best explore the possible relationships between VRM emotional intelligence and volunteer retention, a collective or multiple case study is deemed to be the most appropriate research method. Case studies are “a form of qualitative research in which a single individual or example is studied through extensive data collection” (Fraenkel, Wallen, & Hyun, 2012, pp. G-1). While intrinsic case studies focus on understanding one specific phenomenon or situation, instrumental case studies serves as a catalyst for exploring conclusions beyond a single case (Stake, 2006). Yin (2014) outlines the five basic parts of a case study design as the study's questions, propositions, units of analysis, logic which links data to propositions, and interpretation criteria for results. Stake's (2006) case study design focuses on the concept of the quintain or examples of a phenomenon or condition to be

examined which may present itself differently in different situations. In this research the quintain can be identified as the relationship between VRM's emotional intelligence and their ability to retain volunteers in their organizations. Multiple cases will provide the opportunity to obtain data on VRMs in different situations or organizations with ultimately the same goals and, as Yin (2014) suggests, companion cases can supplement findings of an initial case.

3.3 Selection of Case Study Participants

Case study participants were selected from a pool of volunteer resource managers from Virginia. VRMs were chosen through professional referrals or membership in the Association of Volunteer Administrators. Stake (2006) suggests that case studies may be less productive when utilizing less than four or more than ten cases. For this research, four cases were selected. The cases met the required criteria and were willing and available to participate in the research. Criteria utilized for selection is displayed in Table 2. Yin (2014) purports that cases must be appropriately screened to ensure representativeness and a two-phased selection process is one approach. For this study, the two phases will consist of a professional referral or membership in a professional organization followed by application of the required characteristics to meet study goals. The required characteristics are intended to ensure relevant and necessary data will be accessible for each case. While Stake (2006) maintains that "balance and variety" (p. 50) are important in case selection, equally or more significant are the "relevance to the quintain and opportunity to learn" (p. 50).

Table 2

Case Selection Criteria

<u>Required Characteristics</u>	<u>Preferred Characteristics</u>
VRM's position is at least 50% of their job description	VRM is a CVA
Organization utilizes volunteers in direct and indirect service delivery	
Volunteer program has at least 100 participants annually	
VRM tracks volunteer participation dates and hours	
Organization provides human services	
Access will provided to necessary program data	

Certain criteria in Table 2 facilitate the bounding of study participants. Establishing boundaries clarifies the unit of analysis and identifies who will be in the study (Yin, 2014). By requiring the program to be of at least 100 participants and the VRM's position to be at least 50% of their job description, the study ensures that a significant amount resources are dedicated to the volunteer program and that the program has a formal structure. Direct service delivery to clients by volunteers is included in required characteristics due to the level of volunteer screening required in those scenarios. Selected cases consented to participation with a North Carolina State University Informed Consent for Research form (see Appendix B).

3.4 Instruments

Data was collected from participants through questionnaires, the emotional intelligence assessment EQ-i 2.0, and an EQ-i 2.0 feedback session and interview.

Demographic, organization, and volunteer program information for each case was obtained with a survey based on the Volunteer Management Audit (Ellis, 2003). The EQ-i 2.0 was administered online through Multi-Health Systems. Participants were sent an EQ-i 2.0 invite (see Appendix C). Data collection questionnaires regarding demographic, organization, and program information were conducted online through Qualtrics online survey software. As a part of the EQ-i 2.0 feedback session, the VRMs were asked three open-ended questions:

Q1. What do you see as your primary emotional intelligence strengths?

Q2. Which components of the volunteer management model, i.e. ISOTURE, do you feel are most impacted by your emotional intelligence?

Q3. What does this tell you about your volunteer retention story in your program?

Responses to these questions were categorized by key words and themes and reported as a part of the case narratives.

3.5 EQ-i 2.0 Emotional Quotient Inventory

Multihealth Systems owns and manages the reporting for the EQ-i 2.0 emotional intelligence assessment. This author is certified to purchase, administer, and interpret the EQ-i 2.0 emotional intelligence self-report test. Participants were provided an online link to a

consent form (see Appendix A) and the assessment. The test results report were provided to the administrator for review with the participant. Test results are confidential and are the property of the participant (Multi-Health Systems, 2011). The author provided each case participant an individual review and interpretation of assessment scores during a feedback session.

Scoring of the EQ-i 2.0 consists of an overall EQ score and scores for each of the composite scales and subscales. EQ scores have a mean score of 100 with a standard deviation of 15. The EQ-i 2.0 has a confidence interval of 90%. The validity of individuals' results is evaluated based on five criteria: length of time to complete test, inconsistency index, positive and negative impressions, item 133, and omitted items. Item 133 asks the respondents if they were open and honest on the questionnaire. These indicators allow the interpreter to gauge whether or not the respondents' answers are valid and accurately reflect their emotional intelligence. The Total EI score is calculated by totaling 118 questions of the 133. The items regarding positive index, negative index, happiness indicator and question 133 are not included in the total. The composite scales and subscales are scored individually in the same fashion to provide depth in understanding the overall score.

3.6 Instrument Reliability and Validity

The reliability of an instrument addresses the consistency of the measurements provided by the test (Fraenkel, Wallen, & Hyun, 2012). Internal consistency and test-retest methods were utilized to confirm reliability (Multi-Health Systems, 2011). The internal consistency of the EQ-i 2.0 was measured using Cronbach's alpha for a value of .97 on the

Total E Scale and values between .88 and .93 for the composite scales. Each subscale had a value of .77 or higher. Cronbach alpha scores of .70 or above are considered acceptable while scores below .70 are not acceptable. Developers of the EQ-i 2.0 report that the elevated Cronach alpha scores indicate a high level of consistency for the instrument. The test-retest reliability measurement of the EQ-i 2.0 mirror the findings of the Cronbach alpha values. Both test-retest and stability values were high for the EQ-i 2.0 at 2 to 4 week intervals and at 8 week intervals (Multi-Health Systems, 2011). Reliability testing confirms reliability and stability of data from EQ-i 2.0 assessments.

Validity of research tests evaluates whether the instrument is actually measuring what it is supposed to measure based on the instrument itself, the process, and the sample (Fraenkel, Wallen, & Hyun, 2012). Analysis was conducted on the EQ-i 2.0 for content validity and for factor structure through exploratory factor analysis and correlations for the normative sample among the scales (Multi-Health Systems, 2011). These evaluations suggest that the EQ-i 2.0 is a valid measure of emotional intelligence.

3.7 Servant Leadership Questionnaire

Barbuto and Wheeler's (2006) servant leadership questionnaire (SQL) (see Appendix D) will be used to examine the extent to which VRMs identify themselves as servant leaders. There are two versions of this questionnaire, one for leaders and one for followers. This study will only utilize the self-report for leaders which consists of 23 items. Case study respondents will rate themselves on a Likert type scale with 1 being strongly disagree and 5 being strongly agree on the five categories of altruistic calling, emotional healing, wisdom,

persuasive mapping, and organizational stewardship. The face validity for the SLQ was established with a panel of 11 expert judges. Reliability was assessed on the 10 subscales for the leader and rater combined which yielded reliabilities ranging from .68 to .87 for the self-rater questionnaire and a range of .82 to .92 for the follower questionnaire. This questionnaire will be administered via an online survey through Qualtrics online surveys.

3.8 Volunteer Resource Manager Questionnaire

The Volunteer Resource Manager completed a Qualtrics online survey regarding the demographics of their program and organization (see Appendix E). They provided information about themselves and their level of training. VRMs were asked to calculate the retention rate for their programs from 2013. Question format was a combination of Likert-type scales, closed ended, and fill in the blank. This questionnaire was reviewed by volunteer management professionals to confirm construct validity. Questions were based on Ellis' (2003) volunteer management audit and the review of literature.

3.9 Data Analysis

Participant's scores on the EQ-i 2.0 along with leadership survey results were compared with volunteer program retention rates and SLQ scores. Data analysis included descriptive statistics as well as means and standard deviation calculations for SLQ data. The overall EI score was generated by MHS, Inc. with a mean score of 100 and standard deviation of 15. Validity for the EQ-i 2.0 is confirmed with the inconsistency index, positive and negatives indices, item omission, indication of open and honest responses, and responses

were normally distributed across the response scale. Responses to the demographic questionnaire including which management practices utilized in their programs they believe contribute the most to volunteer retention were categorized by key words and reported in narrative form. Responses to open ended questions were recorded and chronicled in the individual case results including quotes from the VRMs regarding their emotional intelligence strengths, their EI impact on volunteer management, and their overall program retention story.

CHAPTER IV RESULTS

4.1 Introduction

The results from this research are presented in separate sections for each case with research questions and hypotheses following. Data collected through the EQ-i 2.0 test, servant leadership and demographic questionnaires along with the interview provides a profile of the VRM and their program. The servant leadership questionnaire is analyzed as a Likert scale with the appropriate statistics as the questions are not considered on an individual basis but are combined to reflect a personality trait or attitude (Boone & Boone, 2012). Emotional intelligence is reported as an overall score as well as composite and subscale scores. The mean score for the EQ-i 2.0 is 100 with a standard deviation of 15 (Multi-Health Systems, 2011). None of the 4 cases' responses indicate validity issues on the test. The inconsistency index 0 score and both positive and negatives indices reporting 0, indicated no overly positive or negative response style. The VRMs did not omit any items, indicated their responses were open and honest, and responses were normally distributed across the response scale. The retention rate for the volunteer programs is reported as submitted by the VRMs. Participants were provided EQ-i 2.0 results and interpretation by the researcher in a feedback session where quotes were collected and documented. VRM responses to open ended questions are reported in a narrative format as they related their EI to their volunteer programs practices and retention.

4.2 Case 1

Case 1 coordinates professional and lay volunteers for an urban free clinic in central Virginia. She is 41 years old and her program met the required criteria as well as the preferred criteria as she is a Certified Volunteer Administrator. She is a full time staff member with 100% of her job description dedicated to volunteer resource management and she has been in her position for 4 years.

The volunteer resource manager in Case 1 reports that approximately 180 individuals volunteer at least six hours per month. Retention rate for more than one year is reported as 61% in 2013. She reported the additional retention rates of 83% for longer than the organization's required 6 month minimum, 33% longer than 2 years, and 18% serve 3 years or longer, and 7% are retained more than 4 years.

To keep volunteers engaged in the organization, Case 1 rated understanding volunteer motivations, providing meaningful tasks and providing opportunities to build relationships with other volunteers and staff as very important. Recognizing volunteers for their contributions and providing training were rated as extremely important. The two volunteer management practices this VRM felt contributed most to volunteer retention are the interview and placement process, and building relationships.

Servant leadership results for Case 1 yield a mean score on the 23 items of 3.86 with a standard deviation of .46. One item, "I have great awareness of what is going on" was omitted. Responses ranged from a minimum value of 3 to a maximum value of 5.

The EQ-i 2.0 emotional intelligence test yielded a total emotional intelligence score of 107 for Case 1 with an overall well-being or happiness indicator of 110. Table 3 displays a summary of the quantitative data collected including the EI composite and subscales. Case 1 scored above average on each of the composite scales. Three of the subscales scored below the mean with self-actualization at 98, an interpersonal relationships score of 95 and a reality testing score of 94. Case 1 scored highest on the subscales social responsibility 116, stress tolerance at 112, and optimism along with problem solving each at 111.

Based on her EQ feedback, the VRM in Case 1 felt her emotional intelligence strengths were in her interpersonal communication and her ability to manage stress. Her motto is “If this is my biggest problem, I don’t have any problems.” She believes that emotional intelligence impacts “pieces” of all of the volunteer management models. She feels her ability to read people and make good decisions leads to engaging volunteers best suited for the organization and role. Every time her “gut” instinct was that the volunteer was not going to work out – they didn’t. In the ISOTURE model, the selection component is the area in which she believes she most often utilizes her emotional intelligence. Case 1 thought her EI and retention story revealed that she was doing a pretty decent job of connecting people with volunteer roles which are a good fit for them. Her retention tracking is based on the commitment the volunteer made to the organization as suggested by Ellis (2014). If they honor that service commitment then retention was achieved. In her story, and her program, retention is as much about what the volunteer needs as what the organization needs. The most frustrating part of the story Case 1 relates is that organizational leadership needs to realize

that volunteers are the greatest resource and that VRMs are professionals. That realization needs to be accompanied by resources appropriate for a 2.5 million dollar agency budget as opposed to a “bare bones” \$1000 allotment for a VRM who engages over 400 volunteers per year.

Table 3

Case 1

Retention Rate	Total EI	Well-Being	Self-Perception Composite	103	Self-Expression Composite	105	Interpersonal Composite	104	Decision Making Composite	107	Stress Management Composite	111
61%	107	110										
			Self-Regard	106	Emotional Expression	100	Interpersonal relationships	95	Problem Solving	111	Flexibility	103
SLQ Mean	SLQ SD		Self-Actualization	98	Assertiveness	107	Empathy	102	Reality Testing	94	Stress Tolerance	112
3.86	.467		Emotional Awareness	102	Independence	106	Social Responsibility	116	Impulse Control	110	Optimism	111

4.3 Case 2

Case 2 is 61 years old and coordinates professional and lay volunteers for a rural free clinic in an Eastern Virginia locality considered to be a retirement destination. Her program met the required criteria however she is not a Certified Volunteer Coordinator. She is a part time employee with 50% of her job description devoted to volunteer coordination. She also supports development, database management and an outreach clinic.

The retention rate in Case 2's program is 77% for 2013 with 272 volunteers serving at least six hours per month. This VRM rated understanding volunteer motivations, recognition, and opportunities to build relationships as very important. Providing meaningful tasks was rated extremely important while providing training was felt to be somewhat important.

Flexibility with scheduling and assignments along with recognizing their talents and giving them input in operational procedures are the practices this VRM believes facilitates retention.

Servant leadership results for Case 2 yielded a mean score of 3.65 with a standard deviation of .71. Responses ranged from a minimum value of 2 to a maximum value of 5. No items were omitted.

The EQ-i 2.0 emotional intelligence test yielded a total EI score of 106 for Case 2 with an overall happiness well-being score of 114. Table 4 displays the quantitative data for Case 2 for composite and subscales. Case 2 scored above the 100 point mean on all composite scales except the Interpersonal composite which was scored at 98. Flexibility, optimism, and self-regard were the strongest subscales with scores of 113, 110, and 110 respectively.

In reflecting on her emotional intelligence, Case 2 believes her EI strengths include the intuition to place volunteers appropriately and to “not get too upset about things”. When considering volunteer management models, utilization is impacted by this VRM’s EI as placement in a meaningful task is viewed as very important. Identifying and selecting volunteers are the least practiced components as is training because there is not an established formal training program. In terms of training, there is insufficient staff to maintain a program and the volunteer to volunteer training is thought to be inconsistent. Case 2 believes the retention story in her program is a result of commitment to the organization and meaningful tasks. Volunteers’ interest in serving is not just as a social activity but they genuinely care about clients. Volunteer population is retired individuals who often spend the

winters in Florida. A willingness to work with volunteers schedules keeps them coming back each spring to pick up where they left off the previous fall.

On a personal level, Case 2 reports she believes life experiences have helped form her outlook and approach. She has hiked the Appalachian Trail, part of that distance alone. She also grew up in an environment which discouraged asking for “help or money”. The culture of her youth was one of independence which she feels may hinder her job performance as a VRM today as she needs to ask for both assistance and financial support for her organization. The independence score for this VRM is 109, above the mean score.

Table 4

Case 2

Retention Rate	Total EI	Well-Being	Self-Perception Composite	106	Self-Expression Composite	104	Interpersonal Composite	98	Decision Making Composite	103	Stress Management Composite	112
77%	106	114	Self-Regard	110	Emotional Expression	103	Interpersonal relationships	99	Problem Solving	100	Flexibility	113
SLQ Mean	SLQ SD		Self-Actualization	106	Assertiveness	97	Empathy	98	Reality Testing	108	Stress Tolerance	109
3.65	.714		Emotional Awareness	98	Independence	109	Social Responsibility	97	Impulse Control	100	Optimism	110

4.4 Case 3

Case 3 coordinates lay volunteers for a continuing care retirement community in an urban setting in central Virginia. She is 49 years old and her program met the required criteria as well as the preferred criteria as she is a Certified Volunteer Administrator. She has been in her position for 4 years. As a part time employee, 100% of her job is devoted to volunteer coordination.

This VRM reports that approximately 350 individuals volunteer at least 6 hours per month. Her retention rate for 1 year is approximated at 95%. To maintain volunteer engagement with the organization, Case 3 rated opportunities to build relationships with staff and other volunteers as somewhat important while she believed understanding volunteer motivations, recognizing volunteers, and providing training were very important. Providing meaningful tasks was rated as extremely important to keeping volunteers engaged. Case 3 felt the two management practices which contribute most to volunteer retention are providing meaningful tasks and recognizing volunteers, both formally and informally.

The servant leadership questionnaire yielded a mean score of 3.78 with a .42 standard deviation. Responses ranged from a maximum value of 4 to a minimum value of 3. No items were omitted.

The EQ-i 2.0 emotional intelligence test yielded a total EI score of 103 with an overall well-being score of 100. Table 5 displays the quantitative data for this Case. Each of the composite scales were scored above the mean with the exception of Interpersonal with a score of 97. The subscale scores for this composite were interpersonal relationships 90, empathy 90, and social responsibility 116. Emotional Self-Awareness was scored at 88. Case 3 reported above average EI in the subscales of Impulse Control, Social Responsibility, and Problem Solving with scores of 117, 116, and 115 respectively.

In reflecting on her EI strengths, Case 3 believes her emotional intelligence makes her a “good listener” as she is successful in her role as a “matchmaker”. She makes an effort to get to know the volunteers, their preferences and needs, along with an awareness of “what’s

going on” on campus. This VRM feels her awareness of the volunteers and their needs is fueled by her EI.

Case 3 believes that EI has the most impact in the volunteer management model when recognizing volunteers for their service. Volunteers are engaged in meaningful tasks and this VRM feels it is important to “express that we couldn’t do what we do without them”. Recognition in her program is accomplished in multiple ways – face to face, notes, emails, and multiple events throughout the year including a roof top dessert party, cookies and champagne reception, and tickets to their in-house theatre performances. Even the first two words on volunteer inquiry responses are thank you.

The retention story for Case 3 is focused on recognition. She feels that orientation and training may not contribute as much to retention. Training is accomplished within departments and varies across the organization which in turn impacts utilization. Valuing volunteers and their service is “interwoven in the philosophy” of her organization and is key to the 95% retention rate. Appreciation for volunteers comes from both staff and residents equally. The volunteers report never having volunteered in an organization where they felt so much gratitude.

Table 5

Case 3

Retention Rate	Total EI	Well-Being	Self-Perception Composite	101	Self-Expression Composite	102	Interpersonal Composite	97	Decision Making Composite	114	Stress Management Composite	101
95%	103	100										
			Self-Regard	104	Emotional Expression	102	Interpersonal relationships	90	Problem Solving	115	Flexibility	91
SLQ Mean	SLQ SD		Self-Actualization	106	Assertiveness	100	Empathy	90	Reality Testing	101	Stress Tolerance	109
3.78	.421		Emotional Awareness	88	Independence	103	Social Responsibility	116	Impulse Control	117	Optimism	101

4.5 Case 4

Case 4 is volunteer coordinator for a rural free clinic in Eastern Virginia. She is 61 years old and has been in her current position 4 years. Her program met the required criteria but she is not a certified volunteer coordinator. As a part time employee, 90% of her position is dedicated to volunteer management.

The retention rate reported for this volunteer program is 75% and more than half of the 158 annual volunteer serve more than 6 hours each month. Case 4 rated understanding volunteer motivations, recognition, meaningful tasks, and training as extremely important in fostering volunteer engagement in the organization. Opportunities to build relationships was rated as very important. Volunteer orientation and specific position assignments with job descriptions are two practices Case 4 believes contribute to volunteer retention.

The servant leadership questionnaire yielded a mean score of 4.34 with a SD of .647. Her responses ranged from a minimum value of 3 to a maximum value of 5. No responses were omitted.

The EQ-i 2.0 emotional intelligence test yielded a total EI score of 107 with an overall well-being score of 116. Table 6 displays the quantitative data for this case. Three of the composite scores were above the mean with Self-Perception and Self-expression at 108 while the Interpersonal Composite was 121. Decision Making and Stress Management were slightly below the mean with scores of 99 and 96 respectively. The Flexibility subscale score of Stress Management was 84. Subscales Social Responsibility, Interpersonal Relationships, and Self-Actualization were scored 12, 119, and 115 respectively.

Table 6

Case 4

Retention Rate	Total EI	Well-Being	Self-Perception Composite	108	Self-Expression Composite	108	Interpersonal Composite	121	Decision Making Composite	99	Stress Management Composite	96
75%	107	116	Self-Regard	110	Emotional Expression	103	Interpersonal relationships	119	Problem Solving	103	Flexibility	84
SLQ Mean	SLQ		Self-Actualization	115	Assertiveness	107	Empathy	114	Reality Testing	101	Stress Tolerance	93
3.78	.421		Emotional Awareness	109	Independence	109	Social Responsibility	123	Impulse Control	93	Optimism	113

Case 4 sees her emotional strengths in her empathy. She cares deeply for the people who receive services from her organization as well as the volunteers and sometimes “prays with them”. She noted the lower Flexibility score and related that she was a planner for a branch of the military for many years and dislikes when unforeseen volunteer needs arise and need to be addressed suddenly.

Case 4 feels that her EI impacts her volunteer management the most in the areas of orientation, training, and utilization. She stated that “volunteers don’t like not knowing what

to do”. They dislike having to ask what to do next. This VRM feels it is important for volunteers to have an enjoyable experience and feel that they are making a difference.

In thinking about the retention story of her program, Case 4 noted the Social Responsibility score of 123 and indicated that this job was a “call” for her to be involved in her community. She promotes a culture that sees the volunteers as “ambassadors for our program”. She believes the attention to volunteers as individuals through conversation, prayer, and positive experiences fosters the program’s retention.

4.6 Discussion

While we see peaks and valleys across the emotional intelligence scales in these four cases, their Total EI scores are all above the mean score of 100 with an average score of 105.75. Their retention scores range from 61% to 95% with an average of 77%. Case scores were above average for at least three of the four cases in the following composite scales: self-perception, self-expression, decision making, and stress management. These scores reflect an understanding of self, ability to communicate, ability to problem solve, and maintain composure under stress (Multi-Health Systems, 2011). Two of the four cases were below average on the Interpersonal composite scale. This was unexpected as affiliation and the social aspect of volunteering is thought to be a primary motivator for volunteers (Stallings, 2007). Though Case 2 stated volunteers are interested in serving and care about the clients; it is not just a social activity. These research results cannot be widely generalized but this group of VRMs, who are emotionally intelligent, are having retention success in their programs. The consideration of emotional intelligence in VRM selection and training has merit.

Whether offered as a part of volunteer management certification, continuing education, or in seminar settings, EI awareness could help maximize practice implementation for retention.

None of the four cases were familiar with the servant leadership style other than having heard the term and having an ambiguous idea of its meaning. Their SLQ scores reflect an inclination towards this approach. Educating VRMs about the tenets of servant leadership could expand leadership capacity. Volunteer retention is thought to occur most often when the needs of the organization, the clients, and the volunteers overlap (Safrit & Merrill, 2006). Meeting the needs of all of the stakeholders would be a priority for a servant leader. EI is thought to impact the desire to function in a servant leadership capacity (Barbuto, Gottfredson, & Searle, 2014). The inclination to serve first and lead second with followers needs as a priority (Spears, 2004), would be a natural fit for VRMs with increased empathy and social responsibility capacities as evidenced in these cases.

The VRMs in this research were asked to identify practices which contribute to retention. Applying the ISOTURE model, the practices listed were surprisingly task oriented. Volunteer placement, flexible schedules, flexible assignment, meaningful tasks, specific tasks, and job descriptions were all listed. Interviewing and orientation were each listed once and recognition was listed twice. These responses focus more on the volunteer role itself than the retention literature which spans from volunteer socialization (Hidalgo, 2009) to training (Jamison, 2003) to enjoyable environment (Ellis, Volunteer retention, 2014). This group of VRMs is implementing practices which emphasize the volunteer's role and are achieving a retention outcome as described by Ellis (2014). In general VRMs need to be able to assess

their management practices to evaluate impact. Retention definitions should be established whether based on volunteer commitment, by program, or for the organization as a whole. Data collection and calculations should provide validation.

One of the barriers for case participation in this research was retention rate calculation. Several of the VRMs invited to participate declined based on the lack of available data or the amount of time they anticipated would be needed to gather the data. Retention is not as readily tracked as number of volunteers engaged or annual hours served. Three of the four Cases were Free Clinics which may be more data rich than other agencies by the very nature of their service. They are accustomed to tracking medical data whereas other organizational types may not require the same rigor.

Overall, we see in these four cases, VRMs who exhibit EI as measured by the EQ-i 2.0 and display a propensity for servant leadership. The retention rates in their programs are on par with or above state retention levels. Management practices focused on volunteer roles and tasks are viewed by the group of VRMs as most connected to retention. Their stories about their programs reveal they believe they are doing a good job of matching volunteers and tasks, meaningful tasks and recognition are important, and the work they do is sometimes a “calling”.

4.7 Research Questions and Hypotheses

Research Question 1: Does above average EI of VRMs’ as measured by the self-report EQ-i 2.0 lead to increased volunteer retention as measured by the number volunteers who serve in

year 1 and continue to serve in the next year as compared to the state average for the state where they reside?

Hypothesis 1: VRMs with above average EI scores as measured by the EQ-i 2.0 will report higher than average retention rates as reported by the Corporation for National and Community Service for each state.

Table 7 displays research results related to Hypothesis 1. Case 1 reported multiple retention calculations. The value displayed in Table 7 reflects those volunteers who remained in their roles for at least one year. This volunteer program requires a service minimum of 6 months to participate based on resources invested in the training of the volunteer. Case 1's retention rate for the 6 month commitment is 83%. She regards this as the true retention rate for the program.

Table 7

Case Comparison to State Retention Rate

Case	Retention Rate	Total EI	State of Virginia Volunteer Retention Rate (2007)
1	61%	107	68%
2	77%	106	68%
3	95%	103	68%
4	75%	107	68%

The VRMs in this case study demonstrated above average EI as measured by the EQ-i 2.0 and reported retention rates greater than the State of Virginia rate of approximately 68% as reported in the Volunteering in America Report (2007) for three of the four cases when utilizing a one year timeframe. Hypothesis 1 was correct for three of the four cases in this collective case study.

Research Question 2: Are volunteer resource managers with above average EI as measured by the EQ-I 2.0 more likely to identify themselves as servant leaders as indicated by the self-report servant leadership questionnaire (SLQ)?

Hypothesis 2: VRMs with above average EI scores as measured by the EQ-i 2.0 will identify themselves as servant leaders as measured by the Servant Leader Questionnaire.

Table 8

Case Comparison of EI Scores to SLQ Scores

Case	SLQ Mean Score	Total EI
1	3.86	107
2	3.65	106
3	3.78	103
4	4.34	107

The VRMs in this collective case study demonstrated above average EI as measured by the EQ-i 2.0 and reported mean scores from 3.65 to 4.34 as indicated by the self-report SLQ. See table 8. The response scale for the SLQ is a 1 to 5 scale with 1 being strongly

disagree and 5 being strongly agree. Hypothesis 2 was correct for the four case studies in this collective case study.

CHAPTER V CONCLUSIONS

5.1 Research Summary

This research consisted of a collective case study which sought to better understand the relationship between EI scores and volunteer management which yields greater volunteer retention. The leadership style of the VRM, who may subscribe to a servant leadership model, was measured. This paper considers that the psychological contract volunteers develop with organizations as one of social exchange (Lee & Brudney, 2009). VRMs who are emotionally intelligent and practice servant leadership may be best equipped to balance the cost benefit of volunteer service and maintain enduring relationships with volunteers.

5.2 Implications

The major implications of this research include considering the value of emotional intelligence as a part of volunteer management training, presenting servant leadership as a viable approach to leading volunteer programs, providing mentors for VRMS, and helping VRMs understand retention practices and calculations in their own programs. The concept of a quintain as presented by Stake (2006) was applied in this research as we explored the possible relationship between VRMs' EI and their volunteer retention rates. Retention was achieved in different situations with VRMs implementing different practices to obtain that goal. This research calls attention to the need for exploring ways in which the personal capacities of VRMs, who practice in a variety of situations, can be strengthened. Consequently, volunteer management models would be applied with regard for leadership styles and emotional intelligence.

One area to support VRMs in leadership development is the self-perception composite scale, specifically with the self-actualization subscale would be to provide mentors for new VRMs. Stein and Book (2011) in examining EQ and professionals identify mentoring as an important resource for career success. Mentors offered advice and help with goal setting from a respected source.

To accurately measure and report retention, VRMs require the training and tools to define retention in their organization and calculate. While most agencies have data bases which track volunteer positions and hours served, they do not always lend themselves to long term engagement tracking. Database use or other methods of training is needed to enhance program evaluation and accountability.

5.3 Limitations

There are three major limitations to this collective case study. First, as a collective case study, the major limitation of this research is that it cannot be generalized to other working hypotheses and since cases are interpreted differently by different people their strength lies in leaving the generalization to the reader rather than the researcher (Yin, 2014). In addressing case studies, Flyvbjerg (2006) asserts that even in instances where formal generalization is not possible, information acquired still becomes a part of the "collective process of knowledge accumulation in a given field or in a society" (p. 10). The contention is that the ability to provide generalizations is overrated whereas examples are not given their due. Even when accounting for limited generalization, the potential impacts of EI and

practices reported here give merit to possible applications in other volunteer based organizations and inform future research.

Second, instrument design limits the data collection to self-reporting for the EQ-i 2.0 and servant leadership. Each of these instruments lend themselves to the possibility of participants responding too leniently or too harshly and consequently influencing their scores. The EQ-i 360 offers the opportunity for subordinates or volunteers, peers, and supervisors to score the EI of participants and would provide a more comprehensive view of the VRM's emotional intelligence. The same is true for the servant leadership questionnaire. Followers or volunteers responding to the questionnaire would provide a more complete assessment of the VRM's leadership style. Data collected from volunteers, peers, and supervisors could increase EI and servant leadership score validity.

The third limitation is the availability of accurate and consistent volunteer retention rates. There were VRMs who declined to participate in this research in part because of the lack of readily accessible retention data for their programs. The deficiency is most often a result of inefficient data tracking or database access. This, coupled with an unfamiliarity with the retention calculation presented a challenge for VRMs.

5.4 Future Research

The exploration of the potential relationship between emotional intelligence and volunteer management offers multifaceted opportunities for and deserves the attention of additional research. One of the initial questions should examine whether or not EI can be

developed through coaching. If EI can be enhanced as suggested by Stein and Book (2011), will that increase be reflected in volunteer retention rates? Also of interest is the perception of the leadership style of the VRM and their EQ as observed by volunteers serving in the program.

The role of mentorships in supporting VRMs should be explored as a best practice. VRMs typically work in organizations as the only individual in their position. Access to an individual willing to serve as a sounding board and mentor could provide support for personal and professional capacity development.

Future research and education efforts for VRMs should address retention measurement. If retention is a goal for VRMs, then calculating and monitoring this data needs to be a priority for volunteer programs. Tools and practices to facilitate retention data collection are needed in organizations. In today's economic environment, program evaluation and accountability are critical. The ability to document the value of volunteers and their retention is important to overall organizational success.

5.5 Conclusion

This study provides a foundation for closer examination of emotional intelligence as a personal capacity for VRMs and their management practices. As VRMs are called to implement a volunteer management model such as ISOTURE (Connors, 2012), their ability to effectively engage volunteers requires an understanding of the role emotions play in building relationships, making decisions, handling stress, and communications. Servant

leadership is reviewed as a possible leadership style which may be compatible with utilizing emotional intelligence to better understand volunteers in a social exchange where retention is one of the goals for volunteer resource managers. As the researcher is a VRM, there is a greater understanding of the value of additional training whether at the university level or through the Council for Certification in Volunteer Administration. While we perform the daily functions of volunteer management models, many VRMs remain unaware of the underlying theories and current best practice research including those surrounding EI and retention. Further research is encouraged to examine how EI can best be fostered in VRMs who provide meaningful, productive, and sustainable volunteer engagement while forwarding organizations' missions.

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APPENDICES

Appendix A

EQ-i 2.0 Informed Consent

Emotional Quotient Inventory 2.0 Information and Consent Form

Confidentiality

Your results (test protocol and reports) are viewed only by those responsible for their preparation and for delivery of feedback to you, and those responsible for candidate selection. All information is regarded as confidential. Following your feedback session, all copies of your reports are destroyed. Your results are maintained in Multi-Health System's database, strictly on an anonymous basis, for use in any future research that would involve the EQ-i 2.0.

All information shared with your feedback professional is confidential and subject to rules regarding privileged communication between a qualified professional and a client. If any aspect of your results is discussed with others who are not directly involved in the provision of feedback, such as for consultations or teaching purposes, no identifying information is disclosed.

Exceptions to Confidentiality

There are five situations in which reporting is compulsory by law:

1. Suspicious of child abuse,
2. Indication of intent to commit suicide or physically harm others,
3. Indication of previous or present sexual abuse by any other Regulated Health Professional,
4. Subpoena by the court, and
5. Fraudulent use of government-issued identification.

By signing below, you indicate your understanding and acceptance of the above information and you agree to permit Wanda Willis Trexler to view the results generated from your responses to the EQ-i 2.0.

Name (Please print):

Signature:

Date:

Witness (Please print):

Signature:

Date:

Appendix B

North Carolina State University INFORMED CONSENT FORM for RESEARCH

The Role of Volunteer Resource Managers' Emotional Intelligence in Management Practices Which Foster Volunteer Retention

Wanda Willis Trexler

Harriett Edwards, Ed. D

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

This research seeks to better understand the relationship between emotional intelligence and volunteer management which may yield greater volunteer retention by Volunteer Resource Managers who may subscribe to a servant leadership model.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to:

Sign informed consents for NCSU and MHS, Inc.

Complete the EQ-i 2.0 Emotional Intelligence assessment – 30 minutes

Complete a Servant Leadership Questionnaire – 20 minutes

Complete a Volunteer Manager and Volunteer Program demographic questionnaire – 20 minutes

Attend an EQ-i 2.0 feedback and interview session with the researcher – 1 hr.

Participants should anticipate approximately 2 and one half hours to complete all phases of the study.

All questionnaires will be administered online. The feedback session will be conducted in person with the researcher at a time and location convenient to the participant.

Risks

There are no anticipated risks or discomfort as a result of participation.

Benefits

Benefits of participation include results and interpretation of the EQ-i 2.0 emotional intelligence assessment and a heightened awareness of the potential roles of EQ and servant leadership in volunteer retention.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. EQ-i 2.0 data will be stored securely in MHS, Inc. databases. Raw data from Servant Leadership and demographic questionnaires will held securely and confidentially by the researcher and will be destroyed upon thesis completion.

Compensation

You will not receive anything for participating.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, Wanda Willis Trexler, at 12502 Summer Ridge Place, Dabneys, VA 23102, or [804 370 5377].

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator at dapaxton@ncsu.edu or by phone at 1-919-515-4514.

Consent To Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject's signature _____ **Date** _____
Investigator's signature _____ **Date** _____

Appendix C

EQ-i 2.0 Invitation

Dear ,

Emotional Intelligence (EI) refers to a distinct combination of emotional and social skills and competencies that influence our overall capability to cope effectively with the demands and pressures of work and life. In preparation for our time together, I would like you to complete an online emotional intelligence assessment instrument, the Emotional Quotient Inventory (EQ-i 2.0). Incorporating more than 20 years' research and development, the EQ-i 2.0 is a psychometrically sound, validated assessment instrument that is applied to EI assessment and development at individual, team, and organizational levels. The EQ-i 2.0 is one of the most respected and recognized EI assessment instruments worldwide and it will provide us with a robust and intuitive framework to address questions related to leadership.

Your assessment answers and results will be held in the strictest confidence. Your report will be made available to you and I am the only person who will see your results or be able to access them. Following your assessment, you will be invited to book a one-on-one feedback and coaching conversation with me about your results. These conversations will be scheduled for one hour and, just like your results, these conversations will be completely confidential.

In order for the results to reflect your behaviors and feelings as accurately as possible and for you to get the most out of this assessment process and course, please take approximately 20 minutes of uninterrupted time to complete the instrument by **10/21/2014**. As we will discuss, EI involves the most effective engagement of a combination of skills and competencies that best match the context of your unique situations. Therefore, there are no right or wrong answers.

In order to access the EQ-i 2.0, click. You must complete the questions in one sitting or the system will not save your answers and you will need to start over from the beginning.

I look forward to meeting with you and, in the meantime, please do not hesitate to contact me if you have any questions about the EQ-i 2.0.

Sincerely,

Wanda Willis Trexler

Appendix D

The Servant Leader Questionnaire Items

Please rate the following items on a scale of 1 (strongly disagree) to 5 (strongly agree).

1. I put others best interest ahead of my own.
2. I do everything I can to serve others.
3. I sacrifice my own interests to meet others needs.
4. I go above and beyond the call of duty to meet others needs.
5. I am one whom others would turn to if others have a personal trauma.
6. I am good at helping others with their emotional issues.
7. I am talented at helping others heal emotionally.
8. I am one who can help others mend their hard feelings.
9. I am alert to what's happening.
10. I am good at anticipating the consequences of decisions.
11. I have a great awareness of what is going on.
12. I am in touch with what's happening.
13. I know what is going to happen.
14. I offer compelling reasons to get others to do things.
15. I encourage others to dream 'big dreams' about the organization.
16. I am very persuasive.
17. I am good at convincing others to do things.
18. I am gifted when it comes to persuading others.
19. I believe that the organization needs to play a moral role in society.
20. I believe that our organization needs to function as a community.
21. I see the organization for its potential to contribute to society.
22. I encourage others to have a community spirit in the workplace.
23. I am preparing the organization to make a positive difference in the future.

Appendix E

Volunteer Resource Manager Questionnaire

In your opinion, how important are the following factors in keeping volunteers engaged in your organization?

Extremely importance Very Important Important Somewhat important Not important

Understanding volunteer motivations

Recognizing volunteers for their contributions

Providing meaningful tasks

Providing training

Opportunities for volunteers to build relationship with staff and other volunteers

Please list 2 volunteer management practices utilized in your organization which you feel contribute the most to volunteer retention.

Please provide the volunteer retention rate for your organization for 2013 based on the number of individuals who volunteered in 2012 and also volunteered in 2013.

How many individuals in your volunteer program participate at least 6 hours per month?

Are you a Certified Volunteer Administrator?

Yes No

What is your employment status at your organization?

Part Time Full Time Volunteer

What percent of your job description is dedicated to volunteer resource management?

100%

50%

Other

What is your age?

18-25

26-39

40-50

51-60

61-70

71 or over