

SUPERVISION OF VOLUNTEERS IN SERVICE
ORGANIZATIONS: THE EFFECT OF
LEADERSHIP STYLE AND MANNER OF
DELIVERY ON VOLUNTEER SATISFACTION

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SUPERVISION OF VOLUNTEERS IN SERVICE ORGANIZATIONS:
THE EFFECT OF LEADERSHIP STYLE AND MANNER OF
DELIVERY ON VOLUNTEER SATISFACTION

by



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in partial fulfillment of the requirements for
the degree of
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ABSTRACT

The purpose of this study was to ascertain whether leadership style and manner of delivery of the supervisor in health, education and leisure service organizations were significant factors in volunteer satisfaction.

Many health, education and leisure service organizations rely on volunteers for the direct delivery of service. In many such organizations, it is the volunteer who enables the organization to meet client need. Retaining these volunteers and keeping them satisfied are priorities for the administrator who utilizes volunteer manpower.

This study investigated leadership style of the supervisor as a factor in volunteer satisfaction. The leadership styles considered were autocratic, democratic and laissez-faire styles.

As well, the concept of "manner of delivery" was presented and investigated. The manner of delivery was presented, simply, as the way a thing was done. In other words, a supervisor can issue an order, vaguely pass on a directive or offer a constructive suggestion, depending on the way in which the information was passed on. Categories of manner of delivery were considered to be "sensitive", "impersonal" or "brusque".

Two hundred volunteers in various organizations were given questionnaires constructed to collect information on leadership

style, manner of delivery and satisfaction levels, as well as pertinent demographic data. Chi square, correlation, one-way analysis of variance and multiple regression procedures were performed on the data.

Both leadership style and manner of delivery were significant factors in volunteer satisfaction. The democratic leadership style and the sensitive manner of delivery yielded the highest satisfaction levels.

In addition, volunteer satisfaction was found to be significantly affected by the age of the volunteer, the gender of the volunteer, the age of the supervisor and the gender of the supervisor. Female volunteers exhibited significantly higher levels of satisfaction than did male volunteers; female supervisors yielded significantly higher satisfaction than did male supervisors. —

~~Volunteer satisfaction was positively correlated with~~
education level of the volunteer, age of the volunteer, age of the supervisor and the length of service with the agency and with the supervisor.

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CHAPTER I

INTRODUCTION

Physical education has a heavy, but healthy, dependence on volunteer manpower for the delivery of service in schools, recreation centers, sport organizations and countless other leisure service agencies. The Newfoundland and Labrador Amateur Sports Federation has over 25,000 volunteers involved in the administration and coaching of over 60 sports from boxing to gymnastics to volleyball. The Newfoundland Branch of the Boy Scouts of Canada has over 3,000 volunteers involved in the delivery of their programs. Neither of these organizations could continue its service without volunteers. Provincial, national and international organizations such as the Y.M.C.A. and the Red Cross are further examples of the necessity of volunteer manpower to the delivery of a finished product to the community at large.

Obviously, volunteers are an essential component in physical education, recreation, sport and leisure service. They need to be retained. Retention of volunteers by an agency is related to the satisfaction derived by the volunteers as a result of their participation in their chosen activity. The satisfaction of these volunteers and their continued affiliation with a given organization are priorities for administrators in physical education and related fields.

The concern, then, is to keep the volunteer satisfied. The rewards and reasons for volunteering are more delicate and

complex than those which apply when monetary reward is attached to a task. Administrators who depend on volunteers need alternate approaches to volunteer satisfaction since money, the primary reward system for most work-related activity, is not, by definition, available for use with volunteers. It is the treatment which a volunteer receives from an agency that largely contributes to the volunteer's satisfaction; and since the supervisor of volunteers is the conveyer of that treatment, the relationship that exists between the supervisor and the volunteer is of primary importance.

The overriding question which dictated the need for this study was: What kind of treatment yields the greatest volunteer satisfaction? It was the premise of this research that the supervisor's leadership style and manner of delivering that style influence volunteer satisfaction (hence, retention) and, hence, the agency's ability to serve client need.

Supervision is leadership. The treatment a volunteer receives is influenced by the supervisor's choice of leadership style. There are three widely accepted stereotypes of leadership style: autocratic, democratic and laissez-faire (Lewin and Lippitt, 1938; Lippitt and White, 1939; Stogdill, 1968; Bass, 1981). While there is a consensus of opinion on the respective criteria for each of these styles, there is little or no agreement on what it is that makes one individual superior to another in a leadership position (Bass, 1981).

There also seems to be a preconceived association between a certain leadership style and certain mannerisms, or manners of behaving, or what this study calls "manner of delivery". For example, autocratic leaders are thought to be quite brusque in their manner of delivery simply because they use an autocratic style. Democratic leaders are assumed to be sensitive and personable simply as a consequence of using the democratic style. Free-rein or laissez-faire leaders are assumed to be impersonal, detached or unconcerned because of the relatively inactive nature of the laissez-faire style. (Lewin and Lippitt, 1938; Blau and Scott, 1962; Bradford and Lippitt, 1945; Bass and Duntzman, 1963; Bass, 1965). This may or may not be the case in many, and perhaps most, leadership interactions. Neither the trait theory nor the behavioural theory gives credence to pervasive traits or behaviours or any assumed association between personality and style (Bass, 1981; Volunteer Services System, 1976). There may be sensitive autocratic leaders just as there may be brusque democratic leaders. A leadership style does not necessarily imply a corresponding manner of delivery.

In many situations in organizational life and public service, the leadership style is a matter not of choice but of necessity. Take, for an example, the almost ubiquitous "fitness class" or "aerobics class" which is a staple for most recreation or leisure service organizations. A supervisor working with volunteer fitness leaders must ensure that fitness classes meet health and safety standards. These standards are usually pre-set

by or for the agency. There is no opportunity for shared decision-making here - the supervisor must issue a directive. This is autocratic leadership. The manner in which the directive is issued makes the difference in the supervisor's treatment of volunteers. An impersonal, cold delivery or an abrupt, curt, brusque delivery can transform this "directive" into an order or a demand; while a sensitive, relaxed delivery can make the directive a communication of information.

Leadership style, then, is not the only significant factor in the supervisor's treatment of the volunteer. This study explored the possibility that manner of delivery was also a factor to be considered.

Purpose of the Study

The purpose for undertaking the study was to discover if and how leadership style and manner of delivery of the supervisor affected satisfaction levels of volunteers in health, education and leisure service.

Need for the Study

Aside from exploring leadership phenomena in areas other than the paid sector, and aside from the need to learn more about volunteer behaviours in an era of increasing dependence on volunteerism (Manpower/Automation Research Monograph No. 10, 1970; Henderson, 1980), this study was considered useful for administrators in physical education (or administrators in general) who use volunteer manpower. The challenge in admini-

stering a volunteer program is satisfying the needs of the volunteers while accomplishing the objectives of the agency (Lafata, 1980). An administrator could quite readily use the results of this study as a basis for evaluating supervisors in terms of the supervisors' treatment of volunteers and the volunteers' satisfaction. Also, the concept of "manner of delivery" could be a viable training tool in the area of interpersonal relationships as they relate to the supervisory role.

Hypotheses

That volunteer satisfaction, as measured, was affected by the leadership style and manner of delivery of the supervisor in health, education and leisure service organizations.

1. That volunteer satisfaction, as measured, was affected by the leadership style of the supervisor in health, education and leisure service organizations.

2. That volunteer satisfaction, as measured, was affected by the manner of delivery of the supervisor in health, education and leisure service organizations.

3. That volunteer satisfaction, as measured, was affected by the interaction of leadership style and manner of delivery of the supervisor in health, education and leisure service organizations.

All hypotheses were tested at the .05 level of significance.

Limitations

The questionnaire, being essentially a composite, was reworded, where necessary, so as to make it applicable and, relevant to an extremely diverse sampling of organizations and people.

Given the many areas of overlap, the labelling of leadership styles had to be quite extreme and stereotypical in order to make the terminology of this study as consistent as possible with the related literature and also to facilitate the reader's recognition of these leadership styles.

Representations of manner of delivery were chosen for their illustration of the extremes (in order to make one manner of delivery as distinct as possible from the other) and to present an easily identifiable, recognizable label for behavior in a given interaction.

The diversity of the sample could also be considered a limitation. The organizations and individuals who made up the sample had the variables of the study in common - these being a health, education, physical education or leisure based service, volunteers used as a manpower source in the delivery of that service and supervision of these same volunteers - but as organizations and individuals had very distinct and necessarily individual philosophies, policies and objectives. These individual differences could, of course, have played a part in both perception of, and response to, the questionnaire.

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The scores as determined by the questionnaire were considered indicative, but not definitive, classifiers of leadership style or manner of delivery. While the questionnaire was constructed to measure the leadership style, the manner of delivery and the level of satisfaction and the relationships among the three, it was still possible that a given item might be perceived as non-indicative of anything it was purporting to measure, depending on the respondent's personal and/or organizational constructs and subsequent perceptions.

The relatively unstructured method of distribution and collection of the questionnaires could have contributed to the return percentages. It was not possible to gather all the volunteers of a specific agency together at the same place and the same time in order to administer and collect the questionnaires. The distribution was handled by a designated administrative person and the completion and return of the questionnaire was at the discretion of the volunteer.

Assumptions

The participants were under no external pressure to participate in the study. It was a volitional exercise.

The participants were under no duress to conform to an imposed standard or expected type of response.

The participants gave, to the best of their knowledge, an honest response to each of the items on the questionnaire.

The participants responded to each of the items on the questionnaire to the best of their abilities.

The questionnaire items measured respondents' perceptions of leadership style, manner of delivery and satisfaction level as much as possible.

Terms to be Defined

Volunteer:

Volunteers are individuals who perform services without financial remuneration.

Satisfaction:

For purposes of this study, satisfaction is defined as the fulfillment or gratification of a need, desire or expectation.

Leadership:

Leadership is a complex social phenomenon that is affected by a number of personal, interpersonal and organizational factors, including personal traits of the leader, the leader's behaviour and situational factors. Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group. Leadership can be perceived as an interaction between members of a group. Any member of a group can exhibit some amount of leadership.

Members will vary in the intensity, frequency and extent with which they do so.

Leadership Style/Styles:

For purposes of this study, leadership style is presented as the approach the leader uses in the performance of the tasks or roles associated with the leadership position. Since it is generally easier to grasp typologies rather than theories, this study used familiar types or styles which are generally considered as syntheses or representations of most leadership styles or leader behaviour descriptions. There are three traditional models of leadership which are generally accepted as standard: autocratic model, which emphasizes control and obedience; democratic model, which emphasizes discussion and ideas from the people supervised; and free-rein or laissez-faire model which emphasizes minimum control and depends on the participants' responsibility and judgement.

Manner of Delivery:

The manner of delivery of a given leadership style is defined as the way of doing something or the way in which a thing is done, or happens; it is a way of acting, a person's bearing or behaviour, a way in which something is said or done as distinguished from its substance.

Sensitive Manner of Delivery:

A sensitive manner of delivery suggests a responsiveness to external conditions or stimulation and a susceptibility to and awareness of the attitudes, feelings or circumstances of others.

Impersonal Manner of Delivery:

An impersonal manner of delivery suggests a concerted effort at objectivity and impartiality, the removal or detachment of emotions and personality from professional, interpersonal interactions.

Brusque Manner of Delivery:

A brusque manner of delivery is characterized by abruptness or curtiness in manner or speech, discourteous bluntness or gruffness.

Supervision/Supervisor:

Supervision is viewed as a process by which both paid and volunteer workers are helped by a designated member to make the best use of their knowledge and skills and to carry out their responsibilities more effectively. The supervisor is the mediating force between management and the program level workers. The supervisor has a triple role: translate administrative policy into action, serve as the channel by which workers' grievances become known to top officials and facilitate the production of services for which the organization was established.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The related literature has been divided into three sections to correspond to the three main components of the study: leadership style, manner of delivery and satisfaction. The section on leadership style reviews the research on and classification of the three generally accepted models of leadership; these being autocratic, democratic and laissez-faire styles. The "manner of delivery" section attempts to relate the concept of "manner of delivery", put forth in this study, to the aspects of leader behaviours, traits and personality that have been treated as part of or associated with a particular leadership style. The section on satisfaction presents factors which influence or otherwise affect the job satisfaction of both paid and volunteer workers.

Leadership Style

There are three traditional models of leadership which are generally accepted as standard: autocratic, democratic and free-rein or laissez-faire. The research of Lewin (1938), Lippitt (1938) and White (1939), among others, has been directed toward these three classifications of leadership style. One might ask whether anything but a democratic style can exist if one accepts leadership as mutual, reciprocal behaviour; but, according to Lewin and Lippitt, other styles can and do exist. They point to

the distinguishing characteristics of each style: Under autocratic leadership, policy is determined and tasks are dictated without reference to group desires - the leader gives ample praise and criticism but remains aloof from the group. Under laissez-faire leadership there is complete freedom of group and individual decision without leader participation - the leader serves as a resource person and contributes only when requested and there is no attempt on the leader's part to interfere with or take part in the activities. In a democratic setting, all policies are a matter for group consideration with leader participation, the leader is objective in praise or criticism and freely participates in group activities.

There are, of course, many adaptations and expansions of these models. Although investigations use many terms that are not fully overlapping in meaning, correlations will be high among those described in one or another of the "leader or task focused" ways involving initiating structure. That is, the same leaders who are described as autocratic or authoritarian (Lewin and Lippitt, 1938), will also be described as directive (Heller, 1969; Bass and Barrett, 1981), "Theory X" (MacGregor, 1960), coercive and persuasive (Bass, 1960), concerned with production (Blake and Mouton, 1964), lone decision makers (Vroom and Yetton, 1974), initiators of structure (Fleishman, 1953), production centered (Likert, 1961), goal emphasizeers and work facilitators (Bowers and Seashore, 1966) and task-oriented (Fiedler, 1967).

A task-focused leader initiates structure, provides the information, determines what is to be done, issues the rules, promises rewards for compliance and threatens punishments for disobedience. Leader-focused or task-focused leaders use their power to obtain compliance with what they, as leaders, have decided.

A second, relatively independent "follower-focused" cluster will overlap consideration of followers in many different ways. This second cluster will emerge around leaders who are considerate (Fleishman, 1953); democratic (Lewin and Lippitt, 1938), consultative and participative (Bass, 1976), employee centered (Likert, 1961), concerned with people (Blake and Mouton, 1964), supportive and facilitating interaction (Bowers and Seashore, 1966), relations-oriented (Fiedler, 1967), joint decision makers (Heller, 1969), "Theory Y" ideologists (MacGregor, 1960) and group decision makers (Vroom and Yetton, 1974).

The follower-focused leader solicits advice, opinions and information from followers and checks decisions or shares decision making with followers. The follower-focused leaders use their power to set the constraints within which followers are encouraged to make decisions.

Laissez-faire leadership was seen by Bradford and Lippitt (1945) as descriptive of leaders who avoid attempting to influence their subordinates and shirk their supervisory duties. They appear to have no confidence in their ability to supervise. They bury themselves in paper work and stay away from subordinates.

They may condone "license." They leave too much responsibility with subordinates, set no clear goals towards which the group may work and do not participate in decision making. They tend to let things drift.

Lewin, Lippitt and White (1939), Lippitt and White (1943) and White and Lippitt (1960) compared democratic, authoritarian and laissez-faire leadership styles. Laissez-faire leaders gave members complete freedom of action, provided them with materials, refrained from participating except to answer questions when asked and did not make evaluative remarks. Laissez-faire leadership was accompanied by less sense of accomplishment, less clearness of cognitive structure and less sense of group unity.

Karmel (1978) drew attention to the ubiquity of initiation and consideration in the study of leadership and efforts to theorize about it. What she presented was the importance of the total amount of both kinds of leader activity in contrast to leader inactivity. Not unexpectedly, Karmel's study reiterates Lewin and Lippitt (1938) who conceptualized leadership as authoritarian (initiating), democratic (considerate) or laissez-faire (inactive rather than active).

The leadership theories which have emerged from the seventies and are emerging in the eighties seem to be integrations and consolidations of concepts rather than an emphasis on a single significant behaviour, trait or process. Advocates of the path-goal theory are concerned with the degrees of match and mismatch between leaders and those receiving leadership in terms of

mutually acceptable (and agency effective) wants, needs, goals and objectives. The proponents of systems analysis point to the importance of sensitivity to the larger environment and organization in which the leaders and groups are embedded.

It is important to realize that there is no single role of a leader, but rather a complex of many different roles. MacGregor (1960) points out that a good leader feels comfortable in all the roles that must, necessarily, be assumed, but does not become rigid in any one of them. Hersey and Blanchard (1972) state that research reveals that a dominant leadership style does not exist and that no particular style is best in all situations.

Manner of Delivery

N. M. Butler, former President of Columbia University, once observed that people can be classed in three categories. There is a small group of people who make things happen. There is a somewhat larger group of people who watch things happen and there is an overwhelming majority of people who do not have the slightest idea what is happening. Robert Townsend (1970) in Up the Organization suggests that things get done in society because of a man or woman with conviction. These "persons of conviction who make things happen" usually tend to occupy leadership positions.

The study of leadership has changed greatly since the 1940's. The concept of "manner of delivery" that has been offered in this study as separate from leadership style has long

been considered as part of the leadership style. While there is little or no mention of the leader's manner of delivery, there are many references to leadership traits and behaviours, as well as group rapport and interpersonal skills. During the 1940's, leadership theorists believed that good leaders had certain traits that distinguished them from not so good leaders. This trait theory was not broadly applicable because the traits were never isolated and the traits of one leader were not necessarily those of another (Bass, 1981; Volunteer Services System, 1976). During the 1950's, behavioural scientists investigated training for behavioural change. It followed that if behaviours of leaders could be identified and isolated, others could be trained to behave like them. Again, though, no specific or definite behaviours could be isolated (Bass, 1981; Volunteer Services System, 1976). Situational theories of leadership emerged in the 1970's. Supporters of these theories state that there are two variables - the situation and the leader. How these two relate is the issue. Different types of behaviour are necessary in different situations. Under this theory there are four rules of leader behaviour: It pays to be considerate, structure is critical in time situations, different situations require different leader behaviours and structure is needed where there is one central source of information. A leader (manager, supervisor) in a group or organization must be able to perform certain functions, all of which fall under two headings - the ability to deal with people and the ability to get things done

(Fiedler, 1967; Volunteer Services System, 1976; Project T.E.A.M.S., 1980).

Contingency or situational leadership maintains that leaders will be successful in a particular situation only if three factors are in balance. This approach, advanced by Fiedler (1967), identifies these three factors as, the extent of rapport or good feelings between the leader and those being led, the nature of the job to be done in terms of how carefully procedures and specifications must be followed and the amount of real power invested in the leader by superiors. Fiedler identifies two basic leadership styles - task oriented or (not and) relationship oriented. While Fiedler's theories have a broad applicability in many organizational and administrative situations, Stogdill (1968) and Bass (1981) find it difficult to justify Fiedler's conclusion that personalities come in more or less immutable molds.

Vroom (1974) presents a different contingency model which suggests that leaders can learn to lead, that they can modify and enlarge their repertoire of styles to match their growing awareness of which style is appropriate in certain situations. Vroom concentrates on a single dimension of leadership - decision making - and within that dimension on a single issue: The degree to which the leader shares decision making with other members of a group.

The success of a leader depends on that leader's flexibility and ability to respond differently and appropriately to varying

situations and diverse people (MacGregor, 1960, 1966). People are idiosyncratic and they are much more than their behaviours. It is essential for a leader to be genuinely sensitive to what is appropriate based on the situation and people involved. Inflexibility is the greatest weakness of many leaders (MacGregor, 1960, 1966).

Ralph Tyler (in Nowakowski, 1983) feels that administration is the art of the possible - helping people find ways of using their talents most effectively. This is usually accomplished by giving them an opportunity for a time to do what they think is important.

Edith Ball (1978) examined the supervisory position in terms of successful leadership strategy. She suggested that supervisors must examine their own attitudes and guard against unwarranted criticism of workers, whether they are paid or volunteer. The Systems Approach to Volunteer Programs (1981) also examines the supervisory role and suggests the following as guidelines for good supervision/leadership:

- be patient
- be honest
- have empathy
- be thoughtful and available
- be reasonable
- offer recognition
- give reinforcement
- be a teacher

- Be the supervisor you want your supervisor to be

These guidelines are not indicative or characteristic of any leadership style, but they certainly demonstrate the concept of manner of delivery.

Parsons, Wakeham and Bugden (1976) view supervision as a way of supporting, assisting and sharing rather than directing people in their work. They suggest that social support is an essential process for successful supervision. They believe that social support consists of a deliberate attempt at understanding and supporting the psychological and social needs of individuals working in a climate of change accepting the feelings of others and praising, encouraging and putting others at ease. To provide social support the supervisor has to show real interest in the welfare of the persons being helped; and in all these social support processes the supervisor has to display integrity, the expressing must be authentic, meant, honest - it must be a statement that can be trusted.

Jay Shivers (1980) states that all leadership is based upon an idea which one individual attempts to transmit to others. It is the process of transmission, as well as reception, which dominates leadership attempts. The unspoken language of manner, emotion and expression can do much to clarify intent or it can completely disrupt the interchange of ideas. Apparently, it is not only what leaders say but how they say it which determines an eventual outcome.

Most, if not all, of the theories discussed identify rapport, traits, consideration, sharing, awareness and interpersonal skills as functions or extensions of a particular leadership style. This study explored the possibility that they can instead be viewed as manner(s) of delivery and considers them separate and distinct from and unattached to a particular leadership style.

Discrepancies and inconsistencies of style can be accommodated if one accepts manner of delivery as a separate concept. Any style can be reasonably appropriate and successful and yield worker satisfaction if delivered thoughtfully.

Job Satisfaction/Volunteer Satisfaction

Volunteerism represents a return to the ethic which recognizes that communities and individuals have a responsibility for the problems which they help create (Schindler-Rainman, 1975). Most people volunteer out of a sincere desire to help others and will generally not be satisfied if relegated to menial or token activities. Volunteers will dependably serve an agency only so long as the agency dependably serves their needs. Jobs must be meaningful and volunteers properly treated and recognized (The Systems Approach to Volunteer Programs, Department of Health and Rehabilitation Services of Florida State University, 1981). Many agencies and institutions fail to develop effective volunteer program systems capable of meeting both organizational and

volunteer needs simultaneously (The Volunteer Services System Report, 1976).

The following are offered as being among the positive and negative reasons for volunteering:

- a selfless sensitivity to human need
- a desire to be of service to others
- a desire to be part of a worthwhile cause
- an interest in remaining active rather than becoming a spectator
- the enjoyment of volunteer work
- a request for service (asked to do it)
- a desire to help others because of the help they themselves received from a specific program
- an interest in leadership
- a desire to utilize special talents or skills
- the advancement of professional or social interests
- a desire to broaden friendships or reduce loneliness
- a sense of duty or moral responsibility
- family or social expectation
- revolt against injustice, inequity, suffering
- opportunity to advance in the esteem of others
- restlessness, the search for something new
- boredom
- sense of guilt - personal or social
- sense of personal inadequacy or inferiority
- a morbid curiosity, a search for sensationalism

- an attempt at understanding self through work with professionals
- a basic interest in a given area or organization

(Handbook on Volunteers in Army Community Service, 1972; Volunteer Services System Report, 1976; Hope Martin, 1973).

Volunteers are involved because they are part of something bigger than themselves, something in which they are needed and wanted and which has encouraged their growth and development (Cook, in Volunteer Services System Report, 1976). The form of involvement will differ in different organizations; the type of personal growth will differ, too. People who volunteer derive benefits from the services that they give; hence, the tasks or responsibilities assigned to them should relate not only to their particular competencies, but also to the reasons which impelled them to volunteer in the first place (Naylor, 1973; Wilson, 1976). Naylor (1973) believes that agencies should design meaningful jobs and supervise their volunteers in a way that not only allows for but encourages personal growth. The feeling of being in time with the whole is of prime importance to the volunteer in the organization (Naylor, 1973). The fulfillment of needs and wishes are important factors in the retention of volunteers; in a study by Rodriquez (1983), volunteers' perceptions of their wish/need fulfillment were consistently correlated with their length of service.

Henderson (1981) suggests that motivations, needs and satisfaction are aspects of volunteering which enhance or create

the leisure experience. Henderson's research points out, that intrinsic motivation (Deci, 1975) is becoming more obvious in volunteerism because people are appreciating the personal growth opportunities of volunteering. The extrinsic rewards are still evident, but the intrinsic aspects are being realized more fully. Volunteerism has the qualities of a leisure or recreative experience, and as long as these qualities persist or exist the volunteer will continue to be motivated. The reasons why people volunteer are not completely altruistic or selfish. The volunteer will be motivated when primary interest, obligations and needs can be met comfortably while giving service to others. Henderson concludes that it is important for administrators to be aware of volunteer needs whether they are motivational needs or leisure experience needs. Moreover, the volunteer experience can also be viewed as an essential part of the leisure lives of the volunteers.

While motivation is important as an original stimulus for volunteer service, a volunteer's ongoing performance is affected by the degree to which the work is a source of continuing satisfaction (Army Volunteers in Community Service, 1972). Maintaining morale is a vital aspect of any volunteer program, and a key part of maintaining morale is recognition. Formal recognition programs and ceremonies are important, but day-to-day appreciation is at least equally significant. Displays of common courtesy and simple expressions of appreciation often provide more meaningful satisfaction than formal letters or certificates

(Volunteers in Army Community Service, 1972; Naylor, 1973; Wilson, 1976).

Lafata (1980) suggests that in addition to recognition, the administration and staff should communicate to the volunteers a sense of their worth and an assurance that they are an integral and essential part of the agency. Volunteers want and should receive increasingly satisfying and significant responsibilities.

The Handbook of Volunteers in Army Community Service (1972) says the basis for many negative volunteer attitudes has been found to be misunderstanding of social service principles and insufficient awareness of agency goals. The "Americans Volunteer" Monograph (1970) states that there are two major factors which contribute to volunteer turnover: "too little" - many volunteers do not change roles within the system but stay beyond the time when they can work well with others in that specific area, other volunteers are not able to realize that they can no longer handle the same physical or mental responsibilities; "too much" - volunteers who do not get enough help, satisfaction or immediate success tend to quit in a short time. Retention of volunteers is dependent upon the agency providing a positive work experience. Volunteers seem to have two major complaints: "there is not enough work to get my teeth into ... it is not sufficiently challenging or interesting" and "I am taken for granted". Marlene Wilson (1976) states that two reasons why social programs often fail are a lack of management and organizational skills and an oversimplified view of people and their

motivations. Volunteer morale can also be affected by the nature of organizational procedures and structure. Clear outlines on committee functions and accurate job descriptions are helpful, since volunteers are more satisfied and remain active longer if their activities are closely related to the jobs as described to them. The Handbook on Volunteers in Army Community Service (1972) suggests that consultation with volunteers and involvement of the volunteer in decision making are other factors which contribute greatly to volunteer satisfaction. The "Working With Volunteers" Leadership Pamphlet (1956) suggests that the quality of the relationships that exist or develop between and among people is one of the strongest factors influencing satisfaction, interest and continued involvement in volunteer service.

Whatever behaviours volunteers (or any individuals) exhibit, they do so because it does something for them, to them and in them. Actions have purposes (Ponder, 1985). There are rewards involved that are both extrinsic and intrinsic - otherwise, activity would be random, pointless, meaningless - and these rewards, whether personal or professional, are in degrees (Deci, 1975).

Shivers (1980) believes that working for money alone will not elicit from professionals the loyalty, devotion and assumption of responsibility to do more than that which is merely required. He says that the individual who is bound to the agency through identification with it will perform in ways that money can never buy. No organization can purchase morale. Rapport and

morale originate and develop in a climate of personal interaction and group identification. The agency must offer the kind of warm, interpersonal relationships which emerge from an administrative structure based on leadership rather than headship (Shivers, 1980).

Volunteers are a bargain, but they are not free. There cannot be a successful volunteer program without good, professional supervision. The success of any organization depends, in great measure, on its leaders and their ability to supervise and inspire their workers. This is even more the case in volunteer programs because the "workers" are not compelled to work; they may quit anytime, especially if they are unhappy and they may function only at limited capacity if not given proper and considered guidance (Pell, 1972).

Supervisory balance is a view that has been borne out by a number of studies. Bittel (1980) states that supervisors should spend as much time maintaining group cohesiveness, direction and morale as they spend pushing for productivity or task accomplishment. On the average, employees who work for supervisors who are job or production centered produce less than employees who work for employee-centered supervisors (Likert, 1961, 1967). The important conclusion to be drawn from this study by Likert, and others like it, is that supervisors who focus on job demands to the exclusion of their interest in the welfare and the development of their people do not get the results they are looking for. Conversely, supervisors who bend over backwards to make work easy

for their people do not get good results either. It takes a balance between the two approaches (Bass, 1981).

Supervision of volunteers entails the same procedures used in supervising paid personnel with the added feature of satisfaction, not salary, as the primary reward system (Ball, 1978). Often, volunteers are not given the same degree of conscientious supervision that paid workers receive. Kraus and Bates (1975) suggest that volunteers should be regularly observed and assisted by paid staff members and, in some cases, by their fellow volunteer co-workers. Such supervision will indicate to the volunteers that their contribution is being taken seriously, that they are not being ignored or treated in an offhand manner simply because they are giving time and effort (Kraus and Bates, 1975).

The volunteer assignment must be a meaningful one and not just "busy work" (Kraus and Bates, 1975). Supervision is needed to direct, evaluate and promote volunteers toward greater responsibility on the job. Supervision also provides for the growth and development of the volunteer. Volunteers experience a sense of security when they know that their supervisor will answer questions and listen to problems. The volunteers' commitment to service can be strengthened by the guidance and personal interest given through supervision. Supervision can help volunteers learn their duties with greater ease, do their jobs competently and receive a greater sense of satisfaction from their work (Handbook on Volunteers in Army Community Service, 1972).

The key to volunteer program success or failure is the degree to which volunteers are given ongoing supervision, support and direction. If the agency expects volunteers to give their time and energy to help clients, then it must ensure that these volunteers are given the support and direction they need to do the job. If volunteers are expected to be dependable, then so too must the agency be dependable. Supervision of volunteers is essentially no different from supervision of paid staff - it requires time, effort and patience. In general, agencies will receive from volunteers what they invest in good supervision (Systems Approach to Volunteer Programs, 1981; Parsons, Wakeham, Bugden, 1976).

The reports of Parsons, Wakeham and Bugden (1976) and the Handbook on Volunteers in Community Service (1972) suggest that supervisors should believe in the worth of the individual, should assist each volunteer by keeping open all the channels of communication and should keep themselves available and accessible to the volunteer. Supervisors must direct their efforts to maintaining the interest and enthusiasm of volunteers by keeping them involved. Involvement, motivation and social support are key to good supervision. Volunteers are not motivated by a pay check and will not continue in jobs they think are unimportant or of no tangible use (Parsons, Wakeham and Bugden, 1976; Handbook on Volunteers in Army Community Service, 1972).

More humane behaviour all around, compatible rather than adversarial relationships and the deep involvement of all

participants in the overall delivery of services contribute to worker satisfaction. Shared decision making is basic in a healthy organization, and these organizations which utilize volunteers are no exception (Schindler-Rainman, 1983; Volunteer Services System Report, 1976). It is the very nature of organizations to structure member roles and to control performance in the interest of achieving specified objectives. It is the individual's nature to be self-directive and to seek fulfillment through exercising initiative and responsibility. It would appear that compatible, rather than adversarial, relationships are more conducive to satisfaction all around. An organization will be most effective when its leadership provides the means whereby members may make a creative contribution to it as a natural outgrowth of their own needs for growth, self-expression and maturity (Argyris, 1957, 1962, 1964; MacGregor, 1960, 1966; Schindler-Rainman, 1983; Volunteer Services System Report, 1976).

Glazer (1980) says the absolutely essential component is a real and ever present opportunity for individuals and task groups at any level to influence their working environment, to have some say over what goes on in connection with their work. Shivers (1980) states that it is the processes of communication, coordination and modification that are vital to both the understanding and actual existence of all leadership phenomena - including worker satisfaction.

Muro (1970) has found that the most frequent complaint of teachers, group leaders and volunteers involved in a wide variety

of service programs is that there never seems to be sufficient time for communication sessions. Greenleaf (1972) says the real enemy is fuzzy thinking on the part of good, intelligent, vital people in the leadership position. Too often too many settle for being critics and experts rather than facilitators and, where necessary, risk takers.

The Volunteer Services System Report (1976) emphasizes that no one should "manage volunteers". They (the volunteers) are not the ones who need managing. It is the institution or organization that requires sound management, and if the organization falters then the volunteer system breaks down. Dr. William Koch (1974) presents the following observation:

Intelligent leadership seeks to gain its own experience and to learn about the real life problems at hand. It tries to understand the basic nature of the problems, to distinguish between causes and effects, and to assess the extent to which the problems can be resolved through human action. (p. 16)

The organization of the eighties must have a deeper understanding of its goals and how to reach them as well as a deep and ever deepening understanding of the goals of the volunteers and how to reach them. The organization of the eighties does what it does from intentionality and not from habit; it is dynamic, fluid, always in the process of becoming, ever attempting to meet the needs of the volunteers and recognize the permanence and significance of the human element.

Summary

Autocratic, democratic and laissez-faire leadership styles seem to be representative of most, if not all, leadership typologies. No single style is seen to be successful in all situations, and no single style is seen as being used more frequently than the others.

The differences in individuals in leadership positions in terms of success or longevity seem to be, for the most part, idiosyncratic where personality and behaviour are concerned. A certain manner or conduct has been attached to or associated with certain leadership styles and this is not necessarily the case. Leadership style and manner of delivering that style can be separated.

Job satisfaction, paid and volunteer, seems to depend on adequate and commensurate reward. The degree of match and mismatch in terms of interest and qualifications is also important, as well as the degree of autonomy and participation in decision making. The volunteer worker, however, seems to depend more on the appreciation and recognition shown on a day-to-day basis and on the way these are shown. The interpersonal relationships that emerge and the courteous, thoughtful treatment these entail seem to play a major role in volunteer satisfaction.

CHAPTER III

METHODOLOGY

Research Design

Questionnaires were administered to a representative sample to investigate whether and to what extent leadership style and manner of delivery of the supervisor were contributing factors in volunteer satisfaction. The questionnaires were administered, over a six-month period, to two hundred volunteers participating in various types of service in six different organizations in the St. John's, Newfoundland, area.

Sample Selection

Michael Guillen (1983) states that everything that a statistician concludes about the probabilistic behaviour of a population, whether it is a roomful of molecules or a countryful of people, is gleaned from studying the behaviour of a sampling of that population. In principle, the individuals included in a statistical sample should be representative of the population in every respect. In practice it is usually only feasible to select a sample that is representative in some of the more obvious ways.

The most obvious representative characteristic for this study was that of volunteerism. A sample of two hundred was chosen to more than fully accommodate the sample number considered acceptable for such a study as suggested by Levin (1975). These two hundred volunteers were involved at the service delivery or program delivery level. The age range of the

volunteers was between ages sixteen to sixty-five. The sample included males and females with varying educational backgrounds and varying lengths of service or affiliation with the organizations. Types of programs and types of organizations also varied. A person at each agency was identified as being interested in both the premise of the study itself and as being responsible for the distribution and collection of questionnaires. This designated person ensured that the questionnaires were distributed among as many volunteers in as many types of programs as possible. Those volunteers interested in participating completed the questionnaires and returned them to the designated individual. While this distribution and collection procedure was complicated, it was the procedure with which all the agencies felt the most comfortable. Also, it was the most convenient procedure available since none of the agencies had a day or time when all its volunteers could be gathered together as one group.

The types of programs that were predominant in this study were fitness leadership, weight training leadership, health service, coaching, school programs, recreation services and cadet groups. The organizations involved included schools, leisure service agencies, recreation centres, public health service facilities and sport organizations.

The sample was a representative cross section of volunteers and organizations. Its diversity only enhanced its potential for being representative of probabilistic behaviours and attitudes.

The following table illustrates the sample selection:

Table 3.1

Types of Activity/Program of Sample Selection

Organization	Involvement
YM-YWCA	Fitness leadership; weight training leadership
Canadian Red Cross	Blood bank and blood donor clinic
Cowan Heights Elementary School	Library; office; teaching assistant
Terra Nova Sea Cadets	Officers; group leaders; administration
Sport Organizations, Recreation Programs, Leisure Services	Coaching and sports leadership; community projects

Questionnaire

The questionnaire was a composite of items selected from: Indices of Alienation (Aitkin and Hage, 1966), Profile of Organizational Characteristics (Likert, 1967), Attitude Toward the Supervisor (Nagle, 1953) and Supervisory Behaviour Description (Fleishman, 1957). Original items were also constructed and included for purposes of this study. Reliability was established with a test - retest procedure. Twenty volunteers were asked to complete the questionnaires and, four weeks later, these same

volunteers repeated the process. Each was asked to write his/her initials on the back cover of his questionnaire for purposes of identification and matching. A Pearson product-moment coefficient correlation yielded a reliability of .795. Validity was established by expert opinion. The questionnaire was examined by three administrators of programs utilizing volunteers and was considered acceptable as a measuring instrument.

There were twenty-two items on the questionnaire - eight pertaining to leadership style, six pertaining to manner of delivery and eight pertaining to satisfaction. As well, demographic data were requested. These included the volunteer's age, gender, educational level, length of service with the organization, length of time working with the supervisor and the supervisor's age and gender.

The questionnaires were administered over a six-month period. Permission to run the study was sought from and granted by all the agencies that were approached. The questionnaires were then delivered to a designated person at each agency and were subsequently distributed among the volunteers. Once completed, the questionnaires were returned to the designated person. The questionnaires were picked up after sufficient time for return had elapsed.

Some volunteers chose not to participate and did not return their questionnaires. Also, four of the returned questionnaires had several items incompleted and therefore were not included in the ensuing analysis. Further discussion of questionnaire

results follows in Chapter IV. Scores were determined for the leadership style, manner of delivery and satisfaction sections of the questionnaire, thus yielding three separate groups of scores for analysis and comparison.

Scoring the Questionnaire

The eight questions pertaining to leadership style offered three possible answers - one answer indicating autocratic leadership style, one indicating democratic leadership style and one indicating laissez-faire leadership style. The eight responses were combined to yield a representative number with the extreme being eight responses in the same leadership style area. For example, a selection of eight autocratic responses yielded a score of 800, a selection of eight laissez-faire responses yielded a score of 080 and a selection of eight democratic responses yielded a score of 008.

This representation system was modeled after the somatotype chart of J. E. L. Carter (1970). The arrangement of possible scores was also constructed on the same somatotype chart design (see Figures 3.1 and 3.2).

The manner of delivery questions were designed in the same way as those in the leadership style section. There were six items and a choice in each among sensitive, impersonal or brusque delivery techniques. A selection of six brusque responses yielded a 600 score, six impersonal responses an 060 score and six sensitive responses an 006 score.

Figure 3.1
Leadership Style

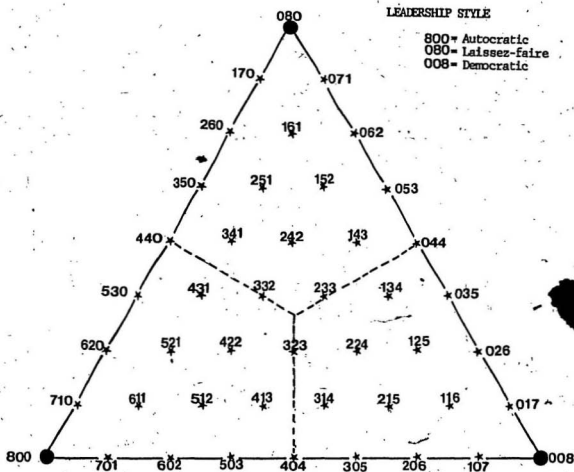
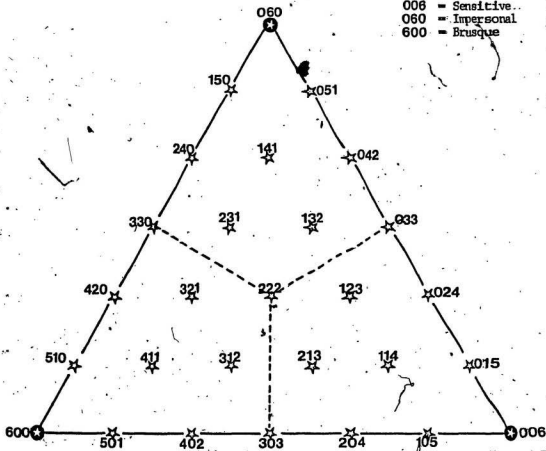


Figure 3.2
Manner of Delivery

MANNER OF DELIVERY

- 006 = Sensitive
- 060 = Impersonal
- 600 = Brusque



Of course, variations and combinations were possible. A person might select one autocratic response, two laissez-faire responses and five democratic responses. This would yield a 125 leadership designation. This number is considered representative of a predominantly democratic style since it falls within the democratic section of the measurement triangle (see Figure 3.1).

In the same way, a manner of delivery score of 141 is indicative of one brusque response, four impersonal responses and one sensitive response. This number is considered representative of a predominantly impersonal manner of delivery since it falls in the impersonal section of the measurement triangle (see Figure 3.2).

The eight satisfaction questions had choices among high, medium or low satisfaction. The high satisfaction response was given one point, the medium response was given two points and the low response was given three points. A low numerical score of eight was indicative of high satisfaction. The possible scores, from high to low satisfaction, range from eight to twenty-four. The responses were divided into three sections indicating relative, rather than absolute, satisfaction levels: high satisfaction (scores of 8 and 9), medium satisfaction (scores of 10, 11, and 12) and low satisfaction (scores of 13-24).

Treatment of Data

The demographic data was compiled and presented in tables to illustrate the characteristics of the sample selection. Leader-

ship style, manner of delivery and satisfaction scores were also presented in tables to demonstrate the tendencies of the sample in each of these areas. Tables illustrating the leadership style and manner of delivery interactions were also constructed.

The numeric representations of leadership style and manner of delivery were matched with their respective corresponding scores and arranged on the triangle grids. Two graphs were plotted demonstrating the relationship between satisfaction and manner of delivery and between satisfaction and leadership style. Two separate chi square procedures were run on leadership style and satisfaction scores and on manner of delivery and satisfaction scores.

A one-way analysis of variance was run on each of the following:

- satisfaction and leadership style
- satisfaction and manner of delivery
- satisfaction and age of the volunteer
- satisfaction and gender of the volunteer
- satisfaction and education level of the volunteer
- satisfaction and gender of supervisor
- satisfaction and age of supervisor
- satisfaction and matching genders of volunteer and supervisor

A multiple regression was run on the satisfaction scores as they related to leadership style, manner of delivery and/or significant combinations of the two.

As we ~~see~~, correlations were investigated between:

- satisfaction and affiliation with agency
- satisfaction and length of involvement with supervisor
- satisfaction and age of the volunteer
- satisfaction and education level of the volunteer
- satisfaction and the age of the supervisor

CHAPTER IV

RESULTS

Sample Selection

The questionnaire used in this study was designed to produce data in four separate, yet possibly related, areas. The areas which were investigated were leadership style, manner of delivery, satisfaction levels and demographic data on the sample selection. The descriptive statistics of the sample selection were compiled in tables and are presented, with a modest discussion, in this chapter.

The demographic and questionnaire data were also subjected to several tests: a chi square, correlations, several one-way analyses of variance and a multiple regression. The results of these procedures, with accompanying discussion, are also presented in this chapter.

The following tables (Tables 4.1 - 4.8) are a synthesis of the information obtained from the responses to the demographic data requested by the questionnaires.

Table 4.1
Age of Volunteer

under 20	25	21.5%
20 - 30	38	32.8%
30 - 40	35	30.2%
40 - 50	6	5.2%
over 50	12	10.3%
Total	116	100.0%

Table 4.2
Gender of Volunteer

Male	47	40.5%
Female	69	59.5%
Total	116	100.0%

Table 4.3
Educational Level of Volunteer

High School	32	27.6%
Trade School	29	25.0%
College	11	9.5%
University	44	37.9%
Total	116	100.0%

Table 4.4
Gender of Volunteer's Supervisor

Male	50	43.1%
Female	66	56.9%
Total	116	100.0%

Table 4.5
Age of Supervisor

under 20	0	0.0%
20 - 30	54	46.5%
30 - 40	28	24.1%
40 - 50	31	26.7%
over 50	3	2.7%
Total	116	100.0%

Table 4.6
Volunteer's Length Of Service With Agency

0-12 months	38	32.8%
1 year	10	8.6%
2 years	11	9.5%
3 years	17	14.7%
4 years	10	8.6%
5 years	7	6.0%
6-10 years	14	12.1%
10-15 years	4	3.4%
15-20 years	3	2.6%
20-30 years	2	1.7%
Total	116	100.0%

Table 4.7
Volunteer's Length Of Service With Supervisor

0-12 months	50	43.1%
1 year	19	16.4%
2 years	18	15.5%
3 years	8	6.9%
4 years	6	5.2%
5 years	3	2.6%
6-10 years	10	8.6%
10-15 years	2	1.7%
15-20 years	0	0.0%
20-30 years	0	0.0%
Total	116	100.0%

Table 4.8

Type of Program/Volunteer Involvement

Fitness Leadership	22	19.0%
Sports Leadership/Coaching	18	15.5%
Recreation Leadership/Community Work	22	19.0%
Cadets	20	17.2%
Canadian Red Cross	12	10.3%
School Related (Library, Office)	22	19.0%
Total	116	100.0%

Description of the Demographic Data of the Sample Selection

The mean age of the volunteers in the sample selection was between twenty and thirty years of age. Of the sample, 32.8 percent fell within this age range (Table 4.1), and 59.5 percent were female and 40.5 percent were male (Table 4.2). Also, 37.9 percent of the sample were enrolled in or had completed a university degree program. The various types of programs in which the volunteers were involved are presented in Table 4.8.

The mean length of service or years of affiliation with an agency was four years and the mean length of involvement with a supervisor was two and a half years. The mean age of the supervisor was between twenty and thirty years of age. Of the sample, 46.5 percent fell in this age range (Table 4.5), and 56.9 percent of the supervisors in this sample were female and 43.1 percent were male (Table 4.4).

The demographic data of this sample selection suggests several tendencies in volunteers in this study's sample selection. More females than males are involved in volunteer activity. The age of the average volunteer tends to be in the mid-twenties. The education level was from high school to university but tends towards individuals involved in or having completed a university education. Many volunteers have a length of service or agency affiliation of four to five years, and many volunteers work with the same supervisor for two to three years. There are more female supervisors of volunteers in leisure, health and education settings; and the average age of the supervisor of volunteers is between twenty and thirty.

Questionnaire

Of the 200 questionnaires distributed, there was realized a 60 percent return (120). The participating agencies showed the following returns: St. John's YM-YWCA - 38; Canadian Red Cross - 12; Cowan Heights Elementary School - 21; Terra Nova Sea Cadets - 20; and Sport Organizations, Recreation Programs, Leisure Services - 25. The actual return was 116 questionnaires. Of these 120, four were considered unusable for the study because of the number of items left incomplete on these questionnaires. The factors of uncompleted items and additional comments written on the questionnaires indicate:

(a) a reluctance on the part of the volunteer to offer or express an opinion.

(b) a feeling on the part of the volunteer that he/she really has "no say" in matters such as those considered by the questionnaire,

(c) insufficient information being relayed to volunteers on the organization and its policies and procedures and

(d) an underlying feeling of unimportance regardless of the personal satisfaction derived from the work itself.

The responses to the questionnaires suggested other areas worth discussing in addition to the variables of the study. One interesting side issue which presented itself was the issue of non-return/non-response. Volunteers who did not participate or who did not complete all items on the questionnaire expressed either a reluctance to evaluate their agency and/or their supervisor or a lack of interest in expressing an opinion on the way things were run and how they were being treated. One is tempted to ask whether "loyalty" should impede or influence self-expression on the part of the volunteer and whether lack of interest is symptomatic of an underlying discontent.

Another interesting factor which emerged was the importance of the degree to which the volunteers like what they are doing. Leadership style, manner of delivery or satisfaction level did not influence the volunteers' continued affiliation with an agency as much as the degree to which they like the sort of work they are doing. Intrinsic motivation is an ever present reality when one considers the personal and professional satisfaction of

the volunteer, and administrators must remain cognizant of the human factors involved in working with volunteer manpower.

Tables 4.9, 4.10 and 4.11 show the distributions of leadership style, manner of delivery and satisfaction levels.

Table 4.9
Leadership Style

Democratic (D)	70	60.3%
Laissez-faire (LF)	16	13.8%
Autocratic (A)	8	6.9%
Democratic and Laissez-faire and Autocratic (C3)	14	12.1%
Laissez-faire and Democratic (LPD)	6	5.2%
Autocratic and Democratic (AD)	2	1.7%
Total	116	100.0%

Table 4.10
Manner of Delivery

Sensitive (S)	65	56.1%
Impersonal (I)	21	18.1%
Brusque (B)	4	3.4%
Sensitive and Impersonal (SI)	23	19.8%
Sensitive and Impersonal and Brusque (Q3)	3	2.6%
Total	116	100.0%

Table 4.11
Satisfaction Scores

High Satisfaction (8,9)	38	32.8%
Medium Satisfaction (10,11,12)	37	31.9%
Low Satisfaction (13-24)	41	35.3%
Total	116	100.0%

It is worth mentioning here that according to item 16 of the questionnaire: How well do you like the sort of work you are doing?

- a. Very much
- b. So-so
- c. Not at all

95 of the 116 (81.9 percent) indicated that they liked the work they were doing very much. Twenty-one of the 116 (18.1 percent) chose the second response, indicating that they liked the work they were doing, but to a lesser extent than the others. This item was consistently given a high or medium ranking regardless of the overall score in leadership style, manner of delivery or satisfaction.

Figure 4.1 is a visual representation of Table 4.12. This figure shows the distribution of satisfaction scores and how each satisfaction score relates to a specific leadership style. The figure also illustrates the deviations from the archetype that are possible within the parameters of a "single" leadership

800- Autocratic
080- Laissez-faire
008- Democratic

● - high satisfaction (● represents 5 small circles).
■ - medium satisfaction (■ represents 5 small squares).
▲ - low satisfaction (▲ represents 5 small triangles).

style. Of the thirty-eight "high" satisfaction scores, twenty-nine fell within the parameters of the democratic leadership style, one within the parameters of the laissez-faire style and one within the parameters of the autocratic style. The remaining seven were designated as having equal characteristics of two or three of the leadership styles.

The following table further demonstrates the distribution of satisfaction scores as they related to leadership style.

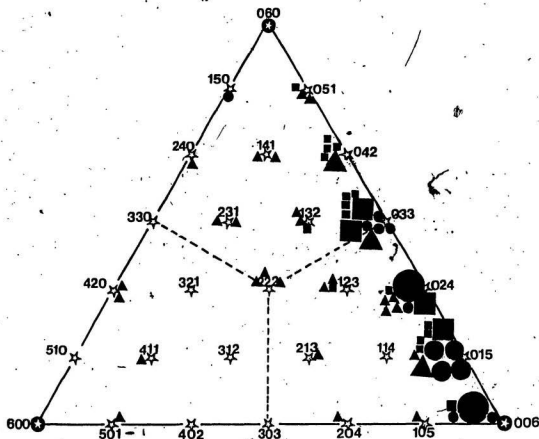
Table 4.12
Distribution of Satisfaction Scores as
Related to Leadership Style

SATISFACTION SCORES	LEADERSHIP STYLES				TOTALS
	D	LFD; LF	C3	AD; A	
High Satisfaction	29	1	6	2	38
Medium Satisfaction	24	8	3	2	37
Low Satisfaction	17	13	5	6	41
Totals	70	22	14	10	116

Key: D = Democratic
 LF = Laissez-Faire
 AD = Autocratic plus Democratic
 LFD = Laissez-Faire plus Democratic
 C3 = Combination of the three
 A = Autocratic

Figure 4.2 acts as a visual representation of Table 4.13. This figure shows the distribution of satisfaction scores and how each score relates to a specific manner of delivery. As was demonstrated in Figure 4.1, deviations from the archetype are also possible in the area of manner of delivery.

Of the thirty-eight "high" satisfaction scores, thirty-three fell into the figure area indicating a sensitive manner of delivery, one in the area indicating an impersonal manner of delivery and none in the area indicating a brusque manner of delivery. The remaining four scores were designated as having equal combinations of the characteristics which indicate impersonal and sensitive manners of delivery.

Manner of Delivery with
Satisfaction Scores

MANNER OF DELIVERY

- 006 = Sensitive
- 060 = Impersonal
- 600 = Brusque

Notation Key:

- - high satisfaction (● represents 5 small circles).
- - medium satisfaction (■ represents 5 small squares).
- ▲ - low satisfaction (▲ represents 5 small triangles).

The following table further demonstrates the distribution of satisfaction scores as they related to manner of delivery.

Table 4.13

Distribution of Satisfaction Scores as
Related to Manner of Delivery

SATISFACTION SCORES	MANNER OF DELIVERY			TOTALS
	S	IS	I; B; Q3	
High Satisfaction	33	4	1	38
Medium Satisfaction	17	14	6	37
Low Satisfaction	15	5	21	41
Totals	65	23	28	116

Key: S = Sensitive
 I = Impersonal
 B = Brusque
 Q3 = Mixture of three manners
 IS = Impersonal plus Sensitive

Tables 4.14 and 4.15 demonstrate the distribution of high and low satisfaction levels as they relate to the combination of leadership style and manner of delivery.

Table 4.14
Distribution of High Satisfaction Levels

LEADERSHIP STYLE	MANNER OF DELIVERY			TOTALS
	S	IS	I; B; Q3	
D	25	3	1	29
LFD; LF	1	0	0	1
C3	5	1	0	6
AD; A	2	0	0	2
Totals	33	4	1	38

Table 4.15
Distribution of Low Satisfaction Levels

LEADERSHIP STYLE	MANNER OF DELIVERY			TOTALS
	S	IS	I; B; Q3	
D	8	2	7	17
LFD; LF	2	3	8	13
C3	2	0	3	5
AD; A	3	0	3	6
Totals	33	4	1	38

Description of Demographic Data on Leadership Style, Manner of Delivery and Satisfaction Scores

According to the responses of this study's sample selection, the democratic leadership style was the most prevalent leadership style used by supervisors in leisure, education, health and recreation services. The democratic leadership style also yielded the greatest number of high satisfaction levels. It is interesting that the style designated "C3" (a combination of democratic, laissez-faire and autocratic) yielded the next highest number of high satisfaction levels. The laissez-faire and autocratic styles yielded only one high satisfaction level, respectively, and the equal combination of autocratic and democratic styles also yielded one high satisfaction level. The data quite adequately shows that satisfaction is influenced by leadership style.

The sensitive manner of delivery was the predominant of those considered in this study. This sensitive manner of delivery also yielded the highest number of high satisfaction levels. The discrepancy between the number of high satisfaction levels and the number of medium and low satisfaction levels was much greater in manner of delivery (Table 4.13) than was exhibited by leadership styles (Table 4.12). It is interesting that a greater number of low satisfaction levels was realized by the impersonal and brusque manners of delivery than was realized by the stereotypically "unpleasant" autocratic leadership style. From a comparison of Tables 4.14 and 4.15, manner of delivery

would seem to have had a greater effect on satisfaction levels than did leadership style.

Tables 4.14 and 4.15 show that 80.6 percent of the high satisfaction levels were attributed to the combination of the democratic leadership style and the sensitive manner of delivery.

Low satisfaction levels were produced by this same combination, but to a lesser degree. Low satisfaction levels were also evident with combinations of the laissez-faire/democratic and laissez-faire leadership style (LFD, LF) and the impersonal, brusque and combination of manners of delivery (I, B, Q3) (19.5 percent) and with the combination of the democratic leadership style and the impersonal, brusque and combination of manners of delivery (I, B; Q3) (17.07 percent). Apparently, an impersonal, brusque or inconsistent (as suggested by a combination of manners of delivery) manner of delivery seems to produce low satisfaction levels regardless of the leadership style.

Chi Square

A chi square was performed on the data for Table 4.12 with $\chi^2(6) = 16.62, p < .05$. This result shows that leadership style is a significant factor in volunteer satisfaction.

A chi square was performed on the data for Table 4.13 with $\chi^2(4) = 41.5, p < .01$. This result shows that manner of delivery is a significant factor in volunteer satisfaction.

Table 4.16 shows the results of the correlations.

Table 4.16
Correlations

	Satisfaction	Age of Volunteer	Education of Volunteer	Affiliation with Agency	Affiliation with Supervisor
Satisfaction					
Age of Volunteer	-0.4851				
Education of Volunteer	-0.1642	0.3538			
Affiliation with Agency	-0.0282	0.4505	0.1784		
Affiliation with Supervisor	-0.1275	0.5216	-0.0049	0.6509	
Age of Supervisor	-0.3502	0.4794	-0.0519	0.1836	0.2645

It should be noted that an increase in a satisfaction score reflects a decrease in satisfaction level (a low score of 8 or 9 represents high satisfaction). Therefore, the negative correlation shows an increase in satisfaction by all the variables listed. In other words, volunteers' satisfaction levels increase as the volunteer's age increases, as the volunteer's education level increases, as the volunteer's length of affiliation with both the agency and the supervisor increases and as the age of the supervisor increases.

Analyses of Variance

Table 4.17
One-Way Analysis of Variance for Satisfaction
by Age of Volunteer

Source	DF	SS	MS	F	P
Between	4	219.8	54.94	9.54	0.0000
Within	111	639.0	5.757		
Total	115	858.8			

Table 4.17 shows that age is a significant factor in volunteer satisfaction - significant beyond the .01 level. This was also borne out by the correlations in Table 4.16.

Post hoc analysis using the Tukey test showed significant differences (.05 level) between the means of satisfaction scores of volunteers in different age groups.

The under 20's and the 20-30 age group were not significantly different from each other, but both groups showed higher scores, hence lower satisfaction levels, than all other groups. In addition, there was a trend of increased satisfaction (low scores) with age.

Table 4.18

One-Way Analysis of Variance for Satisfaction
by Gender of Volunteer

Source	DF	SS	MS	F	P
Between	1	61.53	61.53	8.80	0.0038
Within	114	797.3	6.993		
Total	115	858.8			

Table 4.18 shows that gender is also a significant factor where volunteer satisfaction is concerned - significant at the .01 level. This sample shows a marked difference between the mean satisfaction scores of female and male volunteers. Female volunteers had a mean satisfaction score of 10.94 as opposed to the mean score of 12.43 realized by male volunteers. While neither of these scores falls into the high satisfaction range (8.9), the score of 10.94 demonstrates greater satisfaction than the score of 12.43.

Table 4.19

One-Way Analysis of Variance for Satisfaction by
Education Level of Volunteer

Source	DF	SS	MS	F	P
Between	4	52.50	13.12	1.81	0.1313
Within	111	806.3	7.264		
Total	115	858.8			

Table 4.19 suggests no significant difference between groups. The educational level of volunteers is not a significant factor in their satisfaction level.

Table 4.20

One-Way Analysis of Variance for Satisfaction
by Supervisor's Age

Source	DF	SS	MS	F	P
Between	3	163.0	54.35	8.75	0.0000
Within	112	695.7	6.212		
Total	115	858.8			

Table 4.20 shows that the age of the supervisor is a significant factor in volunteer satisfaction - significant beyond the .01 level. Supervisors between the ages of 40 and 50 yielded a mean satisfaction score of 9.6, significantly better than the

mean scores realized for the other age ranges (between 20 and 30: mean of 12.41; between 30 and 40: mean of 11.89; over 50: mean of 12.67).

Post hoc analysis using the Tukey test showed significant differences (.05 level) between the mean satisfaction scores as they related to the age of the supervisor. Supervisors in the 40-50 age range produced higher satisfaction levels than all the other age groups.

Table 4.21
One-Way Analysis of Variance for Satisfaction
by Supervisor's Gender

Source	DF	SS	MS	F	P
Between	1	94.48	94.48	14.09	0.0004
Within	114	764.3	6.704		
Total	115	858.8			

Table 4.21 shows that the gender of the supervisor is also a significant factor in volunteer satisfaction - significant at the .01 level. Furthermore, female supervisors yielded a mean satisfaction score of 10.76 as opposed to male supervisors who yielded a mean satisfaction score of 12.58. Again, as in the discussion of Table 4.18, neither mean score fell into the high satisfaction score range (8, 9) but the discrepancy between the mean scores is significant, nonetheless, and indicative of the

influence that gender of the supervisor can have on volunteer satisfaction.

Table 4.22

One-Way Analysis of Variance for Satisfaction
by Matching Volunteer's and Supervisor's Gender

Source	DF	SS	MS	F	P
Between	1	12.14	12.14	1.63	0.2007
Within	114	846.6	7.427		
Total	115	858.8			

Table 4.22 shows no significant difference between volunteer satisfaction and matching genders of volunteers and supervisors. In other words, female volunteers matched with female supervisors will not be any more satisfied than if they had been matched with male supervisors - sameness of gender is not a significant factor.

Table 4.23

One-Way Analysis of Variance for Satisfaction
by Leadership Style

Source	DF	SS	MS	F	P
Between	5	119.6	23.92	3.56	0.0052
Within	110	739.2	6.720		
Total	115	858.8			

Table 4.23 shows that leadership style is a significant factor in volunteer satisfaction - significant at the .01 level. Post hoc analysis using the Tukey test showed significant differences (.05 level) between the mean satisfaction scores as they related to leadership styles. There was a significant difference noted between the means of the democratic leadership style and the laissez-faire leadership style. The democratic style had a lower mean score, hence a higher satisfaction level, than did the laissez-faire style.

Table 4.24
One-Way Analysis of Variance for Satisfaction
by Manner of Delivery

Source	DF	SS	MS	F	P
Between	4	340.6	85.15	18.24	0.0000
Within	111	518.2	4.668		
Total	115	858.8			

Table 4.24 shows the significance of manner of delivery as a factor in volunteer satisfaction. Manner of delivery is significant beyond the .01 level. Post hoc analysis using the Tukey test showed a significant difference between the mean satisfaction scores of the following manners of delivery:

(a) Sensitive manner of delivery had higher satisfaction levels than did the impersonal, "Q3" (sensitive/impersonal/ brusque) and brusque manners of delivery.

(b) Sensitive/impersonal (IS) had higher satisfaction levels than did the impersonal, "Q3" (sensitive/impersonal/ brusque) and brusque manners of delivery.

(c) Impersonal manner of delivery had higher satisfaction levels than did the "Q3" (sensitive/impersonal/ brusque) and brusque manners of delivery.

Multiple Regression

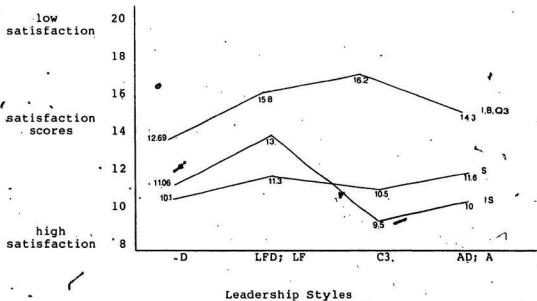
The following results were realized by the multiple regression:

$$F(104) = 8.187, p < 0.01$$

The multiple regression, with effect coding, confirmed the significance of the main effects of leadership style and manner of delivery. An interaction effect was noted within the cell representing democratic leadership style and sensitive/impersonal (IS) manner of delivery.

Figures 4.3 and 4.4 give a visual representation of the multiple regression, showing the main effects and their various combinations.

Figure 4.3

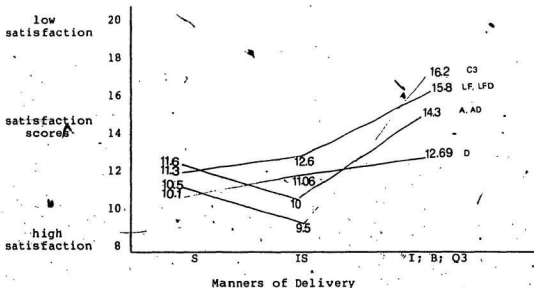


KEY: S = Sensitive
 I = Impersonal
 IS = Impersonal and Sensitive
 B = Brusque
 Q3 = Mixture of all of the above

D = Democratic
 CF = Laissez-Faire
 CFD = Laissez-Faire and Democratic
 A = Autocratic
 AD = Autocratic and Democratic
 C3 = Combination of all of the above

This figure shows the discrepancy in satisfaction scores as related to manner of delivery. The "I; B; Q3" manner of delivery yielded significantly lower satisfaction levels. A sensitive manner of delivery, either alone or in combination, yielded higher satisfaction levels.

Figure 4.4



KEY: S = Sensitive
 I = Impersonal
 IS = Impersonal and Sensitive
 B = Brusque
 Q3 = Mixture of all of the above

D = Democratic
 CF = Laissez-Faire
 CDF = Laissez-Faire and Democratic
 A = Autocratic
 AD = Autocratic and Democratic
 C3 = Combination of all of the above

This figure shows the discrepancy in satisfaction scores as related to leadership style. While the differences in satisfaction levels are not as drastic as those produced by manner of delivery (see Figure 4.3), there are definite differences in satisfaction level. The lower satisfaction scores occur with the "C3" and "LFD; LF" styles. The higher scores occur with the "D" and "AD; A" styles.

Summary

Volunteer satisfaction was significantly affected by the age of the volunteer, the gender of the volunteer, the age of the supervisor and the gender of the supervisor. Female volunteers exhibited significantly higher levels of satisfaction than male volunteers; female supervisors yielded significantly higher satisfaction levels than did male supervisors.

Volunteer satisfaction was positively correlated with the education level of the volunteer, the age of the volunteer, the age of the supervisor and the length of service or involvement with the agency and with the supervisor.

Leadership style and manner of delivery were significant factors in volunteer satisfaction.

Therefore, the hypothesis that volunteer satisfaction, as measured, was affected by the leadership style of the supervisor in health, education and leisure service organizations was accepted; the hypothesis that volunteer satisfaction, as measured, was affected by the combination of leadership style and manner of delivery of the supervisor in health, education and leisure service organizations requires further clarification.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Volunteer satisfaction is influenced by numerous factors. Factors which are considered significant in their effect on volunteer satisfaction, as evidenced by the results of this study, are: age of the volunteer, gender of the volunteer, age of the supervisor, gender of the supervisor, leadership style and manner of delivery.

The volunteers in this sample selection were indeed influenced by the predominant variables considered in this study: leadership style and manner of delivery. Manner of delivery appeared to be the more influential extrinsic factor. This agrees with the opinions expressed in the related literature: most volunteers appreciate the day-to-day courtesies more than the overt or official gestures.

This study reinforced the ideas expressed in the related literature regarding leadership style: workers like to feel in tune with the whole. This applies equally to volunteer workers. They want to be a part of the decision-making process; they want and deserve efficient, considerate information flow. They want their opinions heard. They want considered but not oppressive guidance.

This study has also presented an interesting insight into the "absoluteness" or "purity" of specific leadership styles.

Leadership styles are seldom demonstrated or practiced in their purest forms. More often than not, combinations and permutations are the rule rather than the exception. Peters and Austin (1985) suggest that:

The best bosses - in school, hospital, factory - are neither exclusively tough nor exclusively tender. They are both: tough on the values, tender in support of people who would dare to take a risk and try something new in support of those values. They speak constantly of vision, of values, of integrity; they harbour the most soaring, lofty and abstract notions. At the same time they pay obsessive attention to detail. No item is too small to pursue if it serves to make the vision a little bit clearer." (p. xx)

Mortimer Adler (in Seldes, 1985) says that:

In Aristotelian terms, the good leader must have ethos, pathos and logos. The ethos is his moral character, the source of his ability to persuade. The pathos is his ability to touch people, to move them emotionally. The logos is his ability to give solid reasons for an action, to move people intellectually." (p. 8)

It would appear that leaders, and hence supervisors, are not cast in immutable molds. The deviation from an absolutely democratic leadership style is not only possible but probable, as are the deviations from an absolutely laissez-faire or autocratic style. It seems that the area where leaders can have some measure of control is that area of personal conduct. If, as Paul Tillich (in Drews, 1972) suggests, we are never more human than at the moment of decision, then the decisions supervisors make about the manner in which they will conduct themselves in the supervisory role are not only human but also humane in their

implications. The decision by supervisors to treat their volunteer workers humanely and "sensitively" can do much to enhance any leadership style.

This study began with the premise that manner of delivery is separate from leadership style. This premise still holds at the conclusion of the study. The manner in which leaders conduct themselves in interpersonal relationships is largely a matter of private and personal decision and is not dictated by a leadership style. According to the literature, interpersonal relationships are one of the most influential factors in volunteer satisfaction. How supervisors conduct themselves in this area can do much to engender or discourage society's most overlooked commodity - human resources.

Hans Selye (in Glasser, 1981) provides a fitting closure which volunteers and supervisors of volunteers might find worthy of consideration:

Every living being looks out for itself first of all. There is no example in nature of a creature guided exclusively by altruism and the desire to protect others. In fact, a code of universal altruism would be highly immoral, since it would expect others to look out for us more than for themselves. And yet, the common denominator of all man's noble or vulgar efforts - whether it be to please God, to find self-expression in a great work of art or science, to obtain happiness, love, money, or power, or even to commit serious crimes - seems to be a striving, consciously or subconsciously, to earn good will and gratitude from one source or another. But is this not, in fact, one of the most valuable commodities we could ever seek for maintaining our personal safety and homeostasis? In addition, it also satisfies

the requirement for self-expression, since we can only be certain of gaining benevolence through creating things which actually are beautiful, enjoyable, or useful.

Thus, it turns out that there is no real conflict between practical egoism and altruism. The philosophy of gratitude or altruistic egoism is best suited to our ideals as well as to our physical nature. But we must add a further element to this guideline, one that takes cognizance of individual differences and shows each of us how to apply the above principle in all the varied circumstances of life. It is imperative that we decide on the amount and kind of work we consider worth doing to assure our homeostasis and security; this takes much soul searching because it depends on our most fundamental personal motives. (pp. xvi, xvii)

Recommendations

The amount of deviation from the "archetype" within a leadership style or a manner of delivery is an area where more investigation might be directed. Overlap of features of different styles or manners is possible and even probable given the human and situational exigencies inherent in many leadership encounters.

Leadership style and manner of delivery demonstrated their influence in the extrinsic domain. Future research might investigate the potential of one, both or combinations of these variables as intrinsic influences as well.

The concept of manner of delivery as a feature of leadership separate from leadership is also worthy of more investigation. Can interpersonal "conduct" be trained or learned or is it something that a person simply has or does not have?

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APPENDIX A
QUESTIONNAIRE

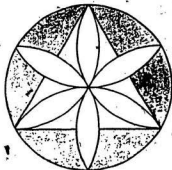
QUESTIONNAIRE

Items 1 - 8 pertain to leadership style.

Items 9 - 14 pertain to manner of delivery.

Items 15 - 22 pertain to satisfaction.

VOLUNTEERS'
OPINIONS HAVE
IMPORTANT
CONSEQUENCES FOR
EVALUATING
SUPERVISORS



This questionnaire has a two-fold purpose: it acts as an indicator of your supervisor's behaviour as perceived by you, the volunteer leader; it also indicates your satisfaction with your supervisor and the agency with which you are affiliated.

Please respond to ALL items on the questionnaire as well as the information requested on the back cover.

Thank you.

Please answer each question by selecting the alternative which best represents your feeling about your supervisor or your organization, as the case may be:

SAMPLE: Does your supervisor give you "straight answers" to your questions?

- ☐ a. Usually
- ☐ b. Occasionally
- ☐ c. Never

1. Are your ideas on the overall functioning of the agency ever sought?

- ☐ a. Hardly ever
- ☐ b. Sometimes
- ☐ c. Always

2. How free do you feel to talk to your supervisor about your involvement in the agency?

- ☐ a. I am unsure of when or how to approach my supervisor
- ☐ b. I feel completely free to talk to my supervisor
- ☐ c. I do not feel very free to talk to my supervisor

3. How much direction (guidance) is given to you?

- ☐ a. Not enough
- ☐ b. Just enough
- ☐ c. Too much

4. Where do you feel the responsibility lies for achieving organizational goals in your agency?

- ☐ a. At all levels
- ☐ b. At the top
- ☐ c. Fairly generally throughout

5. In what direction does information flow in your organization?

- ☐ a. Vertically; downward (management relays information to personnel)
- ☐ b. Vertically; downward and upward (management relays information to and receives information from personnel)
- ☐ c. Vertically and horizontally; upward, downward, sideways (communication of and responsiveness and receptiveness to information generated at all levels and through all levels of management and personnel)

6. At what levels are decisions formally made?

- ☐ a. Decisions are made at the top
- ☐ b. Decisions are made throughout, but are integrated
- ☐ c. There seems instead to be a lack of decisiveness

7. Are you involved in decisions relating to your work?

- ☐ a. I am fully involved
- ☐ b. I am not involved at all
- ☐ c. I am sometimes consulted

8. How are organizational goals established/implemented?

- ☐ a. Consensus is sought, but subsequent guidelines remain indefinite (ambiguous)
- ☐ b. Group involvement is used (except in crisis)
- ☐ c. Orders are issued

9. Is your supervisor friendly and approachable?

- ☐ a. My supervisor is approachable but maintains professional distance
- ☐ b. My supervisor is almost always friendly and approachable
- ☐ c. My supervisor is abrupt to the point of being unapproachable

10. Is your supervisor considerate of the feelings of co-workers, employees, volunteers or other personnel in dealings with these individuals?

- ☐ a. My supervisor is always aware and considerate of other's feelings
- ☐ b. My supervisor maintains an unemotional, detached posture when involved in person to person interactions
- ☐ c. My supervisor is often inconsiderate whether intentionally or not

11. Are people at ease in interpersonal interactions with your supervisor?

- ☐ a. People usually feel fairly comfortable
- ☐ b. People usually feel at ease
- ☒ c. People tend to feel uncomfortable

12. Are you given sufficient explanations on new procedures or decisions affecting you?

- ☐ a. I am given minimum explanations
- ☐ b. I am given quite adequate explanations
- ☐ c. I am given very thorough and thoughtful explanations

13. Is your supervisor courteous?

- ☐ a. My supervisor is invariably courteous
- ☐ b. My supervisor practices professional courtesy
- ☐ c. My supervisor is curt to the point of rudeness at times

14. Do you feel as though your supervisor is interested in getting feedback from you? ("feedback from you" is to be construed as your opinion on how things are going in the agency, generally, as well as information which directly pertains to you and the group you are leading)

- ☐ a. Usually, I feel my feedback is barely tolerated
- ☐ b. I feel that my feedback is considered important to the success of the group I am leading
- ☐ c. I feel that my feedback is considered valuable

15. How satisfied are you that you have been given enough authority by your supervisor to do your job well?

- ☐ a. Very much satisfied
- ☐ b. Fairly well satisfied
- ☐ c. Not very satisfied

16. How well do you like the sort of work you are doing?

- ☐ a. Very much
- ☐ b. So-so
- ☐ c. Not at all

17. Do you feel the agency/organization with which you are affiliated treats you well?

- ☐ a. I am treated very well
- ☐ b. I receive fair treatment
- ☐ c. I am not treated as well as I'd like

18. How satisfied are you with your present position when you compare it to similar positions elsewhere?

- ☐ a. Quite well satisfied
- ☐ b. As satisfied
- ☐ c. Not as satisfied

19. Do you get all the help and advice you need from your supervisor?

- ☐ a. Yes, always
- ☐ b. From time to time
- ☐ c. Hardly ever

20. How satisfied are you that your supervisor accepts you as a professional to the degree to which you are entitled by reason of position, training and experience?

- ☐ a. Very much satisfied
- ☐ b. Fairly well satisfied
- ☐ c. Not very satisfied

21. How satisfied are you with the progress you are making towards the goals which you set for yourself in your present position?

- ☐ a. I am satisfied with my progress
- ☐ b. I am not as satisfied as I'd like
- ☐ c. I am not satisfied at all

22. How satisfied are you with your present position when you consider the expectations you had when you took this position?

- ☐ a. This position has exceeded my expectations
- ☐ b. It has met my expectations
- ☐ c. It has fallen short of my expectations

The following information on you as a volunteer leader will assist in a more comprehensive treatment of data and analysis of results.

Your age ☐ Under 20 Gender ☐ Male
☐ Between 20 and 30 ☐ Female
☐ Between 30 and 40
☐ Between 40 and 50
☐ Over 50

What is the highest level of education you have received?

☐ High school
☐ Trade or technical or vocational school
☐ College
☐ University: level _____

Type of program you are presently involved in as a volunteer leader.

How long have you been involved with the organization as a volunteer?

How long have you been working with your present supervisor?

Supervisor's gender ☐ Male ☐ Female

Supervisor's age

- ☐ Under 20
☐ Between 20 and 30
☐ Between 30 and 40
☐ Between 40 and 50
☐ Over 50

Thank you

The following information is for Data Analysis Only and is NOT to be completed by the volunteer leader.

Leadership Style
Manner of Delivery
Satisfaction

APPENDIX B

RAW DATA

Questionnaire	Leadership Style		Manner of Delivery		Satisfaction Score	
001	026	D	015	S	9	high
002	017	D	033	SI	9	high
003						
004	116	D	006	S	8	high
005	134	D	015	S	9	high
006	224	D	015	S	9	high
007	224	D	015	S	9	high
008						
009	143	LF	015	S	9	high
010	026	D	033	SI	11	medium
011	035	D	015	S	10	medium
012	026	D	006	S	9	high
013	017	D	024	S	9	high
014	044	LF	015	S	10	medium
015	026	D	015	S	9	high
016	134	D	042	I	11	medium
017	152	LF	024	S	10	medium
018	233	C3	015	S	9	high
019	035	D	015	S	9	high
020	026	D	015	S	9	high
021	233	C3	015	S	9	high
022	233	C3	015	S	9	high
023	017	D	024	S	9	high
024	341	LF	033	SI	14	low
025						
026						
027	413	A	015	S	13	low
028	323	C3	015	S	9	high
029						
030						
031	134	D	006	S	9	high
032						
033	026	D	015	S	10	medium
034	413	A	033	SI	10	medium
035						
036						
037						
038	152	LF	042	I	15	low
039	152	LF	024	S	12	medium
040	134	D	015	S	11	medium
041						
042						
043	026	D	015	S	9	high
044						
045						
046						
047						
048						
049						

<u>Questionnaire</u>	<u>Leadership Style</u>	<u>Manner of Delivery</u>	<u>Satisfaction Score</u>
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050			
051			
052	134 D	024 S	9 high
053			
054	143 LF	015 S	12 medium
055	233 C3	015 S	9 high
056			
057			
058	125 D	015 S	8 high
059			
060			
061			
062			
063	413 A	024 S	9 high
064			
065	404 AD	015 S	9 high
066	044 LFD	015 S	11 medium
067			
068			
069			
070	215 D	006 S	8 high
071	512 A	006 S	10 medium
072			
073	026 D	006 S	8 high
074	017 D	024 S	9 high
075	206 D	006 S	9 high
076			
077			
078			
079			
080			
081			
082			
083			
084			
085			
086			
087			
088			
089			
090			
091			
092			
093			
094			
095			
096			
097			
098			

<u>Questionnaire</u>	<u>Leadership Style</u>		<u>Manner of Delivery</u>		<u>Satisfaction-Score</u>	
099						
100						
101	044	LFD	042	I	15	low
102						
103	035	D	024	S	10	medium
104	026	D	033	SI	11	medium
105						
106	026	D	033	SI	10	medium
107	341	LF	222	Q3	15	low
108	035	D	024	S	9	high
109	044	LFD	141	I	17	low
110						
111	026	D	015	S	9	high
112	044	LFD	024	S	11	medium
113	026	D	006	S	8	high
114						
115	323	C3	033	SI	9	high
116	008	D	033	SI	9	high
117						
118						
119	035	D	033	SI	11	medium
120						
121	017	D	033	SI	10	medium
122	134	D	033	SI	9	high
123	422	A	105	S	14	low
124	125	D	015	S	13	low
125	143	LF	123	S	14	low
126	143	LF	033	SI	10	medium
127						
128						
129						
130	116	D	042	I	10	medium
131	116	D	042	I	11	medium
132	224	D	141	I	15	low
133	143	LF	420	B	20	low
134	143	LF	222	Q3	14	low
135	044	LFD	240	I	14	low
136	224	D	150	I	9	high
137	413	A	042	I	13	low
138	026	D	042	I	13	low
139	503	A	123	S	13	low
140	224	D	033	SI	12	medium
141	233	C3	420	B	18	low
142	323	C3	222	Q3	19	low
143	224	D	231	I	14	low
144	404	AD	411	B	14	low
145	017	D	033	SI	11	medium
146	242	LF	057	I	17	low
147	611	A	501	B	16	low

Questionnaire Leadership Style Manner of Delivery Satisfaction Score

148	134	D	231	I	14	low
149	134	D	132	I	10	medium
150	026	D	024	S	13	low
151	116	D	024	S	9	high
152	224	D	204	S	13	low
153	224	D	051	I	17	low
154	134	D	033	SI	16	low
155	242	LF	033	SI	17	low
156	134	D	015	S	14	low
157	215	D	033	SI	13	low
158	215	D	132	I	16	low
159	143	LF	033	SI	13	low
160	134	D	042	I	10	medium
161	233	C3	024	S	14	low
162	143	LF	015	S	13	low
163	026	D	015	S	15	low
164	224	D	042	I	15	low
165	125	D	033	SI	10	medium
166	323	C3	051	I	12	medium
167	017	D	024	S	13	low
168	035	D	015	S	12	medium
169	242	LF	033	SI	11	medium
170	233	C3	033	SI	10	medium
171	332	C3	132	I	16	low
172	035	D	033	SI	12	medium
173	026	D	033	SI	12	medium
174	125	D	015	S	10	medium
175						
176						
177	116	D	024	S	13	low
178						
179	134	D	024	S	12	medium
180	134	D	015	S	12	medium
181						
182						
183						
184						
185						
186						
187						
188						
189						
190						
191						
192						
193						
194	026	D	024	S	11	medium
195						
196	134	D	015	S	14	low

<u>Questionnaire</u>	<u>Leadership Style</u>	<u>Manner of Delivery</u>	<u>Satisfaction Score</u>
197	107 D	015 S	8 high
198	332 C3	213 S	13 low
199	134 D	015 S	9 high
200	323 C3	123 S	12 medium

Table 6.1
Combinations from Raw Data

Interactions	Satisfaction Scores					
Leadership Style x Manner of Delivery		High		Medium		Low
D x S	25	21.5%	9	7.7%	8	6.9%
D x SI	3	2.6%	10	8.6%	2	1.7%
D x I; B; Q3	1	0.9%	5	4.3%	7	6.0%
LFD; LF x S	1	0.9%	5	4.3%	2	1.7%
LFD; LF x SI	0	0.0%	3	2.6%	3	2.6%
LFD; LF x I; B; Q3	0	0.0%	0	0.0%	8	6.9%
C3 x S	5	4.3%	1	0.9%	2	1.7%
C3 x SI	1	0.9%	1	0.9%	0	0.0%
C3 x I; B; Q3	0	0.0%	1	0.9%	3	2.6%
AD; A x S	2	1.7%	1	0.9%	3	2.6%
AD; A x SI	0	0.0%	1	0.9%	0	0.0%
AD; A x I; B; Q3	0	0.0%	0	0.0%	3	2.6%
Total	38	32.8%	37	31.9%	41	35.3%
Grand Total	116	100%				

Table 6.2
Synthesis of Raw Data

	S	SI	I, B; Q3	Total
	Satisfaction Scores	Satisfaction Scores	Satisfaction Scores	
D	8 x 5	9 x 3	9 x 1	N = 70 Total = 756 M = 11.28 3.
	9 x 19	10 x 3	10 x 3	
	10 x 4	11 x 4	11 x 2	
	11 x 2	12 x 3	13 x 1	
	12 x 3	13 x 1	14 x 2	
	13 x 5	16 x 1	15 x 2	
	14 x 2		16 x 1	
	15 x 1		17 x 1	
	N = 42	N = 15	N = 13	
	Total = 425	Total = 166	Total = 165	
	Mean = 10.1	Mean = 11.06	Mean = 12.69	
	Satisfaction Scores	Satisfaction Scores	Satisfaction Scores	
LFD LF	9 x 1	10 x 1	14 x 2	N = 22 Total = 295 M = 13.30 3
	10 x 1	11 x 2	15 x 3	
	11 x 2	13 x 1	17 x 2	
	12 x 2	14 x 1	20 x 1	
	13 x 1	17 x 1		
	14 x 1			
	N = 8	N = 6	N = 28	
	Total = 92	Total = 76	Total = 127	
	Mean = 11.5	Mean = 12.6	Mean = 15.8	

	S	SI	I; B; Q3	Total
	Satisfaction Scores	Satisfaction Scores	Satisfaction Scores	
C3	9 x 5	9 x 1	12 x 1	N = 14 Total = 168 M = 12.06 3
	12 x 1	10 x 1	16 x 1	
	13 x 1		18 x 1	
	14 x 1		19 x 1	
	N = 8	N = 2	N = 4	
	Total = 84	Total = 19	Total = 65	
	Mean = 10.5	Mean = 9.5	Mean = 16.2	
	Satisfaction Scores	Satisfaction Scores	Satisfaction Scores	
AD A	9 x 2	10 x 1	13 x 1	N = 10 Total = 121 M = 11.76 3
	10 x 1		14 x 1	
	13 x 2		16 x 1	
	14 x 1			
	N = 6	N = 1	N = 3	
	Total = 68	Total = 10	Total = 43	
	Mean = 11.3	Mean = 10.0	Mean = 14.3	
Total	N = 64 Total = 669 M = 10.85 4	N = 24 Total = 271 M = 10.79 4	N = 28 Total = 400 M = 14.74 4	N = 116

