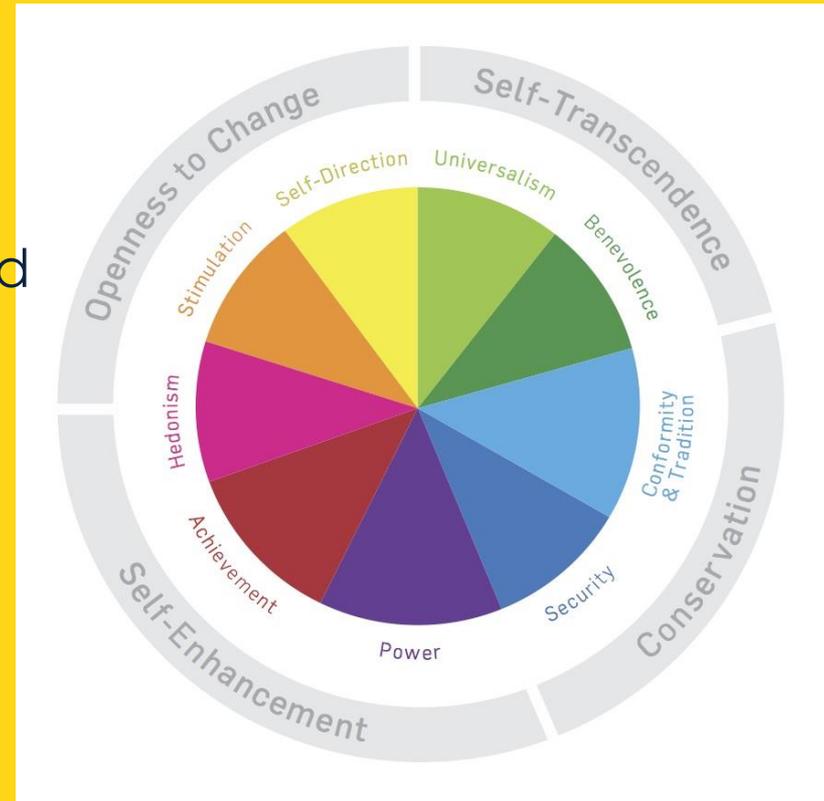




VALUING VOLUNTEERS

RECONCILING VOLUNTEER EXPECTATION AND EXPERIENCES

- Surveys (NSW SES and SA SES) showed that strongest values of volunteers were **benevolence** and **universalism** (concern for the interest and welfare of others)
- Third dominant value was **self-direction** (representing individual creativity and freedom)
- Statistically significant differences between males and females and generations





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IMPROVING THE RETENTION AND ENGAGEMENT OF VOLUNTEERS IN EMERGENCY SERVICE AGENCIES

Sustainable Volunteering Cluster

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Faculty of Business, University of Wollongong, NSW

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Australian Government
Department of Industry,
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POOR RETENTION AND ENGAGEMENT

RESEARCH & LITERATURE



Issues identified:

1. Leadership
2. Value alignment
(e.g. “us” against “them”)
3. Training
4. integration of “other”



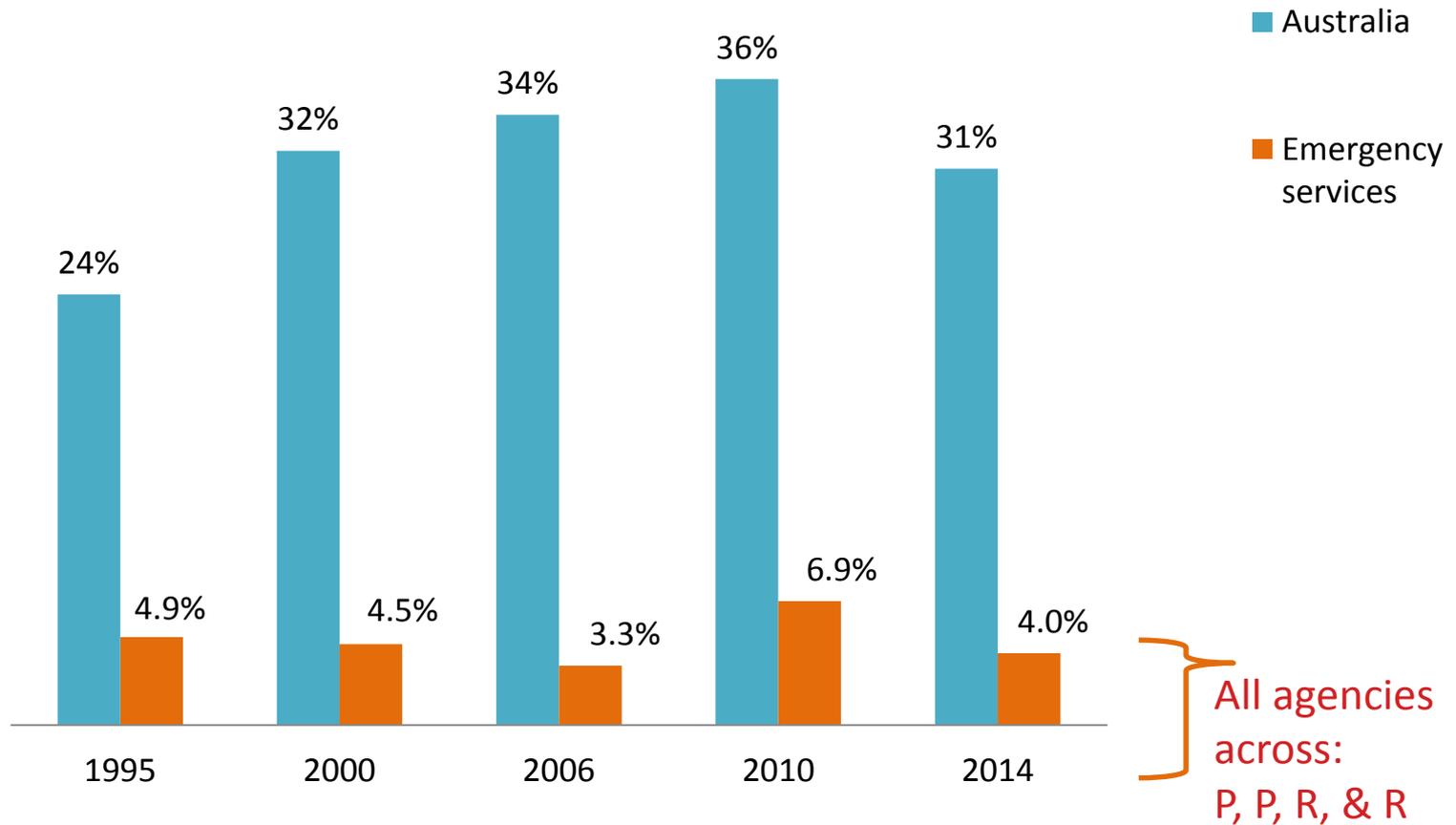
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VOLUNTEERING IN AUSTRALIA



Source data: Australian Bureau of Statistics



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STRENGTHENING VOLUNTEER RETENTION & ENGAGEMENT

OUR APPROACH

- Values alignment (Theme 1)
- Leadership development (Theme 2)
- Gender and Diversity (Theme 3)

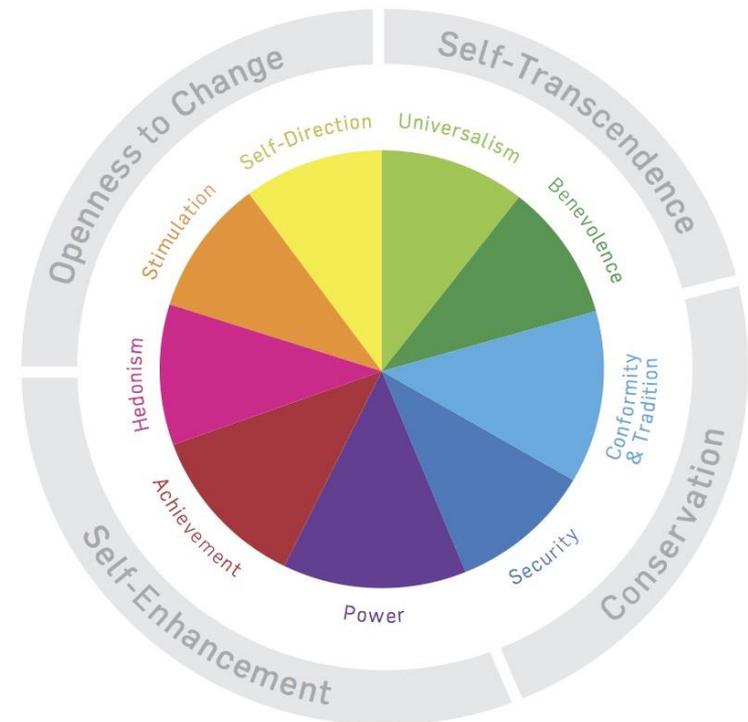


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VALUING VOLUNTEERS

RECONCILING VOLUNTEER EXPECTATION AND EXPERIENCES

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VALUING VOLUNTEERS

RECONCILING VOLUNTEER EXPECTATION AND EXPERIENCES

KEY PRINCIPLES:

- Enduring values play a pivotal role in guiding individual actions/motivation
- Strong altruistic values play a pivotal role in ES Volunteering
- Values misalignment play a major role in volunteer dissatisfaction and turnover

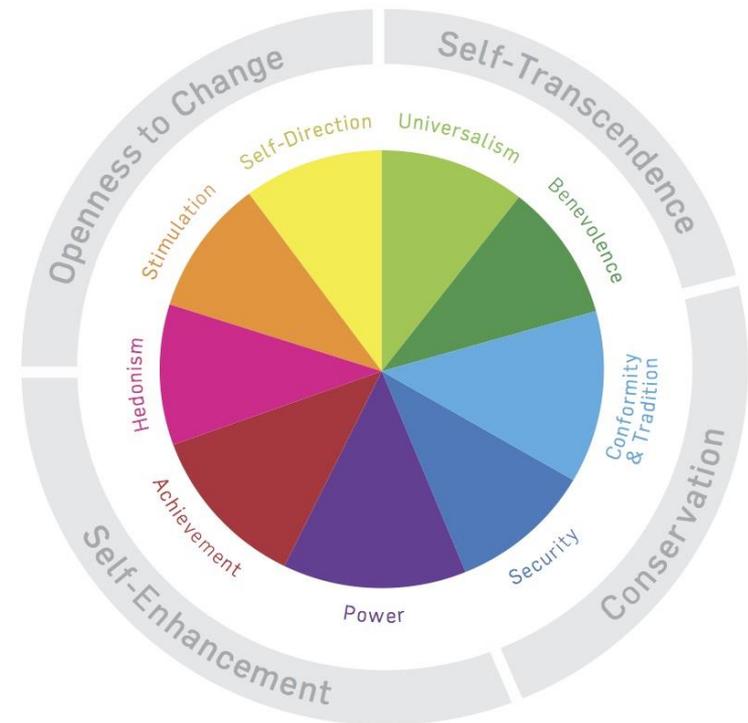


VALUING VOLUNTEERS

RECONCILING VOLUNTEER EXPECTATION AND EXPERIENCES

IMPLICATIONS:

- There are distinctions on how cohorts should be managed.
- Potential for conflict between cohorts.
- Potential for misalignment of volunteer workforce values with organisation values – which may contribute to dissatisfaction and turnover.



UTILISATION

This research will culminate in a complete values audit package that could be used by Australian emergency services to better understand the motives of their own volunteer workforce.



UTILISATION

Product:

- Better understanding of Volunteer workforce values
- Broader role of values in volunteer motivation
- Role of values misalignment in turnover
- Volunteer values audit



UTILISATION

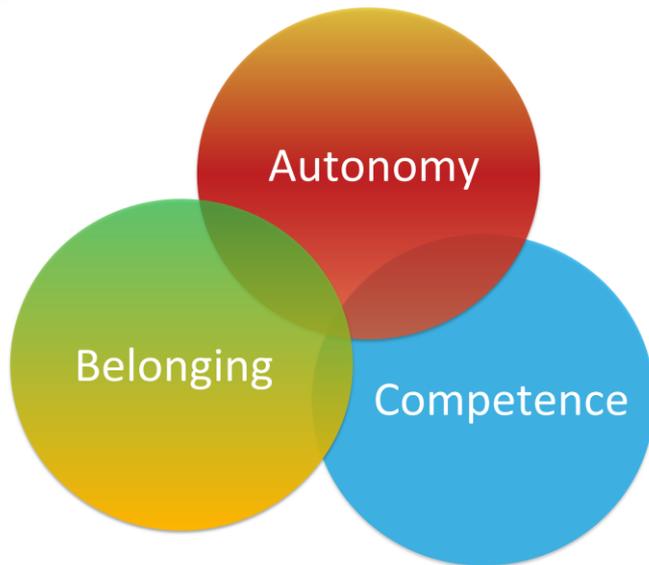
Implications:

- Strategies for managing different staff with different needs – particularly gender & generation
- New models of engagement
- Change management



LEADERSHIP PROGRAM

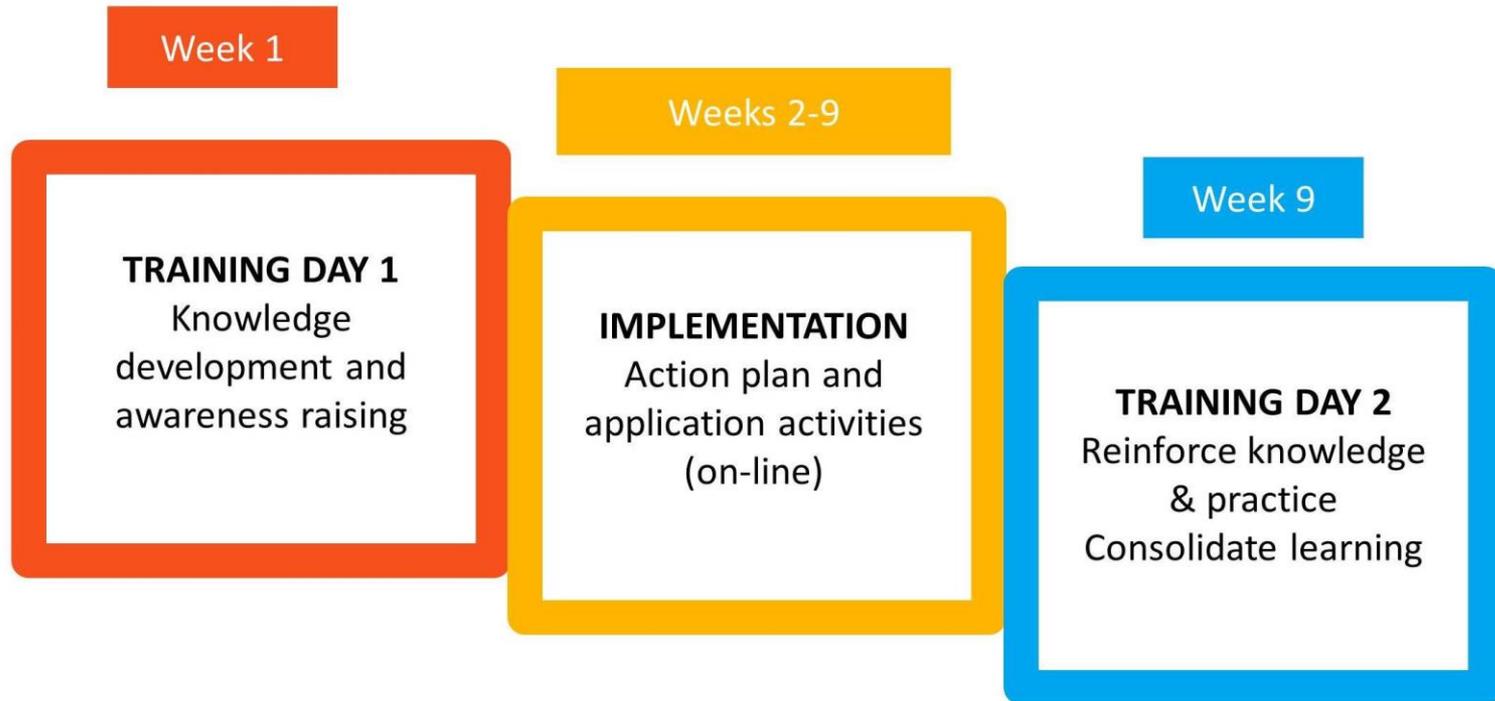
INSPIRE RETAIN ENGAGE (IRE)



- Based on the Self Determination Theory (SDT): intrinsic motivation and wellbeing
- Ran a successful pilot program with NSW RFS and NSW SES volunteer leaders in 2014
- In next few months the program will be delivered to: VIC SES (staff and volunteers) and QLD FES (staff and volunteers)
- Development of UoW Graduate Certificate of Emergency service leadership



IRE PROGRAM



*Developed by UoW team in 2014: Dr. Michael Jones, Associate Professor Dominique Parrish, Vivien Forner, Dr Joakim Eidenfalk, Dr Senevi Kiridena, Nicholai Popov and Dr Yoke Berry.



ASSESSMENT OF IRE (SURVEYS)

Leaders (and their reports):

- The extent to which the leader provides autonomy supportive leadership
- Improvement in leadership capacity/quality
- The flow-on effect of leadership improvement to direct reports
- Change in Basic Psychological Need satisfaction
- Turnover Intention
- Job Satisfaction
- Commitment level and type



UTILISATION

The program: its resources and manuals, evaluations and surveys will be packaged and made available to Australian emergency services once the project has been finalised.



GENDER AND DIVERSITY



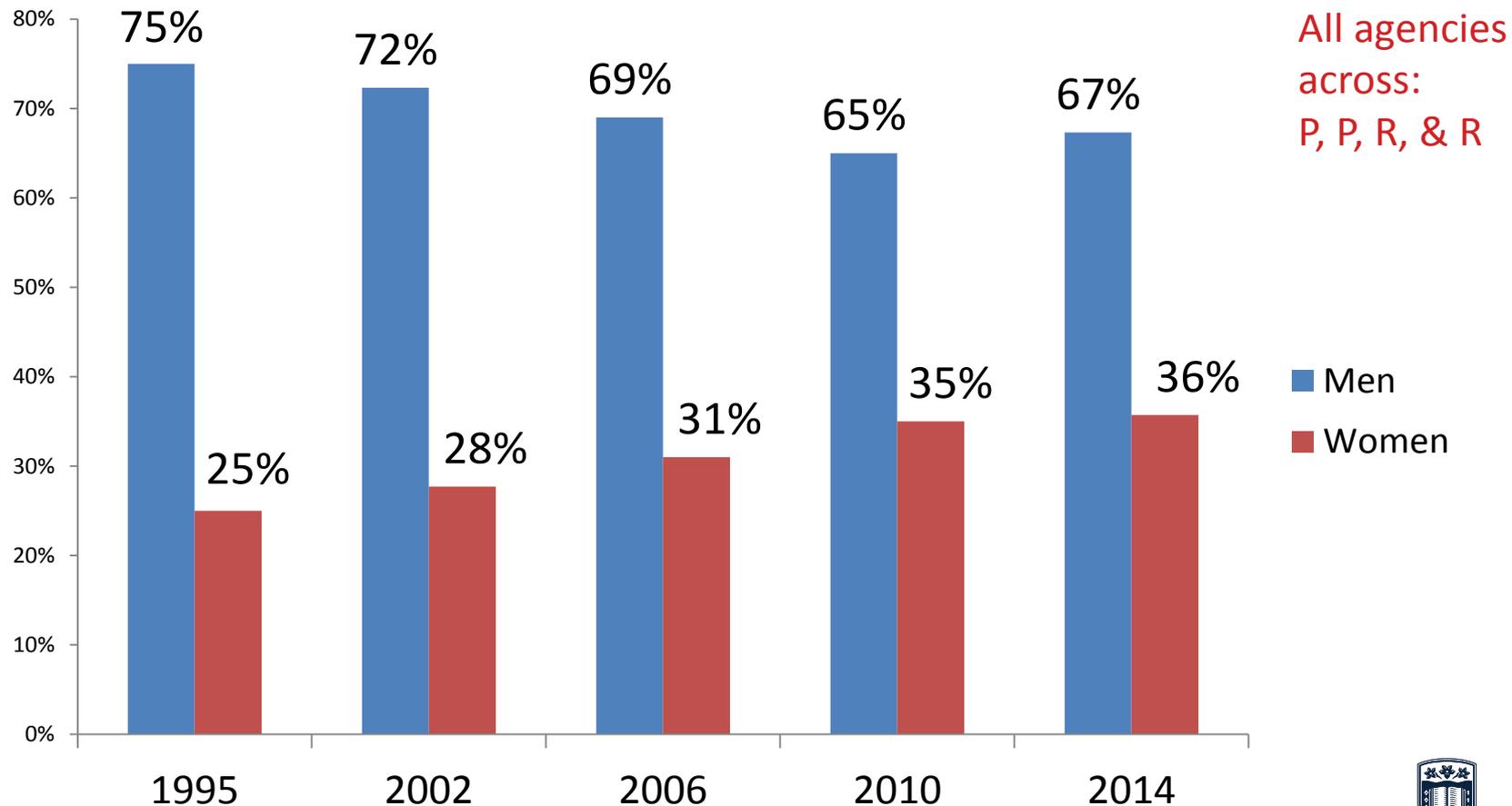
Gender

- Age
- Disability
- Education
- Ethnicity and new migrants
- Indigenous Australians
- Religious belief
- Sexual orientation



GENDER

EMERGENCY SERVICE VOLUNTEERS

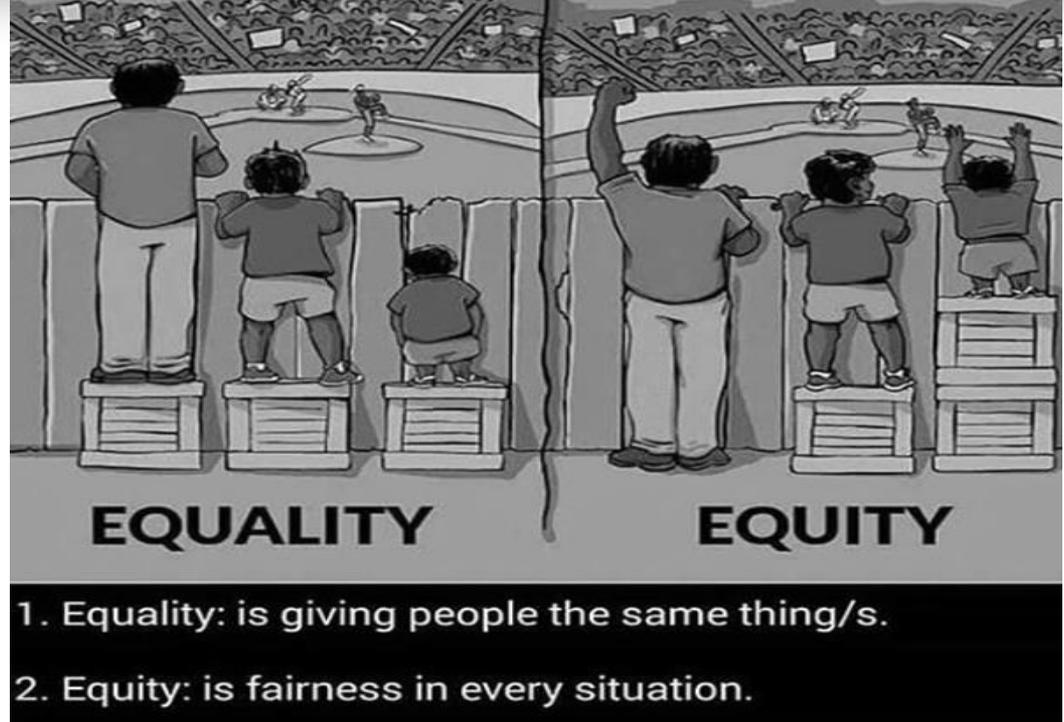


Source data: Australian Bureau of Statistics



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THEME 3:



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INTERVENTION PROGRAM FOR VOLUNTEERS

1. Introduces productive diversity. As a result, participants will begin to understand the functional benefits of increased diversity in their unit/brigade.
2. Focuses on sensitivity training. This aims to evoke empathy among audiences. It will be primarily video-based.
3. Builds awareness of participant's personal biases and the influence these have on us towards diversity acceptance.



RESULTS LDP 2014

NEXT 5 SLIDES



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The leadership approaches being taught in the program are associated with higher job satisfaction and lower turnover intention among volunteers.

Of the 102 direct reports that were recruited, a total of 46 direct reports completed the survey on at least one occasion.

The survey measured:

- the extent to which their three needs were being satisfied in their volunteer job
- the extent to which their volunteer leader provides autonomy supportive leadership
- turnover intention and
- job satisfaction

Direct reports – statistical data

Pearson product-moment correlation coefficient

A significant positive relationship between job satisfaction and fulfilment of the need for autonomy ($r=.77$, $p<.001$), relatedness ($r=.75$, $p<.001$) and competence ($r=.43$, $p<.01$).

A significant negative relationship between turnover intention and fulfilment of the need for autonomy ($r= -.76$, $p, p<.001$), relatedness ($r=-.72$, $p<.001$) and competence ($r= -.29$, $p<.05$).

A significant positive relationship between managerial autonomy support and job satisfaction ($r=.59$, $p<.001$).

A significant negative relationship between managerial autonomy support and turnover intention ($r=.53$, $p<.001$).



	Day 1	Day 2
Participants	28	20

Survey results leaders

Leaders learnt to adopt autonomy supportive over coercive approaches to leading their volunteers. The leadership skills of leaders successfully improved after attending the program.

Of the leaders who attended the program, 18 completed the survey both before training and after the training. The low numbers makes comparison of the control/treatment group not viable.

However

A correlated group's t-test compared leaders' orientation towards autonomy supportive or controlling leadership before the program to that after they had completed the program.

After completing the program, leaders were more autonomy supportive and less controlling $t(17) = -3.73, p < .01$.



The pilot program successfully taught leaders to adopt more autonomy supportive approaches towards leading their volunteers.

In doing so these leaders can now manage their brigade or unit in a way that better supports motivation, job satisfaction and retention of volunteers.