

Transformational Leadership Effects on Improving Volunteers' Retention and the Role of Self-Determination and Satisfaction

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Abstract

Volunteer turnover compromises the functioning and sustainability of non-profits. Therefore, understanding the factors that influence volunteers' commitment is critical. The current research entailed two studies examining volunteer retention at non-profits. The first study investigated psychological predictors of the intention to continue volunteering. 17 volunteers working with refugees participated in an online-study, measuring the intention to continue, volunteer satisfaction, the satisfaction of basic needs (autonomy, competence, relatedness), and transformational leadership (TL). Results show that TL predicts the satisfaction of the need for relatedness significantly. The other relationships were not confirmed. Further, the second study compared the four I's of TL (idealised influence, inspirational motivation, intellectual stimulation, individualised consideration) to a control to examine which characteristic led to higher intentions to continue. 105 participants filled out an online-study in which they were presented with five scenarios combining leadership styles and non-profit causes, which were Latin square balanced. In each scenario, the participants were asked to indicate their intentions to continue at a specific non-profit or a non-profit of their choice. Results indicate that the four TL conditions did not result in higher intentions to continue volunteering than the control. Nevertheless, the exploratory analyses indicate differences within the four I's: individual consideration led to higher intentions than idealised influence and intellectual stimulation. In line with these results, individual consideration was the favourite leadership style among participants, as shown by the additional ranking question. Altogether, the two studies' results suggest the importance of the social aspect in volunteering and successful retention strategies.

Keywords: volunteer retention in non-profit organisations, volunteer commitment, volunteer satisfaction, self-determination theory, transformational leadership

What would our society look like without non-profits? Frequently, non-profits' primary objective is to help those in vulnerable and disadvantaged positions whose voices are alternatively dismissed, for example, non-profits with the cause of helping refugees; making non-profits essential for a just society (Garner & Garner, 2011). Volunteers working with refugees have a special role: bridging the contact between refugees and the people within the host-country (Meijeren et al., 2023). Most of the time, volunteers are the first to socialise with refugees and help with their integration process (Meijeren et al., 2023), which makes the volunteers crucial. Overall, volunteers are indispensable because non-profit staff consists mainly of volunteers and thus depend on volunteers' engagement for the functioning and sustainability of their organisations (Alfes et al., 2017). However, in past years, the non-profit sector has struggled more and more to retain volunteers (Zheng et al., 2021). In the current paper, we will investigate the factors influencing volunteers' commitment and further test a possible intervention to increase their commitment.

Due to the nature of volunteering, the commitment of individuals fluctuates. That is, since volunteers choose to engage in altruistic behaviours and are not contracted or dependent on pay, they can withdraw their work much easier when dissatisfied (Cho et al., 2020; Garner & Garner, 2011). This can lead to high turnover, which harms the organisation (Cho et al., 2020). That is, work cannot be continued as usual, affecting the organisation's impact. To illustrate, if volunteers frequently quit their contribution, it hinders the non-profit in realising their projects. As a result, the non-profit is hampered in their functioning and their beneficiaries' support is impacted; due to the impeded workflow, the non-profit cannot provide the same service and resources to those they usually support. Thus, it is important to have insight into what motivates and keeps volunteers engaged.

There are multiple ways of making sense of volunteer motivation and engagement. For instance, the functional approach posits six broad motives that volunteers want to satisfy with their work (Clary et al., 1998). One, individuals volunteer because they can embody their altruistic values; second, they can acquire or practice new skills and gain knowledge; third, they can boost their careers through new experiences; fourth, volunteers get the opportunity to socialise; fifth, they can elude negative feelings, such as guilt due to being more privileged than others; lastly, individuals can foster their personal growth and develop their self-respect (Clary et al., 1998; Haivas et al., 2013; Rochester et al., 2010). However, this approach mostly looks at what motivates volunteers extrinsically, namely what they could gain, and misses to address the internal motivations, which are more significant considering volunteer engagement (Chan, 2020; Haivas et al., 2013). Intrinsic motivation is

an ideal condition in which the individual engages in something because they are, for one, interested in that activity and further because it fulfils them with joy and is rewarding as such (Haivas et al., 2013). Put differently, volunteers anticipate volunteering to be pleasant and satisfactory (Haivas et al., 2013; Lorente-Ayala et al., 2020). Furthermore, they contribute their efforts without expecting a form of reimbursement, for example, pay (Snyder & Omoto, 2008). Therefore, having an understanding of internal motives is key.

The Self Determination Theory (SDT) gives insight into how volunteers are motivated. It puts forward the idea that every human strives for personal growth, and to achieve that, three basic needs shall be satisfied: the need for autonomy, competence, and relatedness (Deci & Ryan, 2000; Kovjanic et al., 2012). First, the *need for autonomy* entails the individual having the opportunity to organise and decide for themselves, hence having freedom of choice (Kovjanic et al., 2012; Lorente-Ayala et al., 2020). Additionally, it entails being able to choose to act according to one's values and beliefs (Bidee et al., 2013). Ultimately, people want to have a sense of control over their lives (Haivas et al., 2013). Second, the *need for competence* refers to the sense of accomplishment and productivity one gets by applying skills or learning (Kovjanic et al., 2012; Lorente-Ayala et al., 2020). People want to feel useful and achieve goals (Bidee et al., 2013; Haivas et al., 2013). Lastly, the *need for relatedness* encompasses feeling connected and valuable to the others in the organisation as well as caring for others in return (Kovjanic et al., 2012; Lorente-Ayala et al., 2020). After all, people are social animals and deeply desire to belong (Bidee et al., 2013). According to the theory, if the environment successfully supports satisfying these needs, an individual can perform optimally out of intrinsic motivation (Haivas et al., 2013).

Next, overall volunteer satisfaction is relevant in predicting intention to remain (Boezeman & Ellemers, 2009; Millette & Gagné, 2008). Given that resources are limited within a non-profit, and volunteers are not rewarded by pay, it is key to keep volunteer satisfaction high to maintain sustained volunteering (Boezeman & Ellemers, 2009). As established before, individuals engage in their volunteering activities because they assume it will be satisfying (Lorente-Ayala et al., 2020). Generally, *volunteer satisfaction* incorporates the volunteers' satisfaction with their contributions and tasks as well as satisfaction with their initial motives and supervision (Benevene et al., 2020; Vecina et al., 2012). Building on SDT, the satisfaction of the three basic needs further translates into volunteer satisfaction (Boezeman & Ellemers, 2009). Previous research has found that an autonomy-supportive environment leads to satisfaction of the three basic needs (autonomy, competence, and relatedness) and higher volunteer satisfaction and intention to continue volunteering (Gagné

& Deci, 2005; Oostlander et al., 2013). Take the case of the research of Deci et al. (1989), in which individuals were found to be more satisfied with their work when the management preserved their freedom of choice, encouraged them to take the initiative, and respected followers' points of view, as opposed to a controlling environment (Gagné & Deci, 2005). Put differently, individuals felt autonomous due to volition over their tasks; they felt competent because management was confident in their skills to manage challenges independently and they felt related because their superiors empowered them. Through pleasing the individuals' needs, overall work satisfaction was consequently increased (Deci et al., 1989; Gagné & Deci, 2005). Subsequently, if a volunteer has high satisfaction with their activity, they are also more inclined to stay (Boezeman & Ellemers, 2009; Dung & Hai, 2020). Thus, facilitating volunteers' satisfaction should be considered early to maintain a sustainable workforce.

However, considering only the volunteers' motivations and satisfaction is not enough to comprehend volunteers' commitment to an organisation. The decision to continue volunteering can be explained much better by also looking at the organisational factors (Willems et al., 2012). Since volunteers can readily withdraw their contribution, organisational factors that bind them to the non-profit are key. One of these organisational factors includes leadership. Leadership involves guiding and overseeing subordinates to accomplish the organisation's goals (George & Jones, 2012). Also, a leader influences many attitudes and behaviours of their personnel (Benevene et al., 2020; George & Jones, 2012). Contemporary approaches to leadership especially highlight a transformational leadership (TL) style (George & Jones, 2012). This type of leader has been associated with individuals holding more positive views about their organisation because levels of empowerment and motivation are heightened, which translates into their behaviour (Chan, 2020; Dung & Hai, 2020; Joo & Lim, 2013). Moreover, individuals are generally more satisfied with their work, perform better, and commit more (Dwyer et al., 2013; Joo & Lim, 2013). Even though these relationships are strongly established, especially in employee contexts, the studies do not detail the TL's concrete mechanisms (Arnold et al., 2007; Joo & Lim, 2013). To understand a TL's influence, its characteristics shall be examined.

Generally, a TL wants to motivate followers to strive for achievement and growth beyond self-interest (Bass & Avolio, 1990; Dung & Hai, 2020). Furthermore, TL incorporates four sets of characteristics. Firstly, the leader uses *idealised influence*, which entails being a role model (Afshari, 2021; Kovjanic et al., 2012). It includes the leader's strong vision, which they communicate by highlighting the organisation's future objectives

(Kovjanic et al., 2012). Further, they emphasise the relevance of a collective purpose and call upon the individuals' motives to prompt them to put in their effort to reach set objectives (Afshari, 2021; Bass & Avolio, 1990). By exhibiting such behaviours, the leader earns followers' trust and respect (Afshari, 2021; Bass & Avolio, 1990). Secondly, *inspirational motivation* involves enthusiasm and optimism about reaching the shared vision (Chan, 2020). The leader's confidence encourages followers to aim high (Glass, 2018). Thirdly, *intellectual stimulation* includes reinforcing individuals to think critically, take the initiative, and engage in novel problem-solving by looking at the issue from different perspectives (Chan, 2020; Kovjanic et al., 2012) so that the exerted effort of followers heightens as well as their self-efficiency (McCleskey, 2014). Lastly, *individual consideration* incorporates that the leader coaches and helps the individuals to develop (Chan, 2020), for example, by providing feedback and creating an environment where followers can learn and practice skills (Bass & Avolio, 1990; McCleskey, 2014). Furthermore, the leader considers and appreciates each individual and their contribution, as well as recognises their value to the organisation (Glass, 2018). Combining these four characteristics, a leader is considered transformational.

Crucially, these characteristics can be linked to the satisfaction of the three basic needs, so one can predict volunteer satisfaction and, consequently, volunteers' intention to continue. TL contributes to satisfying the individuals' need for autonomy by contributing to the meaning-making of their work and preserving volunteers' freedom. While conveying a clear vision regarding the future goals (inspirational motivation), the leader links the individuals' values and beliefs to the ones of the organisation (idealised influence) (Kovjanic et al., 2012). For instance, leaders can appeal to universalistic values, common among volunteers, given that they include tolerance and equality concerns (Aboramadan, 2020). As a result, the individual perceives their work as meaningful because they can identify with the goals and see their contribution as a way of expressing their values (Dwyer et al., 2013; Kovjanic et al., 2012). Indeed, researchers found that followers with a transformational leader perceived their work as more meaningful than a non-transformational leader (Arnold et al., 2007; Han et al., 2020). Consequently, individuals are more likely to commit to the organisation's goals (Joo & Lim, 2013). Moreover, leaders create a space in which one can feel autonomous by inviting individuals to partake in problem-solving and by encouraging initiative-taking (intellectual stimulation), thus preserving individuals' freedom of choice regarding their tasks and participation (Breevaart et al., 2014; Kovjanic et al., 2012). A daily diary study confirmed that participants felt more autonomous when their leader exhibited transformational characteristics, unlike the control (Breevaart et al., 2014). Furthermore, TL

does not involve detailed surveillance to achieve set targets, compared to other leadership styles that use incentives (e.g., transactional) (Kovjanic et al., 2012;). Rather, TL appeals to the individuals' internal motivation, which, in contrast to strict control, does not undermine a person's feeling of autonomy (Breevaart et al., 2014). Thus, we expect that TL supports the volunteers' satisfaction of their need for autonomy.

Next, TL facilitates the satisfaction of the need for competence by increasing the individuals' confidence in themselves and their work and abilities. For example, TL involves coaching individuals to expand their skills and deepen their knowledge as well as providing feedback (individual consideration) (Kovjanic et al., 2012). Moreover, individuals are encouraged to aim high (idealised influence) and assured that set objectives can be achieved (inspirational motivation), thereby increasing self-efficacy (Chan, 2020). Self-efficacy is the extent to which one feels confident in their ability to execute and achieve certain tasks (Chan, 2020). To illustrate, volunteers who perceived their leaders as more transformational also felt more self-sufficient, which resulted in higher performance (Chan, 2020). Similarly, individuals feel empowered and confident by TL to contribute beyond what they initially thought possible (Dwyer et al., 2013; Kovjanic et al., 2012). Empowerment also incorporates one's competence beliefs (Joo & Lim, 2013). Employees indicated they were more empowered and satisfied with their careers the more they perceived their leader as transformational (Joo & Lim, 2013). Consequently, we expect TL to strengthen volunteers' satisfaction of their need for competence.

Lastly, TL promotes the satisfaction of the need for relatedness by fostering the leader-follower relation as well as creating a sense of fellowship between the individuals within the organisation (Dwyer et al., 2013). Leaders show appreciation for individuals' ideas and contributions (individual consideration), which conveys interest and support (Kovjanic et al., 2012). As a result, the individual is more inclined to get attached to the leader and the group (Pillai & Williams, 2003). Furthermore, emphasising the overarching belief and vision of the organisation (idealised influence) and communicating it with confidence and enthusiasm to the group (inspirational motivation) strengthens group identification (Kovjanic et al., 2012). Having a group purpose enhances feelings of team belonging (Dwyer et al., 2013). It also creates cohesiveness because individuals work together to achieve a common goal (Dwyer et al., 2013; Pillai & Williams, 2003). To demonstrate, firefighters stated to be more trusting and co-operant with their team-members when the leader exhibited more transformational characteristics (Pillai & Williams, 2003). To conclude, we expect TL to contribute to volunteers' satisfaction of their need for relatedness.

As discussed, non-profits are more and more challenged with retaining volunteers (Lorente-Ayala et al., 2020; Vecina et al., 2012). Also, it is a relevant and practical problem since, for one, most of the non-profit's beneficiaries are those who are already disadvantaged, and second, because there are concrete approaches that can be taken to reduce the problem at hand, for instance, through leadership practices (Cho et al., 2020; Garner & Garner, 2011). Whereas the influence of leadership on employees is well-established in the academic literature, it is still understudied in the non-profit context (Struder & von Schnurbein, 2013). In particular, the effects of TL on the volunteers' intention to remain (Chan, 2020). Moreover, insight is lacking into the concrete mechanisms through which TL works (Afshari, 2021; Joo & Lim, 2013). Gaining a better understanding will contribute to the literature gap and facilitate providing concrete recommendations to non-profit leaders since the reasons for volunteers' commitment can be explained better. Therefore, the research aims to improve volunteer retention by investigating the overall effects of TL on volunteer's intention to continue volunteering by examining intermediate factors, such as the need for autonomy, competence, and relatedness, as well as volunteer satisfaction. Additionally, the research aims to better understand TL's four characteristics and how they affect volunteers' commitment.

Study 1: Predictors of Intention to Continue Volunteering

The first study aims to test the proposed process model, which predicts the intention to continue volunteering. The volunteers will be asked to complete an online-survey concerning their perceptions of TL, basic need satisfaction, volunteer satisfaction, and intention to continue volunteering.

It is hypothesised that TL has a positive relationship with all three need satisfactions. In short, TL facilitates the need satisfaction for autonomy by reinforcing volunteers' perception of their work as meaningful and assuring their freedom (Dwyer et al., 2013); competence by building volunteers' confidence and self-efficacy (Chan, 2020), and relatedness by investing into the leader-follower relation and enhancing group cohesion (Pillai & Williams, 2003).

H1: TL will predict satisfaction of volunteers' need for autonomy (H1a), competence (H1b), and relatedness (H1c).

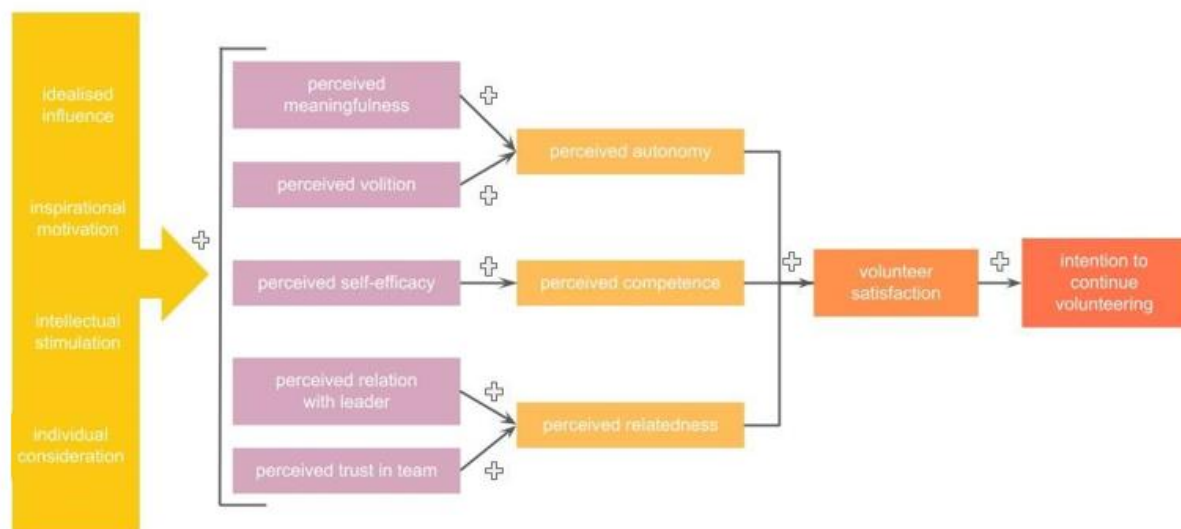
Further, the satisfaction of volunteers' basic needs aligns with volunteer satisfaction, including being content with one's contributions, tasks, motives, and supervision (Vecina et al., 2012). That is, autonomy incorporates the freedom of tasks, which can be used to align tasks with one's motives; competence makes the volunteer accomplish goals; and relatedness emphasises feeling cared for and respected — consequently, individuals are more satisfied with their volunteering (Gagné & Deci, 2005; Oostlander et al., 2013). Moreover, a volunteer is more inclined to remain at an organisation when satisfied with their volunteering per se (Cho et al., 2020). Therefore, we hypothesise:

H2: Satisfaction of volunteers' need for autonomy (H2a), competence (H2b), and relatedness (H2c) will predict volunteer satisfaction.

H3: Volunteer satisfaction will predict intention to continue volunteering (H3).

Figure 1

Process Model Predicting the Intention to Continue Volunteering



Note. The arrows indicate the direction of the relationship between two variables.

+ indicates a positive relationship; if one variable increases, the other increases too.

Method

Participants

An a priori power analysis using G*Power indicated the required sample size to achieve 80% power for detecting a medium effect, at a significance criterion of $\alpha = .05$, was

$N = 43$ for a linear multiple regression. A total of 37 participants were recruited online, of which 20 were excluded due to incomplete data, resulting in 17 participants. The distribution of the age groups was as follows: four 20–24-year-olds, six 25-26, one 40-44, two 45-49, and four 55+. Six participants indicated to be male, nine female, one non-binary, and one preferred not to say. At last, every participant gave informed consent to participate in the survey, and no compensation was provided.

Procedure

Twenty-four non-profits working with refugees were approached via mail and telephone, of which four participated. Further, individual volunteers working with refugees were approached via social media (e.g., Facebook). On Qualtrics, the respondents read the information letter and consent form, asking for their active consent. All respondents were presented with four questionnaires: a shortened version of the Multifactor Leadership Questionnaire, the Basic Need Satisfaction at Work scale, the Generic Job Satisfaction scale and last, a measure targeting their intentions to stay at the organisation. Lastly, the respondents were asked about their demographics and thanked for participating. The survey took a maximum of 10 to 15 minutes.

Materials

To what extent the volunteers perceived their leader to have a transformational style was measured by five subscales from the Multifactor Leadership Questionnaire (5X-Short) (Avolio & Bass, 1995) using a 5-point Likert scale ranging from 1 ‘not at all’ to 5 ‘frequently, if not always’. The scoring was slightly adapted to match the other questionnaires (original: 0 to 4). The five subscales were idealised influence (attributed and behaviour), inspirational motivation, intellectual stimulation, and individualised consideration, each with four items and an overall good reliability ($\alpha = .84$).

The Basic Need Satisfaction at Work Scale (Deci & Ryan, 2000) was administered to measure to what extent the individuals’ basic psychological needs were satisfied through their volunteer activities. On a 7-point Likert scale ranging from 1 “strongly disagree” to 7 “strongly agree”, the need satisfactions of autonomy (seven items; $\alpha = .71$), competence (six items; $\alpha = .62$), and relatedness (eight items; $\alpha = .74$) were measured. The wording of the statements was slightly adapted to fit the purpose of volunteering, following Haivas et al. (2013). Words such as “job” or “work” were replaced with “volunteer activity” or “volunteering”.

Volunteer satisfaction was measured with the Generic Job Satisfaction Scale (MacDonald & MacIntyre, 1997), following Cho et al. (2020). The original 5-point Likert

scale was changed to a seven-point one, ranging from 1 “strongly disagree” to 7 “strongly agree”, to allow more variability. One of the 10 items was left out since it asked individuals about their wages, which is irrelevant in this context. The scale ranged from 9 to 63 with the following standardised scoring: 9-31 “very low”, 32-37 “low”, 38-47 “average”, 48-51 “high”, and 52-63 “very high”. The nine-item scale had an acceptable reliability ($\alpha = .73$). The wording was changed to fit the context (see above).

Intention to stay at the current non-profit was measured on a 7-point Likert scale ranging from 1 “not at all” to 7 “definitely”. The question “I intend to continue volunteering within the organisation during the next...” asked participants to indicate their likelihood to continue volunteering in the next three, six, and twelve months, following Lorente-Ayala et al. (2020). The time span was slightly changed, as the original included six, twelve, and twenty-four months. The adjusted scale had an acceptable reliability ($\alpha = .69$).

Lastly, participants were asked about their demographics, including age range, gender, and volunteer status. All materials can be found in the Appendix, together with the informed consent. For each measurement scale, an example item can be found below in Table 1.

Table 1

Example Items for Measurement Scales

Factor	Example Item
Idealised influence	<i>“Specifies the importance of having a strong sense of purpose.”</i>
Inspirational motivation	<i>“Talks optimistically about the future.”</i>
Intellectual stimulation	<i>“Seeks differing perspectives when solving problems.”</i>
Individual consideration	<i>“Helps me to develop my strengths.”</i>
Autonomy	<i>“I am free to express my ideas and opinions when I work as a volunteer.”</i>
Competence	<i>“People at my volunteer activities tell me I am good at what I do.”</i>
Relatedness	<i>“People at my volunteer activities care about me.”</i>
Volunteer Satisfaction	<i>“I feel good about working at this organisation as a volunteer.”</i>

Data Analysis

Data preparation included excluding incomplete answers. Afterwards, average scores per participant were calculated for leadership; three subscale scores for autonomy, competence, and relatedness; and lastly, a score for job satisfaction.

First, the data was explored by descriptives (see Appendix C). Further, assumptions were checked before the analyses: assumptions of normality and homoscedasticity were tested for the simple linear regression and were all met. For the multiple regression, multicollinearity was also measured and an absence between the predictors was found.

Afterwards, seven multiple regression analyses were run: the first three runs (H1a-c) with *TL* as predictor and *autonomy*, *competence*, and *relatedness need satisfaction* as dependent variables, respectively. The fourth run (H2a-c) entailed the *satisfaction of the need for autonomy*, *competence*, and *relatedness* as predictors and *volunteer satisfaction* as the dependent variable. The last three runs (H3) were with *volunteer satisfaction* as a predictor and *intention to continue volunteering* for three, six, or twelve months as dependent variables, respectively. Bonferroni testing was conducted to correct for multiple comparisons; namely, $\alpha = .05$ was divided by three, resulting in $\alpha = .0167$.

Results

First, based on *TL*, three simple linear regressions were calculated to predict autonomy, competence, and relatedness need satisfaction. *TL* explained a significant proportion of variance in relatedness scores, $R^2 = .44$, $F(1, 15) = 11.63$, $p = .004$. This means that 44% of the variation in the satisfaction of the need for relatedness was explained by *TL*. Therefore, *TL* significantly predicted relatedness (H1c), $\beta = .661$, $t(15) = 3.410$, $p < .004$. *TL* did not significantly predict autonomy (H1a), $\beta = .219$, $t(15) = .868$, $p = .399$; nor competence (H1b), $\beta = .251$, $t(15) = 1.004$, $p = .331$.

Then, a multiple linear regression was calculated to predict volunteer satisfaction based on autonomy (H2a), competence (H2b), and relatedness (H2c) need satisfaction. The model did not significantly predict volunteer satisfaction, $F(3, 13) = 1.86$, $p = .186$, $R^2 = .30$. The regression coefficients can be found in Table 2.

Lastly, after the Bonferroni correction, three simple linear regressions were calculated to examine whether volunteer satisfaction predicted the intention to continue volunteering for three, six, and 12 months (H3). Volunteer satisfaction did not significantly predict intention for three months, $\beta = .005$, $t(15) = .021$, $p = .984$; for six months, $\beta = .249$, $t(15) = .995$, $p = .335$; nor 12 months, $\beta = .494$, $t(15) = 2.202$, $p = .044$.

Table 2*Regression Coefficients and P-Values of the Regression Analyses*

Variable	Model			
	<i>B</i>	β	<i>SE</i>	<i>p</i>
TL → Autonomy	.252	.219	.290	.399
TL → Competence	.377	.251	.375	.331
TL → Relatedness	.584	.661	.171	.004*
Autonomy → VS	1.837	.139	3.174	.572
Competence → VS	-5.468	-.538	2.526	.050
Relatedness → VS	4.355	.252	4.389	.339
VS → I3	.001	.005	.066	.984
VS → I6	.091	.249	.092	.335
VS → I12	.178	.494	.081	.044

Note. *N* = 17. TL = Transformational Leadership; VS = Volunteer satisfaction; I3 = Intention to continue volunteering for three months; I6 = Intention to continue volunteering for six months; I12 = Intention to continue volunteering for twelve months.

**p* < .05

Discussion

The first study aimed to validate the proposed process model predicting volunteers' intention to continue volunteering at their current non-profit. It was hypothesised that TL predicts the satisfaction of autonomy, competence, and relatedness; the three basic needs predict volunteer satisfaction; and volunteer satisfaction predicts the intention to continue. The results show that TL predicted relatedness need satisfaction in volunteers, meaning that the more TL traits the current leader displayed, the more the volunteers' relatedness need was satisfied. However, autonomy and competence need satisfaction were both not found to be significantly predicted by TL. Further, the three basic needs did not predict volunteer satisfaction, and volunteer satisfaction did not predict the intention to continue volunteering for three, six, or 12 months.

First of all, it needs to be stressed that the current study had low statistical power due to the low sample size. The reason for this was the difficulty reaching the target group, which consisted of current volunteers working with refugees. Statistical power is important since it shows the probability of finding an effect within the study sample under the assumption that

such an effect occurs in the general population (Field, 2013). Further, it indicates how confident we can be in the results (Myors, 2006). The implications of low power in the current study are that the chance of finding any effect was only 44%. Thus, the results must be considered carefully because even though the current study did not confirm the proposed process model, the effect can still be present in reality.

Indeed, TL predicted satisfaction of relatedness. Indeed, this need is fundamental in our lives because humans are social animals, meaning humans seek to belong and be appreciated by others (Baumeister & Leary, 1995). Volunteering can be seen as a central place for people to socialise, where individuals integrate into a group and build relationships (Clary et al., 1998). Feeling related at a non-profit is facilitated by a transformational leader who, for example, considers each volunteer and cares for them, invests in team-building and encourages the volunteers to care for each other (Hetland et al., 2011). Through such practices, volunteers trust their leader and the team (Gundersen et al., 2012). Besides, the result also aligns with an online experiment by Kovjanic et al. (2013), in which participants indicated their need for relatedness was more satisfied after being presented with a transformational leader vignette instead of a control. Thus, the prediction of relatedness by TL is in line with the literature.

However, it is surprising that autonomy was not predicted since previous literature found repeated support for this link. Given that TL involves managing their followers by providing them with the choice of, for example, involving themselves in a decision-making process or encouraging them to solve problems themselves, volunteers' autonomy is expected to be strengthened (Breevaart et al., 2014). That is, the volunteer feels they have a freedom of choice and are not ordered around. This is pivotal since a volunteer engages in their activity because they chose to in the first place. Suppose the organisation does not support autonomy: in that case, the volunteer has no freedom of task choice, making the individual more likely to be demotivated to exert their efforts and eventually decide to stop (Gagné, 2003). Furthermore, TL is concerned with motivating individuals beyond their self-interest, thus aims to address followers' intrinsic motivation by ensuring autonomy (Gagné & Deci, 2005; Kovjanic et al., 2012). We find it difficult to give an alternative explanation for the obtained result other than ascribing it to the lack of power.

Similarly, TL is concerned with fostering individuals' competence by asserting their self-efficacy and reassuring them that they can achieve set goals (Chan, 2020). For instance, the more an individual grows (e.g., skills), the more they can work independently and be self-sufficient. Additionally, individuals who receive positive feedback from their superiors will

feel more competent because they and their leader acknowledge the efforts and results (Gagné & Deci, 2005). However, a tentative explanation for why TL might not have predicted satisfaction of the need for competence could be that within the volunteer context, competence does not play such a decisive role regarding volunteers' intentions to stay at the non-profit (Boezeman & Ellemers, 2009). Namely, compared to a work context, volunteer work does not require specific skill sets to involve oneself in the cause (Boezeman & Ellemers, 2009). Thus, TL, specifically in the volunteer context, might not emphasise requirements and further development of abilities. Additionally, volunteers might not perceive the satisfaction of the competence need as important but rather concentrate on aspects of relatedness (Boezeman & Ellemers, 2009).

In contrast to previous studies, the proposed relationship between the satisfaction of basic needs and volunteer satisfaction was not found. However, it is still valid to assume that there is a connection. Studies have repeatedly shown that individuals' need satisfaction is related to higher job satisfaction, amongst other positive organisational outcomes (Boezeman & Ellemers, 2009; Gagné & Deci, 2005). For example, in a study by Lorente-Ayala et al. (2020), volunteers' satisfaction of the basic needs led to more intrinsic motivation, translating into experiencing more positive emotions. The experience of positive emotions increased the pleasure of volunteering activities and, consequently, increased volunteer satisfaction (Lorente-Ayala et al., 2020).

Lastly, volunteer satisfaction did not predict intention to continue volunteering for three, six, or twelve months. Contrary to the obtained results, it has been established that volunteer satisfaction is a solid predictor of the intent to remain (Boezeman & Ellemers, 2009; Lorente-Ayala et al., 2020). Moreover, the relationship between intent to continue volunteering and volunteers' behaviour was repeatedly demonstrated (Millette & Gagné, 2008; Terry et al., 2013). For instance, Terry et al. (2013) draw parallels between consumer loyalty and volunteer retention. Namely, as in customer purchase behaviours, when a service is satisfying, the intention to purchase regularly increases; similarly, whenever volunteers are satisfied through their activity within an organisation, volunteer loyalty rises, and retention improves (Cho et al., 2020; Terry et al., 2013).

In summary, besides the successful prediction between TL and relatedness, the present study did not support the other proposed relationships. This can be due to the power issue but still it raises questions regarding TL. Thus, we wanted to examine TL' effects on volunteers' intentions to continue more closely. We aimed to explore TL's separate mechanisms, given that it might make the proposed relationships clearer in the future.

Study 2: Intervention

After the first study did not confirm most of the hypothesised relationships, the objective was to take a step back and focus on examining the immediate relationship between TL and the intention to continue volunteering. First, we presented each participant with five scenarios with different leader descriptions and alternating non-profit causes in which they imagined being a volunteer. They were asked to indicate their intention to continue volunteering at a specific non-profit (as described in the scenario) and their intention at a non-profit of their choice. The latter was included to ensure that the non-profit's cause did not overwrite the influence of the leadership characteristics.

We aimed to answer the following question: To what extent are the four characteristics of TL (idealised influence, inspirational motivation, intellectual stimulation, individualised consideration) influencing the intention of volunteers to continue their volunteering at a non-profit – compared to a control? Although it is established that TL has more positive effects on volunteers' intentions than other leadership styles, research has not yet fully understood TL and its separate mechanisms (Dwyer et al., 2013; Joo & Lim, 2013). First, we hypothesise:

H1: The four TL conditions will score higher on intention to continue volunteering at a specific non-profit (H1a) and at a non-profit of participants' choice (H1b) than the contingent reward condition.

Exploratory analyses will investigate if there are differences between TL's four I's and their influence on the intention to continue. Also, participants were asked to rank the five leadership descriptions from most to least favourite. Altogether, the exploration is thought to offer valuable clues to the mechanism of TL. Namely, to our knowledge, no research has yet tried to investigate and compare the four I's separate effects on volunteers' intentions.

Method

Participants

An a priori power analysis using G*Power indicated the required sample size to achieve 95% power for detecting a medium effect, at a significance criterion of $\alpha = .05$, was $N = 84$ for a repeated measures ANOVA. A total of 141 participants were recruited, excluding 36 due to incomplete data ($N = 26$), failing the attention check ($N = 9$), or not giving consent ($N = 1$), remaining 105 participants. The mean age was 28.5 ($SD = 10.1$),

ranging from 16 to 67; with 38 indicating to be male, 60 female, five non-binary, and two preferred not to say. Of the participants, 16 were currently volunteering, and two preferred not to say. The causes included volunteering with the elderly ($N = 3$), with refugees ($N = 3$), for sustainability ($N = 4$), and cultural ($N = 5$). Single participants mentioned additional causes, namely children, church, drug harm-reduction, education, prisoners, and one preferred not to say. Multiple causes were possible to choose. At last, every participant gave informed consent to participate in the survey, and no compensation was provided.

Procedure

Individuals were approached online via social media (e.g., Facebook) or in the city centre of Nijmegen with tablets, on which they could fill out the survey. On Qualtrics, the respondents first read the information letter and consent form, asking for their active consent to participate. All respondents were presented with five hypothetical volunteer scenarios with differing combinations of leadership styles and causes. They were asked to indicate their intent to remain at the specific non-profit or one of their choice. The combinations were Latin square balanced across five blocks with five scenarios each and randomly assigned; additionally, the scenarios' order was randomised within each block. Afterwards, everyone was presented with an attention check. If successfully answered, a ranking question followed, where the order of the leadership styles was randomised for each participant. Lastly, the respondents were asked about their demographics, debriefed, and thanked for participating. The survey took five to ten minutes to finalise.

Materials

The scenarios entailed a short description of a hypothetical non-profit (differing in causes) with example tasks. The hypothetical names were created to avoid the participants being biased by associations they hold with established organisations. The five causes were matched, and Latin square balanced with TL's four characteristics and the control. Examples of scenarios can be found in Appendix D. The descriptions of the leaders were adapted from the Multifactor Leadership Questionnaire (5X-Short), including idealised influence (behaviour), inspirational motivation, intellectual stimulation, individualised influence, and contingent reward (see Table 3). The subscale idealised influence (attitude) was not incorporated because it is less concrete compared to the other conditions (e.g., "Instils pride in me for being associated with him/her.") (Avolio & Bass, 1995). The participants were asked to indicate their intent to continue volunteering at the specific non-profit or one of their choice on a slider-scale from 1-100. The control condition consisted of *contingent reward*, one of the two subscales measuring transactional leadership. Contingent reward entails

motivating followers by external incentives that one gets only in exchange for fulfilling certain expectations (e.g., reaching a set goal); and makes use of punishment (Bass & Avolio, 1990). The subscale was chosen because it is not overly negative as management-by-exception (e.g., “Directs my attention towards failures to meet standards.”) (Avolio & Bass, 1995).

The ranking question presented the participants again with all five leadership characteristics. Subsequently, they were asked to rank them based on the order in which they would want to work with them, with 1 being the highest and 5 the lowest.

Table 3

Examples of Leadership Style Descriptions

Factor	Example Item
Contingent reward	<i>“Your leader discusses with you what your responsibilities are in order to achieve the goals you set. Also, they make clear what one can expect when those goals are achieved. They provide you with assistance in exchange for your efforts and express their satisfaction when you meet the expectations.”</i>
Idealised influence	<i>“Your leader talks about their most important values and beliefs as well as specifies the importance of having a strong sense of purpose. Furthermore, they emphasise the importance of having a collective sense of mission. Lastly, your leader considers the moral and ethical consequences of decisions.”</i>
Inspirational motivation	<i>“Your leader talks optimistically about the future and enthusiastically about what needs to be accomplished. Moreover, they articulate a compelling vision of the future and express their confidence that those goals will be achieved.”</i>
Intellectual stimulation	<i>“Your leader re-examines critical assumptions to question whether they are appropriate. Also, they seek differing perspectives when solving problems and encourage you to look at problems from many different angles. Finally, your leader suggests new ways of looking at how to complete assignments.”</i>
Individual consideration	<i>“Your leader spends time teaching, coaching, and helping you to develop your strength. Further, they treat you as an individual rather than just as a member of the group. Also, they consider you as having distinct needs, abilities, and aspirations from others.”</i>

The attention check entailed a little text of what the participants had done before and then asked them to slide the scale to thirty per cent. If the participant did not do as asked, they were presented with the end of the survey, including the debriefing.

Lastly, the demographics included age, gender, volunteer status, and the cause of volunteering. All materials are in the Appendix, including the informed consent and debrief.

Data Analysis

The study was pre-registered on https://aspredicted.org/blind.php?x=44D_G8B. Data preparation involved excluding participants whose answers were incomplete or did not pass the attention check.

First, the data was explored through descriptives. Before the analyses, assumptions were checked: the assumptions of sphericity and independence were met, whereas normality was not met. Even though the data was negatively skewed and normality was validated, the results can still be interpreted confidently. Since the study had sufficient power and a large sample size, the parametric analysis is still robust so that the results are not compromised (Ghasemi & Zahediasl, 2012). This is due to the central limit theorem, which states that the sample distribution will be approximately normal if the sample is large enough (Field, 2013; Ghasemi & Zahediasl, 2012).

Next, two confirmatory analyses were run, including GLM repeated measures analysis with *leadership style* (contingent reward, idealised influence, inspirational motivation, intellectual stimulation, individualised consideration) as within-subject factors and either (1a) *intention to continue volunteering at specific non-profit* or (1b) *intention to continue at a non-profit of the participants' choice* as dependent variables. A pairwise comparison of the four TL scenarios with the control was part of the hypothesis testing. Lastly, exploratory analyses entailed the pairwise comparison among the four TL scenarios and a Friedmans' test to determine the mean ranks of the five different leadership styles.

Results

Two repeated measures ANOVAs were conducted to evaluate the effect of leadership style on intention to continue volunteering either at (H1a) specific non-profit or (H1b) a non-profit of the participant's choice. The means and standard deviations for leadership styles are presented in Table 4.

Table 4*Descriptive Statistics for Intention to Continue at Non-Profit*

Variable	Non-profit specific		Non-profit of choice	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Contingent reward	73.9	21.4	78.3	19.9
Idealised influence	71.6	22.4	74.6	20.9
Inspirational motivation	73.8	21.6	77.9	21.3
Intellectual stimulation	72.7	22.9	77.5	20.1
Individual consideration	79.3	22.7	83.8	21.0

Note. $N = 105$.

In the first run, Mauchly's test indicated that the assumption of sphericity had been met, $X^2(9) = 6.877$, $p = .650$. The effect of leadership style on intention to continue volunteering at the specific non-profit (H1a) was significant at the .05 level, $F(4, 416) = 3.67$, $p = .006$, *partial* $\eta^2 = .034$. Also, in the second repeated measures ANOVA, Mauchly's test indicated that the assumption of sphericity had been met, $X^2(9) = 10.64$, $p = .301$. The effect of leadership style on intention to continue volunteering at a non-profit of participants' choice (H1b) was significant at the .05 level, $F(4, 416) = 4.98$, $p < .001$, *partial* $\eta^2 = .046$. Post-hoc pairwise comparison using the Bonferroni correction indicated that there was no significant difference in (H1a) intention to continue at a specific non-profit nor in (H1b) at a non-profit of the participant's choice between the four transformational styles and contingent reward (see Table 5).

As part of the exploratory analyses, the four TL characteristics were compared. Then, the intention to continue volunteering at the specific non-profit was significantly higher with an individual consideration style than idealised influence, $p = .011$, and intellectual stimulation, $p = .011$. Similarly, the intention to continue volunteering at a non-profit of the participant's choice was significantly higher with an individual consideration style than idealised influence, $p < .001$, and intellectual stimulation, $p = .018$ (see Table 5).

Further, explanatory analyses entailed a Friedman's test, which indicated statistically significant differences in ranking the five leadership styles, $X^2(4) = 58.03, p < .001$. It showed that 'individual consideration' had the highest mean rank (see Table 6).

Table 6

Leadership Style Ranks of Fieldman Test

Variable	Mean Rank
Contingent reward	2.87
Idealised influence	3.58
Inspirational motivation	3.33
Intellectual stimulation	3.16
Individualised consideration	2.06

Note. Value 1 was the highest, 5 the lowest.

Table 5*Post-Hoc Pairwise Comparisons Outputs of the GLM repeated measures analyses.*

Leadership Style (I)	Leadership Style (J)	Non-profit specific		Non-profit of choice	
		<i>M (I-J)</i>	<i>SD</i>	<i>M (I-J)</i>	<i>SD</i>
1. Contingent reward	2	2.269	2.089	3.670	2.208
	3	.079	2.272	.375	2.381
	4	1.227	2.019	.758	1.863
	5	-5.339	2.315	-5.529	2.180
2. Idealised influence	1	-2.269	2.089	-3.670	2.208
	3	-2.190	2.169	-3.295	2.098
	4	-1.042	2.121	-2.912	1.951
	5	-7.608*	2.272	-9.199**	2.116
3. Inspirational motivation	1	-.079	2.272	-.375	2.381
	2	2.190	2.169	3.295	2.098
	4	1.148	2.161	.383	2.109
	5	-5.418	2.025	-5.904	2.255
4. Intellectual stimulation	1	-1.227	2.019	-.758	1.863
	2	1.042	2.121	2.912	1.951
	3	-1.148	2.161	-.383	2.109
	5	-6.566*	2.226	-6.287*	1.965
5. Individual consideration	1	5.339	2.315	5.529	2.180
	2	7.608*	2.272	9.199**	2.116
	3	5.418	2.025	5.904	2.255
	4	6.566*	2.226	6.287*	1.965

Note. $N = 105$. This table represents the pairwise comparisons run by model with intention to continue volunteering at either a specific non-profit or non-profit of participants choice, leadership style as within-subject factors.

* $p < .05$. ** $p < .001$.

Discussion

The study aimed to look into the mechanisms of TL, that is, to what extent the four I's influence the intention to continue volunteering at a non-profit. It was hypothesised that TL (all four characteristics) will lead to higher intentions to continue volunteering, than the control. The results of the confirmatory analyses are that the four TL characteristics did not differ significantly from contingent reward concerning intention to continue volunteering at the specific non-profit nor with a non-profit of the participants' choice. However, exploratory analyses showed that there are differences within the TL characteristics themselves.

Individualised consideration resulted in more intention to continue volunteering for both specific and non-profit of choice, compared to idealised influence and intellectual stimulation. This tendency was also shown in the ranking question, in which individualised consideration was rated most often as their favourite leadership style, followed by contingent reward, intellectual stimulation, inspirational motivation, and idealised influence.

Foremost, a methodological consideration regarding the template used to describe the control. Transactional leadership was chosen, more specifically the contingent reward items (e.g., "Provides me with assistance in exchange for my efforts.") as opposed to management-by-exception (e.g., "Keeps track of all mistakes.") (Avolio & Bass, 1995). This decision was made because the latter items were more negative than the TL items. However, this might have led to 'too' similar conditions; as Hetland et al. (2011) point out, the contingent reward items describe encouraging management practices and thus might have an overlap with the items of the TL.

Although the model was significant with both dependent variables (specific and non-profit of choice), the four TL characteristics did not differ significantly from contingent reward, as seen in the pairwise comparisons. Therefore, it can be concluded that the four I's did not lead to more intention to continue volunteering, compared to contingent reward. Indeed, it is known that aspects of contingent reward also have some positive effects on followers' engagement; however, compared to TL, the effect is thought to be weaker (Breevaart et al., 2014; Judge & Piccolo, 2004). This raises the question of what participants found appealing in the control scenario. As established before, the description of that leader was still quite positively framed and entailed motivating aspects. Nevertheless, it does not incorporate the inspirational component and reinforces a more external motivation than TL (Hetland et al., 2011). Still, the contingent reward approach clearly communicates expectations and targets, decreasing ambiguity and providing clarity for the followers (Bass & Avolio, 1990; Breevaart et al., 2014). Additionally, followers get feedback regarding their

achievements, which can make their perceptions of their contributions more meaningful and thus, individuals are motivated to engage (Judge & Piccolo, 2004). Hence, the contingent reward aspect of transactional leadership, as shown in the present study, can be useful in retaining volunteers.

Furthermore, the exploratory analyses revealed that within the TL characteristics, there were differences in intention to continue volunteering. Individual consideration resulted in higher intent over idealised influence and intellectual stimulation in both analyses. The ranking also showed these tendencies: individual consideration was rated most often as the most preferred leadership style, whereas idealised influence was rated as least important and intellectual stimulation as third important. Indeed, studies found consistently that organisational support plays a crucial role in volunteers' intentions to stay in their current position, which relates to the individual consideration aspect of TL: namely, the more a volunteer is supported, the more respected they feel by the organisation leading to higher intentions to stay (Boezeman & Ellemers, 2008; Garner & Garner, 2011). Organisational support involves recognising the individual's needs regarding their well-being as well as their tasks (Boezeman & Ellemers, 2008). Consequently, a volunteer feels acknowledged and reassured that their work matters to the organisation by receiving concern and help; to elaborate, these are ways in which a non-profit can convey to their volunteers that they are appreciated (Boezeman & Ellemers, 2008). The results further do not mean that the other two aspects of TL unimportant, just that support is valued highly in the context of volunteering. Altogether, the obtained results are novel insights into the mechanisms of TL.

General Discussion

The study sought to gain insights into volunteer retention by extending the understanding of the mechanisms underlying TL. The first study proposed that TL influences the intention of volunteers to continue by predicting autonomy, competence, and need satisfaction, which in turn predicts volunteer satisfaction and finally the intention to remain. The study found that TL predicted relatedness, whereas the other predictions were not shown. The second study proposed a more positive relationship between the four TL characteristics and the intention to continue volunteering, contrary to contingent reward. The results indicate no difference in the four I's influence on intention and contingent reward. Whereas exploratory results suggest differences between the four I's: individual consideration leading to more intention than idealised influence and intellectual stimulation. This tendency was also displayed by the ranking question: individual consideration was rated as the most favourite

leadership style among participants, followed by contingent reward, intellectual consideration, inspirational motivation, and idealised influence.

Connecting the two studies' results, a striking commonality is the social aspect of volunteering. TL predicted the satisfaction of the relatedness need, and the exploratory findings found that the individual consideration aspect of TL resulted in higher intent to continue volunteering and was the most preferred leadership style among participants. The importance of a social bond concerning the retention of volunteers within the non-profit sector is also highlighted in the literature. In a qualitative study, Glass (2018) researched what strategies non-profit leaders used to improve retention successfully; among the main strategies that emerged were building trusting relationships and teamwork. As an illustration, when leaders get to know each other first, for instance, the volunteers' specific interests and enthusiasm for certain topics, allocating roles will better fit with the individual (Glass, 2018). In turn, the volunteer will be more likely to remain at the organisation since they are more satisfied with their tasks and their relations (Boezeman & Ellemers, 2009).

Our results suggest it might be insightful to look at the issue of volunteer retention from a social perspective to comprehend it better. The nature of volunteering is a social matter per se. Individuals join an organisation to reach a shared objective through combined aspirations (Gray & Stevenson, 2019). Recently, Gray and Stevenson (2019) suggested adopting a social identity approach, which emphasises the impacts of our identity obtained from group memberships; in a qualitative study with volunteers, they found that volunteers start their activity because they want to belong to a group, as well as base their decision to stay engaged within an organisation on their feelings of belonging. Given that, being part of a group provides a support network that one can rely on (e.g., when facing challenges) and leads to advantages such as a boost in self-confidence and enhanced meaning (Gray & Stevenson, 2019). These are noticeable parallels that relate to TL and SDT. Adapting a more socially focused approach in understanding volunteers' behaviours and embedding the individual aspects in the larger social context can be considered beneficial. Thereby, the theoretical foundation of volunteer retention and the influence of TL as a behaviour change tool would be deepened.

The present research also has some limitations. For one, the studies did not take place in a controlled environment; thus, there is the possibility of distractions. On the one hand, outside in public, there was noise and other possible disturbances; and on the other hand, participants' surroundings while filling out the survey online were also not possible to control; thus, there might have been inattentive participants, which can compromise the

reliability of the results (Dandurand et al., 2008). However, the second study did incorporate an attention check to minimise this issue. Another limitation was the manipulation of the leadership characteristics in the second study: no previous study investigated the separate mechanisms of TL, thus no established construct could have been used. The development of such a construct was outside the scope of the current study. Thus, future research could refine the manipulation and create more ecological examples that are nuanced and concrete concerning a volunteer's daily routine. Since the current version was open to interpretation, it might have contributed to the ceiling effects observed in the second study: the means were all quite high (see Table 4).

Additionally, the intervention could be conducted as a longitudinal real-life study. This type of research design would lead to more ecological validity. Also, in the proposed study design, actual volunteer retention could be measured. Even though measuring the intention to continue volunteering is considered a suitable indicator for future behaviour (Millette & Gagné, 2008; Terry et al., 2013), discrepancies can occur between intention and actual behaviour, for example, due to contextual influences. Furthermore, most studies concerning volunteer retention have measured the intentions of volunteers. Thus, this gap could be filled by future research.

Despite the limitations, theoretical and practical implications did emerge from the current study. First, it adds to the literature on TL given that no other research has compared the separate TL characteristics and their influence on volunteer retention. The present research responds to the request to better understand the underlying processes with which a TL exerts influence and achieves positive outcomes in followers' attitudes and behaviours. Furthermore, the study suggests contingent reward has some motivational aspects and can be used to some extent when coordinating volunteers. Contrary to most research, the ranking question implies that having clear expectations and being rewarded for reaching set goals can motivate individuals and is actually preferred over other characteristics of TL (see Table 6).

Moreover, the current study contributes to improving the retention of volunteers in non-profits. First, it implies that the social aspect shall be adapted when creating intervention strategies. More specifically, leaders should apply individual consideration more when dealing with their followers because results suggest that it is more successful in strengthening volunteers' intentions to continue volunteering than other characteristics of TL. Similarly, individual consideration was rated as the most preferred leader. Thus, non-profit leaders and managers focusing on building trusting relations will likely improve their retention strategies. All in all, by contributing to the improvement of retention strategies of non-profits

concerning their volunteers, the present research also promotes their functioning and sustainability. Therefore, not only the non-profits benefit but also the volunteers and the beneficiaries; resulting in a more equitable and uplifting society.

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Appendix A

Information Letter and Consent Form for Study 1 & 2 combined

INFORMATION LETTER

for participation in scientific research: Factors determining volunteer experience in non-profit organisations (Study 1) / Volunteering Visions - Examining Volunteer Preferences in Non-Profit Volunteer Engagement (Study 2)

1a. Introduction/Aim of the research

My name is Hanna Schuller, a Psychology Master student at Radboud University. Currently I am doing a research internship at Yalla Foundation in Nijmegen, which is part of my master thesis. In this study, I aim to understand the influence of various factors on volunteers' experience in non-profit organisations. Later on, your input will help me to inform Yalla Foundation and other non-profits how to improve the collaboration between organisations and volunteers, ultimately improving non-profits retention of volunteers and thereby also volunteers' experiences themselves.

→ Study 1:

1b. The research

The current research is going to gather information through closed-ended questionnaires with answer options on a scale where you are expected to rate your personal experience within a non-profit organisation. This includes questions about the impression of your leader, how satisfied you are at the moment in the organisation, and if you intend to continue at that specific non-profit organisation. This study will take about 10-15 minutes to complete. The research has a minimal risk and complies with the ethical frameworks of the "Light Track" as drawn up by the Ethics Committee for Social Sciences (ECSS) of the Radboud University. The researcher(s) has (have) established this by completing the checklist belonging to the Light Track.

→ Study 2:

1b. The research

In the current research you will read about different hypothetical volunteer experiences. You will be required to answer questions based on your preference for working in these hypothetical non-profit organisations. This study will take about 5-10 minutes to complete.

The research has a minimal risk and complies with the ethical frameworks of the "Light Track" as drawn up by the Ethics Committee for Social Sciences (ECSS) of the Radboud University. The researcher(s) has (have) established this by completing the checklist belonging to the Light Track.

2. Privacy

2a. Use of your personal data

To conduct this research and answer the specific research question, it is necessary that some of your personal data are collected, used and stored. Personal data refers to information with

which you can be identified directly or indirectly (in this case your age, gender, and current volunteering status) as a person. This research serves the purpose to describe the demographics of the participants for scientific purposes. At the end of this information letter, you will be asked for your informed consent to collect, use, and store the above-mentioned data, that is your age, gender, and volunteering status. Only if you agree with this, you can participate in this study.

2b. Confidentiality of your data and data processing

The information you provide for the current research purposes is treated with the utmost care and is accessible to authorized staff only. Personal data collected by the researcher about you will remain confidential throughout the research. No other parties involved in the research shall receive any data that can be traced back to you. In order to disguise your identity, only anonymized research data are to be used in reports and publications regarding the research.

2c. Retention period of your data

The consent form signed by you will be kept for 10 years upon completion of the research. Your anonymized research data will be stored for 10 years after the research has been completed.

2d Sharing your data

Due to the importance of control, reuse and/or replication of research results, research data (including any anonymous personal data) are increasingly shared with or made available to other researchers. No directly identifiable data is collected, so all your data is anonymous. This means that you cannot be identified on the basis of these data, that is your age, gender, and volunteer status.

2e Right of access by supervisory authorities to inspect the research's compliance with ruling guidelines

Some persons and organizations must have access to your personal and research data. This is necessary in order to test whether the research has been carried out properly and reliably. These persons and supervisory authorities inspecting your data for verification include: authorized persons within the Behavioural Science Institute or Radboud University (for example a dean, director or data officer) and (inter) national supervisory authorities (for example the Dutch Data Protection Authority and the Netherlands Board on Research Integrity). They are held to inspecting your data on a strictly confidential basis. You will be asked to grant permission for this access. If you refuse to do so, you cannot participate in the study.

2f. Additional information on your rights regarding the processing of your personal data

Radboud University is responsible for compliance with the General Data Protection Regulation (GDPR) when processing your personal data. The researcher ensures that your privacy and the conditions attached to it are safeguarded and he/she adheres to the Dutch code of conduct for scientific integrity and university policy regarding the storage and management of personal and research data when conducting this research. You have the right to withdraw your consent for the processing of your personal data at any time. Your personal

data will then be deleted. You can find the Radboud University Privacy Statement at: <https://www.ru.nl/english/vaste-onderdelen/privacy-statement-radboud-university/>. If you have any questions about your privacy, please contact the Local Privacy Officer Faculty of Social Sciences (enna.lujinovic@ru.nl). For general questions, please contact the office of the Data Protection Officer of Radboud University via privacy@ru.nl. More information about your rights in the processing of your personal data can be found at <https://www.ru.nl/privacy/english/protection-personal-data/data-subjects-rights/> and on the website of the Dutch Data Protection Authority (<https://autoriteitpersoonsgegevens.nl/en>).

3. Voluntary participation

Your participation in this study is entirely voluntary. If you decide not to participate, there will be no consequences. If, during the course of the research, you wish to withdraw your consent and terminate your participation, you have every right to do so at all times. Again, there will be no adverse consequences for you.

4. Compensation or remuneration

For this study there is no monetary compensation or remuneration.

5. Contact information

We very much appreciate hearing about your experiences as a participant of this study at the Behavioural Science Institute of Radboud University. You can fill in an evaluation form online, if desired, anonymously ([in het Nederlands](#) / [in English](#)). If you have any questions, comments, or concerns regarding this study, please contact the responsible researcher Hanna Schuller via hanna.schuller@ru.nl. If you have questions, comments, or concerns you feel uncomfortable sharing with the responsible researcher, you can contact the BSI Research Data Officer via dataofficer@bsi.ru.nl. The BSI Research Data Officer acts as an independent confidential advisor for research-related matters and is not involved in this study.

With kind regards,

Hanna Schuller
hanna.schuller@ru.nl
 Behaviour Change - Psychology Master Student
 Radboud University, Nijmegen

CONSENT FORM

I herewith confirm that:

- I have been satisfactorily informed of the study in writing;
- I have read the written information (Version 2; June 2022 EN);
- I have been given the opportunity to ask questions about the study;
- my questions have been answered satisfactorily; - I have been given ample opportunity to think carefully about participating in the study;
- I participate in the study entirely on a voluntary basis.

I understand that:

- I have the right to withdraw my consent at any time during the survey without having to state reasons and without fear of adverse consequences by exiting the survey;
- I have the right to withdraw my consent for the (further) processing of my personal data; my personal data are processed in accordance with the applicable European privacy regulations;
- my personal data are processed in accordance with the privacy statement of Radboud University (<https://www.ru.nl/english/vaste-onderdelen/privacy-statement-radboud-university/>);

I agree that:

- my personal and research data within this research will be obtained for scientific purposes and will be available for verification, reuse and replication for 10 years;
- the signed consent form with my personal data is kept for 10 years;
- supervisory authorities may inspect my personal and research data for the purpose of auditing the research.

In addition, I also give / do not give explicit permission:

- for processing the following personal data about me: age, gender, and volunteer status

Consent I understand that in order to participate in the study, I must answer 'yes' to all of the above points.

- Yes, I agree to participate in this study. (1)
- No, I do not want to participate in this study. (2)

Appendix B
Study 1 Materials

Multifactor Leadership Questionnaire (5X-Short) – Transformational Leadership

The following questions concern your impression of the leadership style of your supervisor/ manager in your current volunteering role at the non-profit organisation.
Judge how frequently each statement fits the supervisor/ manager you are describing.
Remember that your superior will never know how you responded to the questions.

Please answer all the questions using the following scale below.

"My supervisor/ manager I am rating..."

	Not at all (1)	Once in a while (2)	Sometimes (3)	Fairly often (4)	Frequently, if not always (5)
Re-examines critical assumptions to question whether they are appropriate. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talks about their most important values and beliefs. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks differing perspectives when solving problems. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talks optimistically about the future. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instills pride in me for being associated with him/her. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talks enthusiastically about what needs to be accomplished. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifies the importance of having a strong sense of purpose. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spends time teaching and coaching. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goes beyond self-interest for the good of the group. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats me as an individual rather than just as a member of a group. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acts in ways that build my respect. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considers the moral and ethical consequences of decisions. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays a sense of power and confidence. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulates a compelling vision of the future. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considers me as having different needs, abilities, and aspirations from others. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets me to look at problems from many different angles. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Helps me to develop my strength. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggest new ways of looking at how to complete assignments. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasises the importance of having a collective sense of mission. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses confidence that goals will be achieved. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Basic Need Satisfaction at Work Scale

The following questions concern your feelings about your volunteer work during the last year. (If you have been volunteering for less than a year, this concerns the entire time you have been at this organisation.)

Please indicate how true each of the following statement is for you given your experiences volunteering. Remember that your superior will never know how you responded to the questions.

Please indicate how much you agree with each statement below.

<p>On my volunteering activities I do not get much of a chance to show how capable I am. (14)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>People at my volunteer activities care about me. (15)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>There are not many people at my volunteer activities that I am close to. (16)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I feel like I can pretty much be myself at my volunteer activities. (17)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The people I volunteer with do not seem to like me much. (18)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>When I am volunteering I often do not feel very capable. (19)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>There is not much opportunity for me to decide for myself how to go about my volunteer activities. (20)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>People at my volunteer activities are pretty friendly towards me. (21)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Generic Job Satisfaction Scale

The following questions further ask you about your experience with your current volunteer work.

Please indicate how much you agree with each statement below.

I get along with my volunteers leaders and other volunteers.
(8)




I feel good about my assigned task during volunteering.
(9)

Intention to Continue Volunteering

Please indicate your intention to continue volunteering within your current organisation using the slider below. (1 = not at all, 7 = definitely)

"I intend to continue volunteering within the organisation during the next..."

1 2 3 4 5 6 7

... 3 months. ()	
... 6 months. ()	
... 12 months. ()	

Demographics

What is your age?

- 16-19 (10)
- 20-24 (1)
- 25-29 (2)
- 30-34 (3)
- 35-39 (4)
- 40-44 (5)
- 45-49 (6)
- 50-54 (7)
- 55+ (8)
- Prefer not to say (9)

What is your gender?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Prefer not to say (4)

Are you currently volunteering at a refugee-focused non-profit organisation?

- Yes (1)
- No (2)
- Prefer not to say (3)

Appendix C
Study 1 Descriptives

Table C1

*Descriptive Statistics for Predictor Variables and
Intention to Continue Volunteering*

Variable	<i>M</i>	<i>SD</i>
Transformational Leadership	72.9	8.9
Autonomy	4.8	.51
Competence	4.1	.67
Relatedness	4.9	.40
Volunteer Satisfaction	49.9	6.8
Intention 3 months	6.0	1.7
Intention 6 months	4.4	2.5
Intention 12 months	4.5	2.5

Note. $N = 17$.

Appendix D

Study 2 Materials

Below one of the five blocks is included as an example. After all five scenarios the intention slider was shown, but was removed here in the Appendix.

In the other five blocks only the non-profit cause – leadership style combination was different. The combinations are Latin square balanced.



Scenario 1: Idealised Influence – Refugee

Imagine you are volunteering at 'Building Bridges Together' a non-profit organisation with the cause of helping refugees (e.g., facilitate integration, provide information).

Your leader is characterised as follows:

Your leader talks about their most important values and beliefs as well as specifies the importance of having a strong sense of purpose. Furthermore, they emphasise the importance of having a collective sense of mission. Lastly, your leader considers the moral and ethical consequences of decisions.

Please answer the two questions below by indicating your intention to continue volunteering on the slider (0% = absolutely unlikely; 100% = absolutely likely).

	Percentage
	0 25 50 75 100
To what extent would you intend to continue volunteering at this non-profit organisation?	
Imagine you had this leader at the volunteering organisation of your choice . To what extent would you intend to continue volunteering at that organisation?	

Scenario 2: Inspirational Motivation – Elderly

Imagine you are volunteering at 'Generations United' a non-profit organisation with the cause of helping elderly (e.g., overcoming loneliness, support with daily tasks).

Your leader is characterised as follows:

Your leader talks optimistically about the future and enthusiastically about what needs to be

accomplished. Moreover, they articulate a compelling vision of the future and express their confidence that those goals will be achieved.

Scenario 3: Intellectual Stimulation – Foodbank

Imagine you are volunteering at 'NourishNow' a non-profit foodbank with the cause of helping those in need of food aid, for example, because of homelessness (e.g., by sorting food supplies, assisting with food selection).

Your leader is characterised as follows:

Your leader re-examines critical assumptions to question whether they are appropriate. Also they seek differing perspectives when solving problems and encourage you to look at problems from many different angles. Finally, your leader suggests new ways of looking at how to complete assignments.

Scenario 4: Individual Consideration – Sustainability

Imagine you are volunteering at 'GreenLife Foundation' a non-profit organisation with the cause of achieving more sustainability (e.g., by providing information to others, organising local clean-ups).

Your leader is characterised as follows:

Your leader spends time teaching, coaching, and helping you to develop your strength. Further, they treat you as an individual rather than just as a member of the group. Also, they consider you as having distinct needs, abilities, and aspirations from others.

Scenario 5: Contingent Reward – Humanitarian

Imagine you are volunteering at 'Global Relief Alliance' a humanitarian non-profit organisation with the cause of aiding people in emergencies, for example, because of natural disasters (e.g., by coordinating donations, providing care).

Your leader is characterised as follows:

Your leader discusses with you what your responsibilities are in order to achieve the goals you set. Also, they make clear what one can expect when those goals are achieved. They provide you with assistance in exchange for your efforts and express their satisfaction when you meet the expectations.


Attention Check

So far you indicated your intention to continue volunteering in multiple hypothetical scenarios. You were able to choose between the specific non-profit organisation that you were presented with or choose a non-profit of your choice. After this question below, there will be one more ranking question that you are asked to fill out.

But before you continue please use the slider below and slide it to thirty percent. This is an attention check.

Percentage

0 10 20 30 40 50 60 70 80 90 100

Please mark the correct response with the slider ()	
---	--

Ranking

Please rank the previous leadership scenarios by dragging them in the order in which you would want to work with them. (1 = highest; 5 = lowest)

_____ Your leader talks about their most important values and beliefs as well as specifies the importance of having a strong sense of purpose. Furthermore, they emphasise the importance of having a collective sense of mission. Lastly, your leader considers the moral and ethical consequences of decisions.

_____ Your leader talks optimistically about the future and enthusiastically about what needs to be accomplished. Moreover, they articulate a compelling vision of the future and express their confidence that those goals will be achieved.

_____ Your leader re-examines critical assumptions to question whether they are appropriate. Also they seek differing perspectives when solving problems and encourage you to look at problems from many different angles. Finally, your leader suggests new ways of looking at how to complete assignments.

_____ Your leader spends time teaching, coaching, and helping you to develop your strength. Further, they treat you as an individual rather than just as a member of the group. Also, they consider you as having distinct needs, abilities, and aspirations from others.

_____ Your leader discusses with you what your responsibilities are in order to achieve the goals you set. Also, they make clear what one can expect when those goals are achieved. They provide you with assistance in exchange for your efforts and express their satisfaction when you meet the expectations.

Demographics

Age What is your age?

Gender What is your gender?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Prefer not to say (4)

VolunteerStatus Are you currently volunteering at a non-profit organisation?

- Yes (1)
- No (2)
- Prefer not to say (3)

VolunteerOrga If yes, what cause does the non-profit organisation serve?

- animals (1)
- elderly (2)
- refugees (3)
- food bank (4)
- sustainability (5)
- culture (6)
- other (7) _____
- Prefer not to say (8)

Appendix E

Study 2 Debrief

DEBRIEF

for participation in scientific research: Volunteering Visions - Examining Volunteer Preferences in Non-Profit Volunteer Engagement

This study was designed to gain more insight into the influence of leadership on volunteers' commitment. More specifically, how different characteristics of a transformational leadership style can determine the intention to continue volunteering at a non-profit organisation. A transformational leader is someone who is charismatic and conveys their vision with excitement and enthusiasm; further they make their subordinates aware of the importance of their contribution as well as encouraging and supporting their individual growth.

The literature is pretty clear that this type of leadership has a positive influence when it comes to paid staff and also to some extent to volunteers' experience and their retention. But as of today, the understanding of the mechanisms is lacking, especially in the volunteer context. By separating the four main characteristics of a transformational leader, I hope to gain more clarity into what exact qualities affect the commitment of volunteers. Four of the scenarios entailed each one of the characteristics of a transformational leader, that is idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. The fifth scenario was a control condition with characteristics of a transactional leader, which are not associated with a transformational leader.

At last I want to thank you for participating in my study!