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Strategies to Recruit and Retain Technologically Competent Volunteers in Nonprofit Organizations

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Abstract

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MBA, University of Ottawa, 1999

B.Comm., University of Windsor, 1995

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Nonprofit organizations rely on volunteers as a part of their labor force. However, volunteer recruitment and retention are an ongoing challenge and concern and are potentially costly to a nonprofit organization. Grounded in the ability-motivation-framework and Herzberg's two-factor theory, the purpose of this qualitative multiple case study was to explore the strategies that nonprofit leaders used to recruit and retain technologically competent volunteers. Three nonprofit leaders from different nonprofit organizations in Toronto, Ontario, Canada, participated in the study. Data were collected using virtual semistructured interviews and publicly accessible information. Data were analyzed using thematic analysis, and four themes emerged: (a) build volunteer relationships, (d) maintain motivated and engaged volunteers, (c) provide ongoing training to volunteers, (d) and understand an individual's reasons for volunteering. A key recommendation for nonprofit leaders is to provide volunteer engagement opportunities to promote a supportive and positive nonprofit organizational culture. The implications for positive social change include the potential to improve the meaningfulness of volunteering and the well-being of volunteers, positively improve services to clients in crisis, and improve the overall health of the community they serve.

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Dedication

I dedicate this doctoral study to the most influential people in my life who supported me, believed in me, and encouraged me throughout this journey; thank you. To my parents for their unconditional love, support, and guidance. This doctoral study is in honor of the sacrifices you have made and continue to make for my brothers and me. You have earned this study alongside me. I was not able to complete this journey without you or without your ongoing encouragement and inspiration. You are the foundation of my success, always. For that, I am eternally grateful. To my three children, Victoria, Thomas, and Julia. The journey of our lives has not been without challenges, but our love for each other has been forever present. This doctoral study is for you. You kept me motivated, inspired, hopeful, and committed to this accomplishment. Thank you. There is no degree, no credentials, no accomplishments compared to the love I have for you. I love you more than the world is round.

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Section 1: Foundation of the Study

The recruitment and retention of volunteers are essential for the overall effectiveness of nonprofit organizations. The volunteer workforce is significant to nonprofit organizations that rely on practical strategies to recruit and retain individuals to volunteer (Ho & O'Donohoe, 2014; Meier & O'Toole, 2017). Individually and collectively, volunteers provide time, skills, and services to organizations and communities (Huynh et al., 2014). However, leaders of nonprofit organizations often encounter challenges during the recruitment and retention of volunteers. Increased volunteer turnover in nonprofit organizations also influences organizational performance, cohesion, and future sustainability (Kwon, 2014). Leadership strategies are necessary to ensure an organization's viability. The purpose of this qualitative study was to explore effective human resource practices nonprofit leaders used to improve recruitment and retention of volunteers.

Background of the Problem

Volunteers are a critical component to the success of nonprofit organizations through the hours and effort they contribute. Increasingly, nonprofit leaders rely on volunteer work for the performance of important tasks (Manetti et al., 2015). Volunteer recruitment and retention are a growing challenge for leaders of nonprofit organizations due to the complexity of various issues between types of volunteers and types of nonprofit organizations (Schlesinger et al., 2015). Carvalho and Sampaio (2016) stated that attracting volunteers might be a significant challenge. The authors acknowledged

literature that highlighted the importance of learning what motivated specific volunteer groups and targeting recruiting and retention efforts accordingly (Carvalho & Sampaio, 2016). Furthermore, Manetti et al. (2015) confirmed that investing in volunteering through effective recruitment and retention leads to a positive impact on volunteers in terms of skills, social relations, personal satisfaction, and the achievement of organizational objectives. A limited number of researchers have shared details on how human resource strategies influence volunteer recruitment and retention for technologically competent volunteers (Manetti et al., 2015).

Despite insights into the motives and benefits of volunteering, a critical gap remains in contemporary literature concerning the potential overrated attractiveness of volunteering (Willems & Dury, 2017). Furthermore, few researchers have focused explicitly on how the skills and resources of individual volunteers and their communities combined with these program features to assist in recruitment and retention (Sellon, 2014). Therefore, recruitment and retention of volunteers requires a human resource management strategy, mainly the functions of recruitment and selection, critical to the motivation and retention of volunteers (Bartram et al., 2017). Furthermore, gaining insight into why some people are unwilling to volunteer may generate insights for more effective and needs-based volunteer recruitment methods (Willems & Dury, 2017). The background of the problem provided the information required to understand the problem. Researchers conducting new research may help develop recruitment and retention

strategies of technologically competent volunteers for nonprofit organizations to support crisis support operations.

Problem Statement

The impact of volunteer contributions on nonprofit organizations is critical to the health of the nonprofit sector and society in general (Harrison et al., 2017). With 22.7 million Canadians engaged in formal volunteering and over 3.4 billion contribution hours in 2018, volunteerism is a pervasive activity in Canadian society (Statistics Canada, 2020). The general business problem is that without strategies to recruit and retain technologically competent volunteers, nonprofit organizational executives may have limited ability to implement technology to improve the efficiency and effectiveness of programs and services. The specific business problem is that some nonprofit executives lack strategies to recruit and retain technologically competent volunteers to support a crisis support system operation.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies that nonprofit executives used to recruit and retain technologically competent volunteers to support a crisis support system operation. The targeted population for this study consisted of three nonprofit crisis and support leaders located in Toronto, Ontario, Canada, who have successfully implemented volunteer recruitment and retention strategies for technologically competent volunteers to operate a crisis support operation. The implications for positive social change include the opportunity to potentially grow

the existing family crisis and support operations by providing an improved technology-focused crisis support operation. The improved technology may increase the help available to members of the community who have experienced relationship violence, elder abuse, addiction, sexual exploitation, and other forms of trauma.

Nature of the Study

The three research methods are qualitative, quantitative, and mixed (Hesse-Biber, 2016). As the researcher, I selected the qualitative method, which was suitable for this research study because of the purpose to explore recruitment and retention strategies that leaders of nonprofit organizations used to recruit and retain technologically competent volunteers. Researchers use the qualitative method to explore a phenomenon through an understanding or explanation of people's perceptions (Vass et al., 2017). Researchers use the quantitative methodology to test hypotheses and to explore the relationships among variables, not to gather participants' feelings, thoughts, or opinions to explore phenomena (Hesse-Biber, 2016). The use of the quantitative method would not have facilitated a comprehensive understanding of the phenomenon of recruitment and retention strategies of technologically competent volunteers to support a crisis support operation. Therefore, the quantitative method was not suitable for this study. Researchers use the mixed method to explore elements using both the quantitative and qualitative methods (McKim, 2017). Because there was no quantitative component required for this study's purpose, the mixed method was inappropriate.

Qualitative research designs include case study, phenomenology, and ethnography (Yin, 2018). When the intent is to explore or clarify an understanding of an issue or phenomenon, researchers may use a case study design (Saunders et al., 2016). A multiple case study was appropriate for this research because the objective of this study was to conduct an exploration of strategies used by executives of various nonprofit organizations to recruit and retain technologically competent volunteers to support the operation of a crisis support system for enabling developing comprehensive insights regarding these strategies. A single case study was not relevant based on the depth required for this research, including similarities and differences among the volunteers and the nonprofit industry. Researchers using a single case study often focus on theory development (Gustafsson, 2017). Researchers use the phenomenological design to study human experience and the ways humans describe the personal meanings of their experiences (Sloan & Bowe, 2015). A phenomenological design was not appropriate for this research study because phenomenology is primarily used when the researcher is interested in the personal meanings of individual experiences rather than the strategies of an entire organization. Researchers use ethnographic research when seeking to understand the attributes of certain cultural groups and the characteristics of that group (Wall, 2015). An ethnographic design was not suitable for this study because the intent of this research was not to explore and characterize group's cultural patterns.

Research Question

What strategies do nonprofit executives use to recruit and retain technologically

competent volunteers to support a crisis support system operation?

Interview Questions

1. What strategies do you use to recruit and retain technologically competent volunteers?
2. How do you use these strategies to recruit and retain technologically competent volunteers?
3. What are your key performance standards for evaluating the effectiveness of your volunteer recruitment and retention strategies?
4. What were the key barriers to implementing the strategies for volunteer recruitment and retention strategies?
5. How did you address the key barriers to implementing the strategies for volunteer recruitment and retention strategies?
6. How do you retain these volunteers?
7. What more, if any, information would you like to share regarding recruitment strategies for recruiting and retaining technologically competent volunteers?

Conceptual Framework

Bailey initially proposed the ability-motivation-opportunity (AMO) framework in 1993. Bailey (1993) suggested that ensuring employees' discretionary effort needed three components: (a) Employees had to have the necessary skills, (b) they needed appropriate motivation, and (c) employers had to offer employees the opportunity to participate in decision making. Appelbaum et al. (2000) added to the AMO framework based on their

further examination of the concept of high performance work systems. Bailey used the acronym AMO to represent the three elements that supervisors use to enhance employee performance: individual ability (A), motivation (M), and the opportunity to participate (O). Based on the framework, Bailey noted that people perform well when they have the capabilities, the adequate motivation, and when the opportunity to identify work environment opportunities to participate. The AMO model is widely accepted in human resource management (HRM) literature to support researchers' explanations of the linkage between human resources practices and performance. Bailey and Appelbaum et al. provided evidence of the positive effect of high-performance work practices on various measures of organizational performance.

The second conceptual framework for this study was Herzberg's two-factor theory, also known as the motivation-hygiene theory (Herzberg et al., 1959). The two-factor theory is based on two-factors: motivation and hygiene and the differences between them. This type of motivation theory refers specifically to intrinsic motivators, such as achievement, recognition, work challenges, advancements, and responsibilities (Herzberg et al., 1959). Whereas hygiene factors are extrinsic to specific job characteristics such as salary, company policies, workplace relationships, working conditions, and job security, which are not in the control of the employee (Herzberg et al., 1959). Motivators provide job satisfaction from the job itself, whereas a lack of hygiene factors leads to job dissatisfaction from missing extrinsic factors of the job (Damij et al., 2015). Because of the focuses on motivators and hygiene factors, the two-

factor theory was a suitable framework to explore how executives of nonprofits recruit and retain volunteers. Nonprofit executives who understand volunteer dissatisfaction are potentially able to avoid or minimize volunteer turnover. I used the composite conceptual AMO framework and the Hertzberg two-factor theory as a lens to study recruitment and retention strategies for respectively recruiting, hiring, and retaining technologically competent volunteers to understand practices to potentially avoid volunteer turnover.

Operational Definitions

Crisis support system: The response stage of crisis management, which enables responders to deal with uncertain information, gathered from a crisis and how to make effective decisions under time constraints (Slam et al., 2015).

Organizational sustainability: The interplay between changing competitive environments, collaboration forms with partners, and technology as a facilitator (van de Wetering et al., 2017).

Technologically competent: The understanding or potential to develop desired key competencies while maintaining up-to-date knowledge and understanding of present state science and technology (Brecka & Valentova, 2017).

Assumptions, Limitations, and Delimitations

The purpose of this subsection is to discuss assumptions, limitations, and delimitations.

Assumptions

Assumptions are things believed to be true without verification (Svensson & Doumas, 2013). Three assumptions impacted this study. First, I assumed that the participants of the study would provide open, honest, and transparent answers to all questions. Second, I assumed that the sample size of participants selected would provide detailed enough responses and information to the interview questions regarding the recruitment of volunteers. Lastly, I believed that supporting documents and data were accessible for use in this study and would provide additional data to support the research question.

Limitations

Limitations are factors that highlight weaknesses within a study (Svensson & Doumas, 2013). There were four limitations to this study. First, the instruments and research method used to gather data may have limited the findings of the study given the use of open-ended questions and the potential for varied responses from participants as well as the use of a sole qualitative research method. Second, the use of a case study design and the small sample size acted as a limitation due to its construct and thus may have impacted the findings and conclusions of the study. A third limitation was that the participants could withdraw at any time. The final limitation was that the views of the participants may not represent the general views of other nonprofit leaders in different nonprofit organizations.

Delimitations

Delimitations are scope limiting and boundary defining characteristics (Svensson & Doumas, 2013). There were two delimitations to this study. The first delimitation was the use of nonprofit leaders from selected organizations for this study. The second delimitation was that only nonprofit leaders of nonprofit organizations located in Toronto, Ontario, Canada participated in this study.

Significance of the Study

This study may have value to the practice of business because leaders of nonprofit organizations provide essential services to the communities they serve. To accomplish their vision, nonprofit leaders must incorporate strategies aligned to meet these objectives.

Contribution to Business Practice

This study may have value to the practice of business because leaders of nonprofit organizations provide essential services to the communities they serve. To accomplish their vision, nonprofit leaders must incorporate strategies aligned to meet these objectives. Nonprofit leaders seek effective recruitment and retention strategies of technologically competent volunteers and train and motivate them to contribute towards the mission of the organization. This study might also have significance and value to business practice because the findings might support nonprofit leaders in building and implementing recruitment and retention strategies for technologically competent volunteers to implement new technology-based crisis support systems to increase the

effectiveness of business practices.

Implications for Social Change

The implications for positive social change include the potential to increase volunteer recruitment and retention in nonprofit organizations. In essence, my findings may enable nonprofit executives to secure valuable insights for achieving organizational sustainability. Increasing the effectiveness of the volunteer stakeholders might enhance the operation of nonprofit organizations, which might further benefit the communities that they serve through the continued achievement of their mission. Nonprofit leaders can therefore increase their ability to enhance their communities by providing the new critical technological family crisis services.

A Review of the Professional and Academic Literature

The purpose of this qualitative multiple case study was to explore the strategies that nonprofit executives used to recruit and retain technologically competent volunteers to support a crisis support system operation. To increase the knowledge of executives in management or leadership roles about recruitment and retention of volunteers, researchers must understand how recruitment, retention, and turnover may affect the performance of a nonprofit organization. When nonprofit leaders consider the motivation of volunteers and incorporate human resource practices around these motivations, volunteer turnover decreases (Kang, 2016). Leaders of nonprofit organizations rely on volunteerism, and, therefore, it becomes a critical element of their effectiveness.

In this literature review, I provide an overview of relevant studies from the fields of business, psychology, organizational behavior, and leadership organized into themes: (a) AMO theory, (b) Hertzberg two-factor theory, (c) volunteer recruitment strategies, (d) volunteer retention strategies, (e) volunteer motivation, (f) volunteer abilities, (g) volunteer opportunities, and (h) nonprofit organizations. Researchers conduct literature reviews to gain a level of expertise within the subject and to facilitate the doctoral study and research (Marshall & Rossman, 2016). I assumed my research could guide future researchers and current nonprofit leaders strategizing about recruitment and retention of volunteers or strategies to reduce volunteer turnover. The targeted population of my study included leaders in the nonprofit industry in Toronto, Ontario, Canada, who have successfully implemented recruitment and retention strategies for volunteers. The contribution towards social change may occur by reducing volunteer turnover and increasing effective strategies to recruit and retain volunteers as well as an overall improvement of community services to the general public.

I used several academic databases to obtain literature for this study. The literature review contains peer-reviewed articles and journals, books, websites, dissertations, and government sources. Primary research databases included the online Walden University Library, ProQuest, Google Scholar, Thoreau, SAGE, and EBSCO. I used these resources to gain insight into up-to-date information on the recruitment and retention of technologically competent volunteers. Research information for the literature review

included articles from 83 sources, with 69 that were peer-reviewed and 65 that were published in the last 4 years.

Conceptual Framework

I used two conceptual frameworks to answer the research question. I incorporated the theoretical frameworks of Bailey's (1993) AMO theory and Herzberg's two-factor theory as the conceptual frameworks (see Herzberg et al., 1959). The researchers of the AMO theory and the two-factor theory researched and analyzed the motivation of individuals. Both the AMO theory and the two-factor theory were useful to (a) explain the motivation of individuals, (b) to analyze the recruitment and retention of volunteers, (c) and to understand the turnover of technically competent volunteers to support a crisis support system operation.

Ability-Motivation-Opportunity Theory

The AMO theory was developed by Appelbaum et al. (2000), based on a model previously proposed by Bailey (1993). Bailey suggested that the employee's discretionary effort required three components: Employees had to have the necessary abilities, they needed appropriate motivation, and employers had to offer them the opportunity to participate (as cited in Appelbaum et al., 2000). Discretionary behavior refers to the employee's voluntary choice to perform their task (Boxall et al., 2009). Also, according to the AMO theory, discretionary behavior impacts performance towards organizational outcomes (Paauwee & Boselie, 2005). The researchers of the AMO theory

have shown that the use of the AMO theory may enhance the current human resource strategies for the recruitment and retention of volunteers.

Alignment of HRM practices and AMO theory research may provide useful information for leaders. The underlying assumption of the AMO theory created by Appelbaum et al. (2000) focused on an employee-based model that relates employees' AMO theory when executing HRM practices to performance-related outcomes. Specifically, individuals are said to show their discretionary effort in fulfilling their job demands characterized by effective implementation of HRM practices to help an organization to experience higher organization performance (Appelbaum et al., 2000; Marin-Garcia & Tomas, 2016). Furthermore, individuals need to (a) acquire the necessary skills and knowledge to accomplish their job duties, (b) get motivated to do their jobs at their fullest potential, and (c) have the opportunity to capitalize on their abilities to perform and contribute (Appelbaum et al., 2000). To achieve this goal, HRM practices need to improve performance behavior through training to increase ability, pay to increase motivation, and communication and involvement to provide opportunities to enact knowledge and motivation (Bos-Nehles et al., 2013). These are examples of possible HRM strategies, although the consideration of other HRM strategies is also possible. Researchers have supported the relationship between the AMO theory and HRM practices (Bos-Nehles et al., 2013). Therefore, users of the AMO theory guide the selection of HRM practices adopted and implemented (Bos-Nehles et al., 2013). Leaders

often use HRM strategies in isolation, but an emphasis on the use of the abilities, motivation, and opportunity as HRM practices may enrich the outcome from employees.

AMO theory is often connected to the HRM practices leaders use to manage individuals, including the HRM practices for recruitment and retention. Many researchers of the HRM-performance linkage used or referred to the AMO theory within their findings (Paauwee & Boselie, 2005). Overall, scholars have proposed that the use of HRM strategies contributes to the improvements in employee performance through three interrelated mechanisms: (a) developing employee skills and abilities, (b) increasing employee motivation to put in additional effort, and (c) providing employees with the opportunity to make full use of their knowledge, skills, and abilities in their job (Bos-Nehles et al., 2013). There is a close link between the AMO theory and HRM practices. Moreover, HRM practices impact overall organizational performance (Bos-Nehles et al., 2013). AMO theory is used in HRM practices to improve employee and organizational performance. Organizational performance may include individual productivity, team performance, or firm profitability.

Appelbaum et al. (2000) proposed that high performance work systems (HPWS) are also associated with HRM practices based on the AMO theory. HPWS are an integral strategy to manage human capital and human resource practices. Researchers of the AMO theory assume that individuals demonstrate their discretionary effort in completing their job demands following the effective implementation of HPWS practices knowing it will lead to increased firm performance or outcomes (Appelbaum et al., 2000; Bos-

Nehles et al., 2013). Employees perceive HPWS as meaningful for their roles and their contribution to organizational performance (Marin-Garcia & Tomas, 2016). The type and quantity of human resource practices leaders choose may influence the AMO theory implementation, including the use of HPWS, and, therefore, the ultimate achievement of the nonprofit organization's strategic goals.

Leaders using the broad AMO theory may also benefit from the specific HRM practices associated to AMO theory. Based on the AMO theory, Appelbaum et al. (2000) proposed that HRM contributes to improvements in employee performance through three interrelated characteristics: (a) recruitment and selection, training, and skill development (ability to perform); (b) using incentives, recognition, pay for performance, group bonuses, job security (motivation to perform); and (c) quality circles, self-directed work teams, employee involvement activities (opportunity to perform; Marin-Garcia & Tomas, 2016). A mediating theory, such as the AMO theory, is vital to guide and support managers and managerial decisions (Almutawa et al., 2016; Marin-Garcia & Tomas, 2016). Bos-Nehles et al. (2013) further explained that the AMO theory was used by line managers using the HRM policies and practices to enhance performance and well-being of employees, specifically through the implementation of abilities, motivation, and opportunities. Line managers are responsible for employees and have direct influence on the performance of the employees and their outcomes. Research on the AMO theory varies, and many arguments exist, such as the weight, value, and existence of each of the factors, including ability, motivation, and opportunity. Researchers have argued that the

AMO theory is complicated and requires the existence of effective HRM practices and employee perceptions; HRM practices are aligned to organizational performance (Ehrnrooth & Björkman, 2012; Marin-Garcia & Tomas, 2016). Leaders using the AMO theory may realize varied results depending on the combination of the HRM practices selected. Leaders may face both challenges and varied outcomes from the use of the AMO theory, especially due to the use of differing HRM practices. Leaders using the AMO theory must customize the factors of the AMO theory and the HRM practices based on their unique circumstances.

Although popular, leaders using the AMO theory are presented with varied perspectives and opinions to consider. Marin-Garcia and Tomas (2016) stated that although the AMO theory is useful and beneficial, other researchers have disagreed on the interrelationship between ability, motivation, and opportunity. According to Bos-Nehles et al. (2013), ability is more critical than other factors. Kellner et al. (2016) stated that more comprehensive AMO components, rather than solely using abilities, is needed. Bos-Nehles et al. (2013) and Kellner et al. found similar findings in their research confirming that ability is a critical component but differed in their perspectives regarding the relationship between ability and motivation and the resulting impact on performance. Leaders' selection of HRM practices may impact the implementation of the employees' abilities, motivation, and opportunity. Specifically, leaders may need to trial various combinations of employees' abilities, motivation, and opportunity. Further discussions in research have focused on employee opportunity, specifically that employee opportunity

provides additional considerations because opportunity consists of many varied characteristics (Kellner et al., 2016). The researchers of the AMO theory and HRM practices have validated the varied perspectives and possible outcomes from the use of the AMO theory through their findings. However, the results of both AMO and the HRM practices are not consistent and are contingent on which practices leaders select and the situation.

The AMO theory is popular, with the understanding that differences in use are possible and customizable. Equally important, based on the findings of multiple researchers, the results of the exact relationship between the AMO variables of ability, motivation, and opportunity are not exactly known (Marin-Garcia & Tomas, 2016). Scholars' research conducted to date has sought to add to scholarly writing by applying the AMO theory to better explain the role of leaders and line managers' use of employees' ability, motivation, and opportunity in shaping their overall HRM performance for organizational outcomes (Appelbaum et al., 2000). The combination of AMO theory and HRM practices, along with the leaders and line managers using the practices, is complex and contingent on the situation.

Nonprofit leaders using the AMO theory might also consider the line manager of employees or volunteers and the line managers' contribution to the implementation of the AMO theory and its variables. Line managers may use a combination of the AMO theory variables, including abilities, motivation, and opportunities of the employees when implementing HRM practices. Examples of abilities include HRM practices such as

recruitment techniques or training and development. Motivation of employees is defined as employees' desire to perform using both intrinsic and extrinsic motivation. The opportunity factor is based on job design HRM practices and may include HR practices such as teamwork building and quality circles (Marin-Garcia & Tomas, 2016). Job design HRM practices involve reviewing a job for possible change, based on its environment, mental capacity requirements, ergonomic expectations, and efficiencies. When considering opportunities, both the individual characteristics and the work environment are essential considerations as they influence the opportunities (Kroon et al., 2013). Line managers of an organization have a direct impact on the employees and volunteers and must be consulted when considering the AMO theory implementation.

Line managers manage volunteers are involved in the recruitment and retention of volunteers in nonprofit organizations. Bos-Nehles et al. (2013) posed that the AMO theory is understood more effectively, in general, through the analysis of the research of managerial perceptions and implementation of HRM practices, rather than the nonprofit employee's perceptions of the HRM practices. Bos-Nehles et al. asserted that ability of the line managers, which is a variable of the AMO theory, significantly enriches HRM implementation effectiveness through increased job satisfaction and thus is a good predictor of line managers' performance. Motivation of the line managers, which is also a variable of the AMO theory, was not found to have a significant influence on performance, but opportunities available for the line managers, the last variable of the AMO theory, complemented the abilities of the line managers, which means that they

worked in alignment with a positive outcome. Therefore, Bos-Nehles et al. recommended that organizations focus on the abilities of line managers as a priority and opportunities as a second priority, based on the research results. The abilities of line managers include knowledge, skills, and abilities (KSAs). Moreover, ability is a good predictor of line managers' performance and may include selecting competent line managers and training for line managers to gain or build competencies. A review of line managers' abilities, motivation, and opportunities may help nonprofit leaders to better understand the AMO theory.

Nonprofit leaders who consider the line manager and their implementation of HRM practices for the employees may better understand the effects of the use of the AMO theory. Kellner et al. (2016) stated that more extensive use of the AMO theory is useful for better understanding of the AMO theory. Kellner et al. claimed that ability for line managers must exist in managing employees for the effective implementation of the chosen HRM practices. Kellner et al. further asserted that the use of HRM practices such as motivation and opportunity influence overall employee and line manager performance. Ability of the line manager has a direct impact on motivation, as the line manager is better able to complete the task. Furthermore, if a line manager cannot perform tasks on the job, their motivation may decrease. Kellner et al. explained that opportunity is a more complex factor than ability and motivation but may influence overall performance negatively, such as decreased performance, if the opportunity does not exist. If company policies are not transparent or if company support is lacking, the opportunity variable of

the AMO theory may have a negative effect on motivation and performance, including a decrease. Nonprofit leaders who use the AMO theory as HRM practices through the line managers are challenged to vary between the use of abilities, motivation, and opportunities of both the employee and the line manager.

Leaders make multiple decisions daily, usually based on knowledge, information, and experience, and they rely on business theories to guide their decisions. Leaders use the AMO theory as a guide when implementing HRM practices. Leaders may not know what to expect from the use of the AMO theory due to the varied outcomes from the research. Given that volunteers are the primary source of performance contribution for nonprofits, I used the AMO theory to understand the relationship between recruitment and retention of technologically competent volunteers and their performance. There is a gap in research related to the recruitment and retention of technically competent volunteers required to operate a crisis support operation, and, therefore, this research may be valuable to help better understand the relationship between AMO factors and their contribution towards HRM implementation effectiveness.

HRM

HRM is critical to understanding the AMO theory. HRM is defined as the design of employment systems that include a set of policies intended to maximize employee performance and commitment to meet organizational goals (Guest, 1997). Leaders' consideration of HRM strategies positively compliments the use of the AMO theory. Besides, high performance work systems (HPWS) are also an important practice to

understand as it aligns HR practices and employee performance (Appelbaum et al., 2000). The combination of (a) the AMO theory, (b) the variables of ability, motivation, and opportunity, (c) and the use of HPWS contribute to a better selection of the ideal HRM practices to use based on the desired outcomes.

Many leaders of organizations use HPWS to help them achieve strategic goals. Generally, when a leader implements HPWS effectively, employees often achieve organizational outcomes (Ehrnooth & Björkman, 2012; Jiang et al., 2012). The right combination of HRM practices and HRM policies can help organizations achieve strategic outcomes and improve performance and productivity. Bos-Nehles et al. (2013) said line managers should consider HRM practices and policies in association with employees' perceptions of HRM practices and procedures. Employees' perceptions of HRM practices and procedures become the employees' realities. Therefore, the HRM practices or AMO variables used may be ineffective to improve performance unless the employee perceptions are understood.

Overall, line managers often have the largest cohort of employees, and therefore, a large influence on an organization's outcomes. Van Waeyenberg and Decramer (2018) further validated the crucial role of line mangers through their abilities to enact the HRM activities, with the motivation to perform the activities, and the sufficient opportunity to fulfill these activities. Line managers often manage volunteers and therefore affect recruitment and retention of volunteers. Researchers found a positive relationship between the employees' performance management and the activities performed by line

managers' ability, motivation, and opportunities (Van Waeyenberg & Decramer, 2018). Kellner et al. (2016) said line managers activate HR practices and positively influence employee perceptions, including attitudes, behaviors, and, performance. Alternatively, line managers' lack of ability, motivation, opportunity is negatively associated with poor HRM outcomes, such as poor employee attitudes and behaviors (Bos-Nehles et al., 2013). Leaders and line managers who collaborate regarding the use of HRM practices and who share in the decision making of the HRM practices often ensure a comprehensive review of the potential effects and outcomes of the various combination of HRM practices, such as abilities, motivation, and opportunities.

Paauwee and Boselie (2005) said that HRM and performance were aligned but coordinated with an understanding of employee perceptions of the HRM factors and the effectiveness of their implementation. Additionally, Paauwee and Boselie's research was instrumental for practitioners. Paauwee and Boselie extended to consider other HRM elements, such as organizational culture and values. Following a review of the multitude of researchers, Paauwee and Boselie extracted findings of organizational performance by using the AMO theory, specifically, a combination of abilities, motivation, and opportunities bundles of HRM practices. The researchers of the AMO theory studied the AMO theory using its original intention, whereas other AMO theory researchers used the AMO theory with varied intentions and more indirectly. Although most researchers used the framework indirectly, several HRM practices were commonly used (Boselie et al., 2005). Specifically, Boselie et al. outlined the standard HRM practices used throughout

the research of the AMO theory as recruitment and selection, training and development, rewards, and performance management. Additionally, Obeidat et al. (2010) concluded testing was necessary for all three elements of the AMO theory to achieve organizational performance. Obeidat et al. further reviewed that only two of the three AMO factors were less effective in explaining HRM practices and the linkage to organizational performance. Contrary to Obeidat et al., Bello-Pintado (2015) tested the AMO theory and determined that all three HRM bundles were not necessary to achieve organizational performance. Alternatively, Bello-Pintado fostered only motivational HRM practices had on an impact on performance. Overall, the AMO theory is popular among HRM researchers, but the researchers also understand that the outcomes resulting from the implementation of the AMO theory in the organization may be inconsistent.

HPWS is linked to the achievement of organizational outcomes. However, there is no agreement among researchers on the specific HRM practices that contribute to the achievement of the organizational outcomes. Therefore, the AMO theory offers a review into three bundles of HRM practices, specifically abilities, motivation, and opportunities that may contribute to the achievement of organizational performance, specifically when there are abilities, motivation, and opportunities. The majority of researchers of the AMO framework agreed that the effect of the link between HRM and performance is challenging and complex and most often varies depending on the situation and circumstances. Marin-Garcia and Tomas (2016) further raised to consider many other factors, including perceptions, climate, culture and values of employees, and managerial

impact. Nonprofit leaders may require a trial and error process of various volunteer and human resource practices to fully understand the most relevant and appropriate strategies to achieve their desired outcome.

Supporting Theories to the AMO Theory

There are a number of theories that support the AMO theory. These theories include the resource-based view (RBV) and the social exchange theory (SET).

Resource-Based View

The RBV theory supports the AMO theory. The RBV was founded by Penrose (1959) and further researched by Wernerfelt (1984). The theory was based on the concept of resource allocation. Penrose (1959) depicted that organizations might manage their internal and external resources to gain a competitive advantage and to achieve organizational outcomes. The RBV is considered a complementary theory to the AMO because it is based on resources similar to the tenants of ability, motivation, and opportunity.

The purpose of the RBV is to achieve organizational outcomes; leaders manage financial, human, and capital resources to achieve a competitive advantage (Wernerfelt, 1984). Overall, Wernerfelt identified the RBV theory as a financial perspective of the achievement of organizational outcomes. Wernerfelt (2013) further volunteered that controlling resources and managing waste of resources contributed to a competitive advantage. Barney (1991) elaborated on the RBV theory by incorporating additional factors for a more comprehensive understanding of the theory. Specifically, Barney

added the value of the resources, the rarity of the resource, the degree of possible imitation of the resource, and the level of substitutability of the resource. Managing resource allocation and managing the functions of ability, motivation, and opportunities are complementary functions and may help leaders to better understand the AMO theory.

RBV refers to the use of resource allocation, which implies the allocation of human resources. Researchers of the RBV theory reported it might positively impact organizational outcomes by using human capital resources, including HRM practices such as high-performance work systems (Ferlie et al., 2015). Penrose (1959) conducted research on the use of human capital for resource allocation, specifically, the use of employee knowledge, skills, abilities, and experiences as a strategy to achieve organizational performance. Ferlie et al. described the use of HPWS, such as organizational culture and organizational structure. Barney (2001) emphasized that human capital resource is a critical component as human resources are essential for effective organizations. Organizations that best manage the human capital resource are often effective at accomplishing organizational performance and sustainability. As well, Barney (1991) indicated that human resources, to ensure effectiveness, should be unique, rare, and difficult to imitate. Ferlie et al. researched the use of competencies using the RBV theory as an essential contributor to significant resources for organizations. Consequently, when an organization is focused on developing internal resources such as developing the human capital and competencies, it may mitigate the risk of external

forces (Ferlie et al., 2015). Leaders that manage the allocation of human and other resources effectively are often effective in the achievement of organizational goals.

Researchers have identified multiple similarities between the RBV and AMO theories. For example, Wernerfelt (2013) and Penrose (1959) stated that the RBV is a unique and effective approach to resources that can result in positive organizational outcomes. Ruzic (2015) elaborated by stating that the AMO framework may stem from an extension of the RBV model because the model adds the opportunity element to ability and motivation factors. Overall, the researchers of the RBV theory identified the importance of resources for the achievement of organizational outcomes including the human capital resources. Moreover, various researchers of the AMO framework identified the three elements of abilities, motivation, and opportunities as important elements to the achievement of organizational outcomes. I did not select the RBV theory as a conceptual framework for this doctoral study because it is based on resource allocation. Although nonprofit leaders consider volunteers a critical component to nonprofit organizations, they may not consider them a human capital resource to be allocated as they are voluntary and not paid.

Social Exchange Theory

The research on the social exchange theory (SET) supports the AMO theory. Researchers of the SET emphasized the relationship between the organization and employees as a mutual investment partnership (Blau, 1964). SET was originally developed by Homans (1958) when he argued individuals seek to maximize their own

personal benefit in the workplace. Homans further stated that individuals seek rewards through social interactions. Blau later enhanced the SET by arguing that the voluntary actions of individuals are motivated by the expected returns for their interaction. Employees spend a considerable amount of time in the workplace; therefore, the social aspect is an important element of their work life. The SET is based on perceptions of the cost and benefit of this employee social interaction and how it influences and impacts organizational performance (Choi, 2014). Furthermore, Harris and Kacmar (2018) stressed the importance of leaders of an organization incorporating and encouraging a reciprocal relationship with employees as an exchange. For example, if leaders use an HR practice or policy such as offering work-life balance opportunities, and these are perceived as positive, the employees will inevitably feel invested in performing for the organization. The workplace is a large part of most people's lives and contributes to overall life and job satisfaction.

The relationship between employee and employer is important and impacts the organization's effectiveness. The researchers of the SET evolved their research to focus on the knowledge of behaviors in the workplace (Harris & Kacmar, 2018). Alternatively, researchers of the SET evolved their research to focus on a reciprocal relationship between employer and employee involving an exchange of benefits offered to the employee (Harris & Kacmar, 2018). Blau (2017) further explained that the human exchanges involved might be financial or social. Blau explained socially refers to relationships based on trust and feelings of belonging to co-workers and to the

organization, whereas economic relationships infer pay, performance, and other extrinsic rewards. Blau recommended organizations understand which of employee social relationships or employee financial relationships motivates the individual to assist in making HRM decisions. Researchers of both the AMO and the SET theories advised there is a multitude of HRM practices which, when implemented, provide an ability, a motivating factor, an opportunity, or as in the SET, a reciprocal relationship. I did not select the SET theory as a conceptual framework for this doctoral study as it was focused on a social or financial relationship exchange. Moreover, volunteers of a nonprofit organization do not recruit and retain volunteers for financial exchanges.

Contrasting Theories to the AMO Theory

There are several theories that contrast the AMO theory. These theories include the contingency theory (CT), and the planned behavior theory (PBT).

Contingency Theory

The research on CT contrasts the AMO theory. Fiedler (1964) developed the CT and expressed that leadership strategies were contingent or dependent on the situation or the environmental factors where the organization operates. Leadership style is not universal; it varies based on the best fit for the organization (Fiedler, 1964). Leaders may use CT to identify a management style suitable for the achievement of organizational outcomes (Fiedler, 1964). Fiedler (1971) further enhanced CT by arguing that the internal and external environment influences the ways leaders to manage. Ganescu (2012) elaborated on Fiedler's research and focused on the leader's ability to adapt to the

situation and circumstances within its own environment, all to ensure organizational performance. Although leadership is essential to nonprofit organizations, it is contradictory to the AMO theory perspective and the use of volunteer ability, motivation, and opportunity.

Nonprofit leaders' decision on leadership style is often combined with other responsibilities, accountabilities and decision making requirements within the organization. Fiedler (1971) later inferred a combination of leadership personality, organizational design, and structure together must be considered to ensure the effectiveness of organizational goals. Moreover, Fiedler reaffirmed that the effectiveness of organizational strategies is dependent on attributes of the leader, members of the organization, and the current situation, which all have an impact on the achievement of organizational goals.

Volunteers are unique in their role within the nonprofit, and the impact of leadership style is less important than the ability, motivation, and opportunities the volunteers present. Will (2016) utilized CT in his research and offered that leadership style and strategic preferences should align and match to the changing internal and external environment. Researchers further expressed that contingency planning and leadership who were willing to adapt their strategies to the environment and current situation was essential to avoid possible failures or to mitigate risk, hence the contingency nature of the CT (Fiedler, 1964; Will, 2016). The CT is a contrasting theory to the AMO theory due to the contingency factor. The researchers of the AMO

framework did not incorporate the concept of contingencies when planning the HRM strategies; therefore, the researchers of the CT and AMO theories have contrasting views and focus.

Planned Behavior Theory

The planned behavior theory (PBT) contrasts the AMO theory. The PBT, which included the theories of reasoned action, was developed by Fishbein and Ajzen (1975). The creators of the PBT theory argued that an individual's intention to behave is based on a belief in an anticipated outcome. Ajzen (1985) further developed the theory by incorporating focusing on the perceived behavioral control of the individual or the perception of the control of the individual through a strategy such as managing their use of authority levels. Ajzen (1991) continued the research on PBT by studying an individual's beliefs about behavior and perception of behavior control to assist the leaders in predicting an individual's intentions. Ajzen (1991) reported the PBT theory is helpful to understand individuals, including the understanding of the individual's beliefs of control over their own behavior choices, which may be aligned to a positive impact on their intended behavior and the results of that behaviour. To understand why people, choose to volunteer, it is necessary to understand the behaviors of those individuals.

Behaviors and motivation are often an indication of an employees' performance at work. Montaño and Kasprzyk (2015) developed PBT and the theories of reasoned action by studying the individual's motivation as the likelihood of performing a specific behavior. Montaño and Kasprzyk agreed with Ajzen (1991) regarding the perception of

control of behavior as a critical factor in the theory. Volunteers are not paid monetarily for their contribution to the nonprofit organization. The PBT is a contrasting theory to the AMO theory due to the perception of behaviors and reference to control of behaviors. The creators and researchers of the AMO theory, Bailey (1993) and Appelbaum et al. (2000), viewed behavior as an outcome toward performance as did the researchers of the PBT, but the differentiator of control of behavior resulted in the exclusion of this theory being excluded as a conceptual framework for the current study. Rather, this study used the AMO theory and Herzberg's two-factor theory as the two conceptual frameworks.

Herzberg's Two-Factor Theory

I used a second conceptual framework to help answer the research question. The second conceptual framework for this study was the two-factor theory developed by Herzberg in 1950 (Herzberg et al., 1959). Herzberg et al.'s (1959) original research was based on a qualitative study of engineers and accountants in a manufacturing setting in the United States. During this research, Herzberg et al. sought to understand the motivation of employees by understanding employees' satisfaction and lack of satisfaction in the workplace, where he found varied responses (Herzberg, 1974; Herzberg et al., 1959). Herzberg's two-factor theory provides two factors that affect motivation in the workplace (Herzberg et al., 1959). Herzberg developed the concept of motivators and hygiene factors in relation to job satisfaction (Herzberg et al., 1959). An understanding of both factors will assist organizations in obtaining job satisfaction information and employee turnover intentions (Herzberg et al., 1959). Motivators are

intrinsic factors and include achievement, recognition, work challenges, advancements, and responsibilities (Herzberg, 1974; Herzberg et al., 1959). To differentiate, intrinsic factors originate from the individual, whereas extrinsic factors originate from external sources such as pay and recognition from others but have an influence on the individual. Motivation is a key element in the volunteer's rationale for volunteering their time, energy, and effort.

Motivation may be defined with variables to better understand and apply the concept. Hygiene factors are considered dissatisfiers and are outside the individual and may include salary, relationships within the workplace, job security, supervision, working conditions, and company policy (Herzberg, 1974; Herzberg et al., 1959). Hygiene factors need to be present to avoid dissatisfaction and minimize employee unhappiness (Herzberg, 2003). Managers should offer hygiene factors to maintain satisfaction (Herzberg et al., 1959). Satisfiers promote retention, and leaders may consider which satisfiers are important for volunteers. Herzberg (1974) indicated that satisfiers promote employee retention and dissatisfiers increase employee turnover. Herzberg et al. (1959) promoted that the use of motivator factors leads to worker satisfaction at work, whereas a lack of hygiene factors leads to worker dissatisfaction at work. Moreover, leaders may use motivator factors to increase job satisfaction and use hygiene factors to decrease job dissatisfaction (Holmberg et al., 2016). Herzberg et al. (1959) rendered that the satisfaction of hygiene needs could prevent dissatisfaction and poor performance, but only the satisfaction of the motivation factors will bring the type of productivity

improvement sought by companies. When applying the concepts, leaders should understand job satisfaction and job dissatisfaction are not opposites; in other words, the opposite of job satisfaction is not job satisfaction, and the opposite of job dissatisfaction is not job dissatisfaction (Herzberg et al., 1959). Volunteers may also face dissatisfaction or no satisfaction, which impacts both the recruitment and the retention of volunteers in a nonprofit organization.

Employees' and volunteers' job satisfaction and dissatisfaction have an influence on the effectiveness of the organization. Islam and Ali (2013) conveyed that the implementation of strategies related to the concepts of job satisfaction and job dissatisfaction has an impact on organizational outcomes. Consequently, Razi and Maulabakhsh (2015) developed that employee job satisfaction had a positive influence on organization effectiveness. Furthermore, employee job satisfaction and job dissatisfaction may influence an employee's workplace attitude (Islam & Ali, 2013). In contrast, Razi and Maulabakhsh noted that job retention was a motivator and more effective than other hygiene options. Kim et al. (2016) stated that factors that encourage job satisfaction do not cause job dissatisfaction, and factors that cause dissatisfaction do not encourage job satisfaction. Leaders of an organization are challenged to consider both the effect of job satisfaction and job dissatisfaction. Herzberg et al. (1959) proclaimed that a lack of factors to encourage employees might cause employees to focus on hygiene factors. Herzberg et al. further elaborated that hygiene factors may cause job dissatisfaction if not present, but hygiene factors most often do not cause job satisfaction when present. The

research indicated that hygiene factors help leaders better understand the motivation of employees and volunteers, and also help leaders make more effective decisions.

Researchers of both the AMO theory and the two-factor theory explored the motivation of the employee. Motivation factors often motivate individuals and therefore lead to job satisfaction and not job dissatisfaction (Herzberg et al., 1959). Leaders should promote employees' job satisfaction and avoid job dissatisfaction, but they are not aligned. Leaders should understand the strategies to motivate their employees and combine them with strategies that avoid dissatisfaction, such as low salaries (Herzberg, 1974). Although volunteers are not paid monetarily, they may still experience satisfaction or dissatisfaction from their volunteer experience. Herzberg (1974) explored that satisfiers promote employee retention and dissatisfiers increase employee turnover. Van Loon (2017) found that motivated employees were associated with job satisfaction and decreased turnover, whereas employees who reported job dissatisfaction were associated with an increase in turnover. Schopman et al.'s (2017) findings aligned with Van Loon's. Furthermore, Sankar (2015) conveyed that the absence of hygiene factors did not result in job dissatisfaction, but it also did not result in job satisfaction. Leaders of nonprofit organizations require a clear understanding of dissatisfiers of volunteers, which are unique to the reasons people choose to volunteer.

Compensation is an important motivator, and leaders decide on compensation structures. Herzberg et al. (1959) advocated that pay does not contribute to job satisfaction but rather is a job dissatisfier. Herzberg's (1974) theory is important to HRM

decision-making, organizational commitment, employee engagement, and retention strategies, and leaders should find a means to balance both motivators and hygiene factors. According to Herzberg's two-factor theory, how individuals feel about their organization acts as a critical lens (Herzberg et al., 1959). Islam and Ali (2013) conducted a quantitative study using the two-factor theory for a review of the satisfaction and dissatisfaction of teachers in the private industry. Islam and Ali found that teachers are generally motivated by the job and the achievement feeling from the job. In addition, the teachers were motivated if some hygiene factors existed, including policy, supervision, and workplace relationships. Quratulain and Khan (2015) studied the motivation of public service employees and their work pressure and found that although hygiene factors prevented job dissatisfaction, they did not motivate employees. Razi and Maulabakhsh (2015) found that positive working conditions impacted the performance of the employees. Researchers who have applied the Herzberg two-factor theory had varied results but generally found that the two-factor theory identified motivators and hygiene factors as important, and both need to be considered. Leaders may be able to improve employees' job satisfaction by implementing motivational elements through HRM practices, such as prescribed by the AMO theory. Overall, an understanding of job satisfaction and job dissatisfaction is important because the investment in human capital has a direct impact on the achievement of organizational outcomes.

Supporting Theories to Herzberg's Two-Factor Theory

There are a number of theories that support Herzberg's two-factor theory. One of these theories includes Maslow's hierarchy of needs theory (Maslow, 1943).

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs theory supports Herzberg's two-factor theory. Maslow's (1943) hierarchy of needs addressed motivation, similar to Herzberg's two-factor theory. Maslow's hierarchy of needs is based on human motivation needs. Maslow was more concerned with motivation aligned to obtain the basic necessities of life, such as food and shelter, and therefore focused on the fulfillment of needs as a motivator. Herzberg used Maslow's theory as a starting point but did not focus on the fulfillment of human needs (Herzberg et al., 1959). Maslow's hierarchy of needs is a motivational theory based on the following human needs: (a) Physiological, such as the need for food and sleep; (b) safety, including protection from physical harm; (c) love, including affection and belonging; (d) esteem, consisting of a need for self-respect and a high perception of self; and (e) self-actualization involving living to one's full potential. Maslow's theory is considered complementary to Herzberg's theory because it is based on the motivation of the individual.

Maslow (1943) further advocated that humans need to achieve lower level needs, such as physiological and safety, before addressing higher level needs such as self-actualization. Maslow elaborated that once a need is fulfilled, it no longer exists. Kuranchie-Mensah and Amponsah-Tawiah (2016) aligned Maslow's hierarchy of needs

to how leaders may adapt the fulfillment of employee needs at the workplace by providing HRM strategies such as security, workplace relationships, compensation, and other strategies toward the achievement of self-actualization. Maslow's and Herzberg's theories are complementary because the researchers encouraged the consideration of employee needs when implementing employee motivational and hygiene factors in the workplace. I did not select Maslow's hierarchy of needs theory as the conceptual framework for this study due to the need to fulfill the lower level needs, such as physiological, prior to fulfilling self-actualization needs. The target population for this study (volunteers) usually has fulfilled lower level needs prior to a volunteer opportunity; therefore, this theory was not suitable.

Contrasting Theories to Herzberg's Two-Factor Theory

There are a number of theories that contrast Herzberg's two-factor theory. One of these theories includes Vroom's expectancy theory (Vroom, 1964).

Vroom's Expectancy Theory

Vroom's expectancy theory contrasts Herzberg's two-factor theory. According to Vroom (1964), motivation is a factor that causes individuals to behave according to the production of outcomes, and the outcome must be valued by the individual. Vroom's research was founded on the notion that people believe that effort increases performance based on perceived positive rewards. Parijat and Bagga (2014) conveyed that Vroom's expectancy theory examines effort, performance, and outcomes. In addition, expectancy theory is based on the fact an individual believes that putting forward a specific amount

of effort will result in the desired performance and then the receipt of a perceived award (Parijat & Bagga, 2014). Leaders should know what motivates employees in the workplace to meet the employees' perceptions and expectations of the outcome.

Vroom's (1964) expectancy theory consists of three variables: expectancy, instrumentality, and valence. Vroom conveyed that individuals have different sets of goals and are inspired if they believe (a) a positive relationship exists between effort and performance, (b) their performance will result in a positive reward, and (c) the reward will satisfy an important need. Vroom further advanced that motivation is based on a combination of valence, instrumentality, and valence. Therefore, leaders may use Vroom's theory of motivation to increase job satisfaction for employees. Vroom described expectancy as an employee's anticipation of a reward in return for their efforts of performance. Leaders may influence expectancy by implementing supporting strategies and training. Instrumentality is the belief by employees that leaders or organizations offer rewards for performance, where transparency is essential (Vroom, 1964). Valence is defined as how desirable the reward is to the individual after the effort was made, which is dependent on the individual's perceptions of the reward (Vroom, 1964). Therefore, leaders should understand what employees value. Leaders may use the expectancy theory through HRM practices to influence motivation through an understanding of the link between effort, performance, and employee motivation (Vroom, 1964). Specifically, Herzberg et al. (1959) focused on motivators and hygiene factors while, Vroom (1964) based his research on three variables: expectancy, instrumentality,

and valence. Furthermore, Vroom's view of instrumentality differentiated the two contrasting theories as employee perceptions are not a factor in the two-factor theory. The expectancy theory is a contrasting theory to the two-factor theory due to the varied variables used in each theory. Specifically the perception of rewards as an important consideration in the Vroom theory is not applicable when managing volunteers. In the following section, I provide an overview of nonprofit organizations, including volunteer motivation, volunteer abilities, volunteer opportunities, volunteer recruitment, and volunteer retention.

Nonprofit Organizations

Overall, the purpose of nonprofit organizations is to contribute to society and contribute to the greater good, while effectively managing business operations. Nonprofit organizations differ from for profit organizations since they provide services or resources to support and benefit the public. Nonprofit organizations generally serve the public, such as a hospital or a community based organization for no profit (Burde et al., 2017). Gazzola et al. (2017) further specified that nonprofits also have a social responsibility and government related obligations, which differs from their for profit organizations. Most nonprofit organizations have a volunteerism focus and element of the organization (Burde et al., 2017). Nonprofit organizations are an integral part of modern society and give back to the greater good of society. Although nonprofit organizations do not exist to make a profit, leaders within the nonprofit should operate for profit organizations with business strategies and human resource practices (Gazzola et al., 2017). Recruitment and

retention of volunteerism in nonprofit organizations are the focus of this doctoral study, and therefore the differentiation between for profit is critical to consider.

Volunteer Motivation in Nonprofit Organizations

Volunteers provide many essential services within a nonprofit organization and have become essential key positions. Maki et al. (2016) stated volunteerism is an action undertaken by an individual freely for a greater good and for intrinsic reasons rather than extrinsic, different from paid employment opportunities. Volunteers become members of nonprofit organizations and generally do not expect a monetary return for their efforts or services (Tonurist & Surva, 2017). McCurley et al. (1996) referred to individuals who volunteer as freely providing time to benefit others, without any form of remuneration. Consequently, Englert and Helmig (2018) extended volunteers must be motivated to perform, which would make them more likely to perform more effectively. Leaders of a nonprofit organization often use volunteers to fill an employment or financial gap and the need to understand volunteers and their motivation to volunteer assists with recruitment and retention of volunteers.

Volunteerism is critical to the overall effectiveness of nonprofit organizations, specifically, their contribution to the achievement of the nonprofit organizational goals. Smith (2017) denoted, in addition to the challenge of managing volunteers, the quality and service provided by a nonprofit may be negatively impacted by a lack of volunteers, for both social and financial reasons. The ability of leaders of nonprofit organizations to achieve the organizational outcomes are directly aligned to the inhouse volunteers, and

the use of effective and value added volunteer programming. Volunteerism correlates with the conceptual frameworks of this study, the AMO framework and the two-factor theory as motivation is one of the key elements for understanding and then using volunteerism to understand the contribution towards organizational performance.

Because volunteers are essential, the reason volunteers choose this altruistic decision is important to understand. Individuals volunteer for various reasons and for varied levels and factors of motivation (Clary et al., 1998). Furthermore, individuals that volunteer and their motives for volunteering influences their behaviors and attitudes (Cialdini et al., 1987). Christoph et al. (2014) stated volunteerism is a crucial component of the nonprofit sector since volunteers bring a wealth of knowledge, skills, and abilities, along with diversity and all at a cost benefit versus paid employment. Attention to volunteer retention is a critical element when utilizing volunteers in a nonprofit, especially for organizational sustainability (Temminck et al., 2015). Furthermore, both the volunteers and the nonprofit organization benefit from the volunteer opportunity, including a cost benefit for the nonprofit (Nencini et al., 2016). Nonprofits typically rely on volunteerism for operations but also achieve other organizational and individual benefit from the use of volunteerism.

There are many differences between volunteers and employees, which are important to understand as a leader, especially for the purposes of recruitment and retention. Volunteers do not give up their time and energy for paid compensation, therefore other rewards may be valued rather than compensation. Fallon and Rice (2015)

advised volunteers' value social interactions, recognition, and service to others. Therefore, the volunteer's motivation is mostly, intrinsic and leaders of nonprofits should incorporate intrinsic values into the type of motivational strategy used when managing volunteers (Fallon & Rice, 2015). People volunteer to give back, to care for others, due to a passion for a cause, or to gain new knowledge or skills. Tonurist and Surva (2017) advised volunteers express a sense of identity and therefore are intrinsically motivated. Garner and Garner (2011) further developed leaders need to also encourage and provide an organizational culture where volunteers are able to voice their concerns and provide feedback, that also reduces volunteer turnover and may increase positive volunteer recruitment. Volunteer motivation is different to employee motivation, and nonprofits may manage their employees differently to the volunteers due to the motivational differences.

Volunteers are all unique and often volunteer for various reasons and for the achievement of different goals, personally or professionally. Clary et al. (1998) developed a functionalist theory to the concept of volunteerism, specifically, he confirmed there are six functions potentially served by volunteers and therefore, created the volunteer functions inventory (VFI). Clary et al. developed the VFI to include the factors of values, understanding, social, career, protective, and enhancement. The information derived from the VFI may be used to understand the motivations of volunteers, followed by an appropriate strategy to recruit and retain volunteers (Clary et al., 1998). Clary et al. stated that the VFI approach is helpful to ensure a person to

organizational fit in both the short-term and for long term sustainability and argued the applied use of the VFI to minimize the overall volunteer turnover. Clary et al.'s research on the VFI defined the factors of VFI: (a) values is defined as the altruistic or humanitarian concern for others as reasons to volunteer, (b) a second factor is understanding and is known as the volunteers desire to gain new knowledge, skills, or abilities as a volunteer, (c) social is a third factor, where volunteers seek a social interaction with friends or others that are viewed favorably by the volunteer, (d) career is a fourth element of the VFI, known as a career related benefit of volunteering, (e) the fifth element is protective, moreover, volunteers gain protection by distracting oneself from negative emotions they may experience, (f) and lastly, enhancement is the sixth factor of VFI and may contribute to one's self-esteem and make one feel useful. Clary et al.'s research helped leaders to understand the motivation of volunteering and more importantly, provided the leaders with the information necessary to implement effective recruitment and retention strategies of volunteers. The researchers findings on VFI provided the foundation to understanding volunteers and their motivation to volunteer and for nonprofit leaders to implement appropriate organizational programs and strategies.

Volunteerism is not always perceived the same by everyone and many researchers have differing views of the reasons and effects of volunteerism. Alfes et al. (2017) and Sundram et al. (2018) professed Clary et al.'s (1998) research and the factors within the research are based on both intrinsic and extrinsic motivators. Nonprofit leaders should

also consider role identity of the volunteer (Sundram et al. 2018). Role identity refers to a set of characteristics and expectations that defines the social position in the community and defines the individual's self (Sundram et al. 2018). Moreover, volunteers may embrace extrinsic motivation such as personal status and identity and public and private recognition (Fallon & Rice, 2015; Nichols & Ralston, 2012). Sundram et al. found individuals volunteer for both altruistic and egotistic reasons. Specifically, altruistic reasons include helping others and personal satisfaction, whereas egotistic reasons include the desire for recognition, networking, career and skill development (Sundram et al. 2018). Researchers and leaders have widely used the functional approach of volunteer motivation developed by Clary et al., that is highly regarded (Ullah et al., 2017). Overall, individuals may demonstrate motivation through either altruistic and no altruistic ways. Nonprofit leaders should understand the type of motivation to enhance organizational volunteer programs including recruitment and retention initiatives.

An understanding of volunteer motivation is helpful knowledge to assist nonprofit leaders when recruiting and retaining volunteers. Aboramadan et al. (2019) utilized the VFI research and further argued the career function and protective function may influence the engagement of volunteers. Whereas volunteers who were motivated based on social, values or enhancement did not demonstrate an influence on volunteer engagement (Aboramadan et al., 2019). Butt et al. (2017) conducted research using Clary et al. (1998) VFI model. Butt et al. research was also known as the functional approach to volunteerism which applied four directions, also known as the ABCE model, for leaders

to consider. Ullah et al. (2017) further explained the four directions as (a) affiliation, which refers to the desire to socialize and be a part of a group, (b) personal values and beliefs, which is also the most common reason individuals choose to volunteer, which is altruistic in nature, (c) career development, has been defined as the most unique direction and different from the other motives to volunteer, and (d) and egotistic motives describes an individual that volunteers for praise, recognition or to improve their ego. A leader of a nonprofit may use the ABCE model to strategize an effective volunteer program, for example, if their volunteer is motivated by affiliation, the leader should ensure this volunteer has socialization opportunities as a part of their volunteer experience (Ullah et al., 2017). Volunteers are all unique and the reasons for choosing to volunteer will influence their experience as a volunteer and the contribution they will have on a nonprofit organization.

Volunteer Abilities in Nonprofit Organizations

Individuals who volunteer and the nonprofit organizations, where they volunteer, gain mutual benefits. Leaders of nonprofits gain the completion of tasks and service, while a volunteer may gain new knowledge and skills or fulfill another internal need. Training is a critical element of an effective volunteer program (Biron et al., 2011). Biron et al. (2011) further advised that nonprofits should implement a volunteer orientation and volunteer onboarding program, which includes the use of peer-supports, to enhance the volunteer training provided. Leaders of nonprofits use similar HRM practices as paid employees, including the use of the AMO theory (Englert & Helmig, 2018). Englert and

Helmig (2018) professed volunteers' abilities contribute to their individual effectiveness as volunteers. Volunteers that participate in volunteer training and orientation strategies may positively impact the effectiveness of their volunteer role and may positively impact the recruitment and retention of volunteers, overall.

Nonprofit volunteers bring varied abilities to their volunteer positions, that may benefit the organization. Alternatively, volunteers may gain additional abilities through their volunteer role. Alfes et al. (2017); Rogers et al. (2016); and Grossman and Furano (1999) each commented that nonprofit leaders should use HRM practices that enhance volunteers' abilities. Specifically, leaders should provide an opportunity to increase volunteer competencies or skills, including providing training opportunities, and recruitment and selection opportunities, that are aligned to organizational objectives (Rogers et al., 2016). Grossman and Furano further noted that leaders who use volunteer training and development programs increase the likelihood of volunteers gaining ability, as well as the possible improved retention of volunteers. Alfes et al. (2017) used the AMO theory and determined that the use of the AMO theory and its factors was similar for both paid employees and volunteers. Additionally, when using the AMO theory, the main difference between paid employees and volunteers was based on the ability factor during the recruitment and selection of volunteers. Leaders who used the other AMO theory factors, including motivation and opportunities of employees or volunteers, realized they were less relevant, especially for monetary decisions (Alfes et al., 2017). The leaders using the AMO theory may try many combinations of the factors; ability,

motivation, and providing opportunities to volunteers to determine the combination of these factors, which is most useful and relevant for their unique volunteer environment.

Volunteer Opportunities in Nonprofit Organizations

Leaders of a nonprofit organization may provide varied volunteer opportunities based on the organizational outcomes, or the mission and vision for the nonprofit. Lepak et al. (2006) advised that irrelevant of the abilities and motivation of the individuals who volunteer, leaders of nonprofit organizations must provide opportunities to use the abilities and motivation the volunteers bring. Boxall and Purcell (2008) defined the volunteers' opportunities as the opportunity to experience empowerment and to receive the support of the leaders, that resulted in an overall positive influence on volunteer satisfaction. Alfes et al. (2017) further explored the opportunity factor of the AMO theory. Alfes et al. confirmed leaders must understand and outline the volunteer tasks, explain the support required, and the communicate the need to involve volunteers in the tasks. Leaders of nonprofits should provide volunteers with the opportunities to use their skills and motivation during their volunteer tasks (Alfes et al., 2017); provide support through teamwork and social interactions (Alfes et al., 2017); and enable volunteer engagement through decision-making and feedback opportunities, which is positively aligned to volunteer retention. Although volunteers choose to volunteer, nonprofit leaders remain challenged to ensure the environment meets the needs and expectations of the volunteers to ensure volunteer retention.

Volunteering is a choice, but it is also positively and negatively influenced by the volunteer environment and the leaders of the nonprofit organization. Liket and Mass (2015) advised training, details of duties and responsibilities, and an understanding of organizational expectations is essential for volunteering effectiveness. Furthermore, Englert and Helmig (2018) researched the AMO theory and found that volunteer opportunities include all environmental factors that is out of the individual's control. Also, although the implementation of HRM practices into volunteer opportunities, are an important component of a volunteer program or strategy, Hager and Brudney (2011) discussed HRM practices are only effective if leaders have adapted them to the unique environment. Whereas Pearce (1983) conveyed volunteers were motivated by social interaction and the contribution they made towards the organization's objectives. In addition, Alfes et al. (2017) found leaders that use additional supports towards volunteers minimize the possibility of volunteer turnover. Also, Butt et al. (2018) postulated policies, HRM practices and organizational culture influence the satisfaction of volunteers. Volunteering is optional and often voluntary, therefore easily discontinued. The leaders' attention to creating a volunteer environment are as essential to the total volunteer experience.

Leaders of nonprofits rely on volunteers to complete critical tasks and at times, altruist motives of the volunteers are adequate to complete the tasks, but often, its merely a temporary solution. Volunteers may need more than altruistic fulfillment. Sundram et al. (2018) denoted helpline volunteers are altruistic in nature but also needed volunteer

task training, support, communication, effective technology, recognition and a sense of belonging (Alfes et al., 2017; Elstad, 2003; Garner & Garner, 2011; Harp et al., 2016). McCurley et al. (1996) further stated the first six months of a volunteer experience is the most influential and the use of retention and volunteer opportunities are essential immediately or prior to the commencement of the volunteering role. Sundram et al. emphasized the need for leaders to understand role identity for helpline volunteers through the use of specific strategies such as improved technology, internal communication, and recognition efforts; these strategies may effectively impact volunteer satisfaction and therefore, volunteer retention. I researched individuals that choose to volunteer within a nonprofit organization, specifically, a nonprofit crisis helpline.

Volunteer Recruitment in Nonprofit Organizations

Leaders of nonprofits are accountable for the recruitment of volunteers on an ongoing basis. The type of motivation of volunteers may have an impact on the type of recruitment strategy selected by the leaders. Volunteers are a key role in a nonprofit organization, therefore, the recruitment for volunteers is a critical strategy for the overall wellbeing of the organization (Christoph et al., 2014). In addition, the leaders' effective management of volunteers is challenging but critical to enable the effectiveness of the recruitment and sustainability of volunteers (Nencini et al., 2016). Aboramadan et al. (2019) emphasized leaders of nonprofit should recruit volunteers with career development aspirations and future potential career opportunities, if work engagement is an important consideration. Whereas volunteers motivated by social factors tend to

continue volunteering for a longer period of time (Aboramadan et al., 2019). On the other hand, Shier et al. (2020) advised to recruit volunteers to emphasize the psychological benefits of volunteering, especially for youth volunteers and when the volunteers' values are the motivating motives for volunteers. Although the leaders' recruitment strategy involves the attraction and selection of volunteers suitable for the nonprofit in question, the leaders' recruitment strategy will vary depending on the type of nonprofit and the type of volunteer.

Nonprofit leaders rely on effective recruitment strategies to ensure the most qualified candidate or volunteer is located to contribute to the achievement of organizational objectives. Clary and Snyder (1999) recommended the use of persuasive messaging throughout a volunteer recruitment effort, with tailored communication related to the type of motivation desired from the future volunteers. Besides, Alfes et al. (2017) confirmed, the leaders' use of VFI is also an important consideration, specifically, the values factor, which is the most common reason for individuals to volunteer and therefore, is most often used within the volunteer recruitment strategies, and should also be aligned to the nonprofit mission. Clary et al. (1998) found that messages of advertising are perceived as more persuasive by potential volunteers when the messages are aligned to their motives for volunteering. Moreover, Kim et al. (2019) agreed with Clary et al. (1998) to align volunteer recruitment to the volunteers' motivation and emphasized the use of recruitment strategies aimed towards the true volunteer motivation. Shier et al. (2020) recommended leaders use an already existing network or extended network of

employees and volunteers to fill the gap of volunteerism needs. Additionally, Shier et al. asserted nonprofit leaders should also consider using already existing professional and social influences to encourage altruistic volunteerism. In addition to the type of volunteer and the type of nonprofit, recruitment strategies influence the volunteer and the overall volunteer experience.

Volunteer Retention in Nonprofit Organizations

Individuals who volunteer often have freely embraced this role with a level of intrinsic, individually driven, motivation. Although, volunteers are motivated, barriers may exist which may cause the volunteering to cease. Volunteers often begin their new volunteer role with excitement and may lose interest due to poor management practices, lack of training, lack of rewards, and poor communication (Elstad, 2003). Therefore, Alfes et al. (2017) reported leaders' use of HRM practices, specifically utilizing the AMO theory had a role to play in the facilitation of volunteer engagement, commitment, and performance. Piatak (2016) researched this volunteer behavior and recommended strategies to minimize the impact of volunteer decline and to retain effective volunteerism. Specifically, Piatak advised to recruit volunteers from untapped and unrepresented groups, such as unemployed individuals (Piatak, 2016). Alternatives from the existing recruitment platforms exist to recruit volunteers. Moreover, Fallon and Rice (2015) stipulated the leaders' use of HRM practices had a positive relationship with volunteer satisfaction and their overall volunteer experience. The leaders' efforts to

recruit potential volunteers effectively has an impact on the overall volunteer experience and the potential for volunteer retention.

Volunteer retention is a complex topic and requires a detailed understanding of volunteer motivation and the internal and external environment for which the non-profit organization exists. Researchers on volunteerism have conducted many studies on the concept of volunteer retention. Harp et al. (2016) confirmed leaders of nonprofits should understand the constraints and barriers to volunteering including the volunteers' perceptions and work-life balance requirements. Moreover, individuals often choose to volunteer to gain the training and development opportunities (Hager & Brudney, 2011; Liket & Mass, 2015). Harp et al. (2016) further professed to monitor the volunteering efforts to ensure the program is effective. Also, Garner and Garner (2011); Hager and Brudney (2011) found that in the best interest of retaining volunteers; best practices are crucial; including volunteer recruitment, ethical compliance, providing volunteer support and to provide an opportunity for volunteers to contribute towards organizational goals. Shier et al. (2020) strongly persisted for the development of an organizational structure to enable and support volunteerism. The leaders of the organizational structure should promote accountability, ease of volunteering, and a volunteer support strategy. Garner and Garner (2011) further researched the requirement for volunteers to have a grievance process and an opportunity to share ideas, including an opportunity to voice their concerns and feedback, which also positively aligns to volunteer retention. Retention of

volunteers has become an important element for leaders for the sustainability of both the nonprofit organization and the ability to maintain nonprofit objectives.

Leaders' use of volunteer retention strategies are essential for both the recruitment and retention of volunteers, as well as for the sustainability of the nonprofit organization. Clary et al. (1998) and Al-Mutawa (2015) recommended that leaders of nonprofits focus on an understanding of the motivation of the volunteers; the incorporation of the VFI; followed by the implementation of volunteer training, support, and recognition of management practices using factors of volunteer values, including volunteer social, career, protective, and enhancement values. Peachey et al. (2014) supported Clary et al.'s (1998) research and agreed that when leaders' meet the requirements of the VFI model, it will enhance the retention of volunteers. Garner and Garner (2011) supported Clary et al. (1998) and agreed that an individual chooses to volunteer for factors presented in the VFI rather than for pay or other remuneration and therefore, often results in a positive contribution towards volunteer turnover. Consequently, some researchers of volunteerism claimed that the career factor of motivation contributed towards a decrease in volunteer retention (Garner & Garner, 2011). Clary et al. (1998) strongly asserted to leaders for the congruence between motivation and the actual experience of volunteering, which impacts long-term volunteer commitment (Kim et al., 2019). Zievinger and Swint (2018) further elaborated the importance of volunteer training and its impact on the social and protective motivators of volunteers. Therefore, if a volunteer joins a nonprofit due to a social or protective motivation, volunteer task training is essential. In addition, Cady et al. (2018);

Netting et al. (2005) researched the concept of perceived organizational support (POS) and argued POS has a positive influence on volunteer motivation. Moreover, Cady et al. (2018) also agreed in the implementation of volunteer training, appropriate use of leadership practices, and implementation of leaders' use of performance feedback for volunteers. Al-Mutawa (2015) agreed and examined the positive relationship between appropriate use of volunteer motivation and volunteer retention. Leaders of nonprofit organizations are often challenged with many options for both volunteer recruitment and retention strategies. To address this challenge, nonprofit leaders should include an assessment of the organizational culture, the potential volunteer characteristics and the motivation of volunteers to volunteer, to help determine the most effective future volunteer programs.

Transition

The existing body of literature on nonprofit recruitment and retention of volunteers is varied. My analysis of the literature revealed the need for leaders of nonprofit organizations to identify and implement recruitment and retention strategies to recruit and retain technologically competent volunteers. In Section 1, I explained the foundation for this study, and provided a review of professional and academic literature of recruitment and retention strategies for technologically competent volunteers in nonprofit organizations. The section began with the foundation of the study followed by the background of the problem, the problem statement, the purpose statement, nature of the study, and the research question. Following these components, I explored the

conceptual frameworks, operational definitions, assumptions, limitations, delimitations, and the significance of the study. Throughout the review of the literature, I used the AMO framework as well as Herzberg's two-factor theory.

Section 2 includes a comprehensive overview of details on my role as a researcher, participants for this study, and research method and design to further understand the study. As well, section 2 includes a description of the ethical responsibility, the collection of data, organization of data, and the analysis of data. Additionally, in Section 2, I also included a review of the reliability and validity of the study. In Section 3, I will provide a detailed account of my research for the doctoral study. I used the AMO theory and the two-factor theory and its variables to conduct in-depth research for and about nonprofit organizations. In section 3, I present the following key areas: nonprofits, volunteer motivation, volunteer recruitment, and volunteer retention. The overarching goal of the doctoral study was to assist nonprofit leaders with recruitment and retention strategies for technologically competent volunteers. Specifically, I summarized the findings of the study, discussed applications to business practice, and identified opportunities for further research that may contribute to the knowledge base of the topic area.

Section 2: The Project

Section 2 includes the purpose statement, the role of the researcher, the participants, research method and design, population and sampling, and an outline of the ethical procedures used during the study to include institutional review board administration approval. Within Section 2, I discuss my data collection instruments, data collection technique, data organization techniques, data analysis, and the steps I took to ensure the reliability and validity of data. Lastly, I outline the selection of qualitative research methodology and case study design to explore recruitment and retention strategies for technologically competent volunteers for nonprofit organizations.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies that nonprofit executives used to recruit and retain technologically competent volunteers to support a crisis support system operation. The targeted population for this study consisted of three nonprofit crisis and support leaders located in Toronto, Ontario, Canada, who have successfully implemented volunteer recruitment and retention strategies for technologically competent volunteers to operate a crisis support operation. The implications for positive social change include the opportunity to potentially grow the existing family crisis and support operations by providing an improved technology-focused crisis support operation. The improved technology may increase the help available to members of the community who have experienced relationship violence, elder abuse, addiction, sexual exploitation, and other forms of trauma.

Role of the Researcher

The role of the researcher in a case study includes two primary responsibilities: (a) to collect, present, and reasonably analyze data; and (b) to bring the study to closure (Yin, 2018). Throughout this research study, I served as the primary data collection instrument and performed a central role in generating and interpreting data. During the data collection process, I designed the study, conducted interviews, and transcribed, analyzed, and verified data. I obtained and analyzed data provided by the study's participants. Moon (2015) stated that the researcher community is not close to having a tool to replace the researcher and their ability. Furthermore, Moon found that the knowledge, skills, and influence of the researcher are increasingly essential to ensure meaningful insights from the growing data set.

Yin (2018) stated that researchers must acknowledge their lens and consider how they may influence research choices throughout a study. Raheim et al. (2016) noted that the relationship between the researcher(s) and research had been a recurrent concern in the methodology literature. I considered my background in HRM as I conducted my research. I completed the recruitment of both employees and students and recruiting at the College level, affording me an understanding of recruiting of technologically competent volunteers. Therefore, I was familiar with some of the recruitment techniques and strategies that the participants may have mentioned during the interview process. Raheim et al. recommended that researchers scrutinize the encounters between

researchers critically and research their role in knowledge creation; otherwise, it might hamper the knowledge claims made.

The researcher's role must also align with ethics standards, as written per the Belmont Report (1979). The Belmont Report results from the findings of the National Research Act, which was signed into law, creating the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research Commission. Researchers use ethical principles summarized in the Belmont Report, which attempts to assist in resolving the ethical problems that surround the conduct of research with human subjects. As a researcher, it is critical to consider (a) boundaries between practice and research; (b) basic ethical principles such as respect for persons, beneficence, and justice; and (c) applications such as informed consent, assessment of risks and benefits, and selection of subjects (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

During this research study, I considered the potential for personal bias and incorporated strategies within the study to ensure I did not alter or bias how I collected and analyzed data. To avoid bias, researchers pose questions about data, make comparisons, develop rival explanations, and remain alert to negative instances (Yin, 2018). Implementing member checking ensured that I did not input my biases into any of the interpretations. By using member checking, I also ensured that I did not input any of my preferences in the research analysis during my research. Birt et al. (2016) found that

member checking is an intellectual process for researchers to engage in and involve participants in the interpretation of data to enhance the trustworthiness of the results.

Walden University administrators require all participants to sign a consent form as a condition of voluntary participation in the study. Before collecting data, I obtained institutional review board (IRB) approval. I treated each participant ethically while adhering to Walden University IRB requirements, including following the guidelines of using preapproved data sources and tools. The Walden University IRB is responsible for ensuring that each student adheres to the ethical standards of the university. Walden University leaders require each student to obtain IRB approval to protect the interest of human subjects and when collecting or analyzing data (Walden, 2020). As a researcher, I developed the doctoral study using the criteria established by Walden University, and I diligently adhered to the IRB requirements and process.

Researchers use a qualitative research design to understand individuals' experiences of a phenomenon or their lived experiences (Wadams & Park, 2018). Wadams and Park (2018) recommended reviewing factors that might alter the research through researcher bias. Specifically, researchers should mitigate bias via (a) bracketing, (b) unstructured interviews, (c) peer review, and (d) working inductively and with investigator responsiveness; this was deemed a critical element for this qualitative research. To mitigate bias, I referred to information regarding the nonprofits online, including nonprofit websites. In addition, I used interviews conducted by telephone and Zoom as the primary method for collecting data from each participant. I aligned the

semistructured interview questions with my research question, which is aligned with the conceptual frameworks. I also provided each participant in the study with a consent form. Through this consent form, I provided each participant with an outline of the interview process, the voluntary nature of the study, the risks and benefits of the study, the privacy of the study, and contact information should participants have had questions. Finally, I followed the case study interview protocol (Appendix A) to establish rapport with each participant as a guide for drafting pertinent and consistent interview questions, to confirm data saturation, and to ensure bias mitigation. Lastly, I recorded each interview and transcribed notes to evaluate the data, develop results, and remain aware of areas where I needed to mitigate bias. To ensure an effective interview process, Ibrahim and Edgley (2015) propounded that reflexivity as a self-awareness practice is critical for rigor in qualitative research. Reflexivity involves researchers seeking to make sense of their influence either intentionally or unintentionally over the research process (Ibrahim & Edgley, 2015). The role of the researcher is an important consideration that enhances the research and results.

Participants

Participants in this multiple case study included one leader from each of the three nonprofit organizations located in Toronto, Ontario, Canada. The selected nonprofit leaders demonstrated the ability to effectively recruit and retain technologically competent volunteers to operate a technical crisis support operation. I ensured that I had no affiliation with the leaders nor the nonprofit organization when selecting the

participants. Eligibility for this study required the participants to have had a minimum of 2 years leadership experience in the nonprofit industry managing volunteers. In addition, they should have had evidence of expertise implementing recruitment and retention strategies of technologically competent volunteers to support a crisis support system operation. Furthermore, I requested the participants' consent to audio record the interview. Participants who met the requirements received a consent form that explained the purpose of the study. The eligibility criteria for study participants are critical for a compelling study (Berger, 2015). Lamb et al. (2016) found that participants need to be met in a timely, effective, and efficient manner to prevent delays, reduce financial costs, and achieve transferability and generalizability of results.

I gained access to potential participants using public information from the internet using various searches, including LinkedIn profiles. Participant recruitment began once the Walden University IRB approved the proposal. Once approved, I initiated contact with the potential participants via email and phone. Communication commenced with an introductory email using the consent form to provide an introduction, an overview of the study, and their possible involvement and benefit. Secondly, I facilitated a phone call to discuss the email and their potential involvement, including the benefit for the organization and society, and to answer questions or concerns. As the researcher, I ensured to remain neutral and not influence or change the opinions of the potential participants. Once potential participants agreed to participate in the study, they received a consent form. I asked the participants to read the consent form and consent by emailing

me, “I consent.” Once participants agreed and provided consent, the semistructured interview process began. The semistructured interview process started by arranging the date and time and virtual platform and included open-ended questions about their role and opinion of recruitment and retention of volunteers in a nonprofit industry.

I ensured a trusting working relationship, which included respect and honesty. Petrova et al. (2016) found that a trusting relationship, which consists of a feeling of comfort between researcher and participant, is essential for the effectiveness of the study. Saunders et al. (2016) asserted that building a trusting relationship assists the researcher in receiving more detailed responses and the opportunity to ask probing questions. Strategies to ensure a trusting relationship exists include open and honest dialogue, an offer for the participant to arrange the most convenient scheduling, and the distribution of introductory information to understand the research process. Furthermore, the reassurance that all data collected remained confidential was an additional factor of the trusting relationship.

Research Method and Design

This section is an extension of the Nature of the Study, including a description of and justification of the methodology and design. Data saturation, which is a prerequisite for a valid qualitative study, is also discussed within this section.

Research Method

The nature of this study was based on qualitative research methodology, which enabled the exploration of the strategies used to recruit and retain technologically

competent volunteers for a nonprofit organization. I used the qualitative research method to gather information, to understand my client's organization's key work processes and results, and to explore the experiences of the participants. Researchers using qualitative research use an approach to scientific inquiry that allows researchers to explore human experiences and gain a greater understanding of the factors that influence these experiences (Gelling, 2015). In addition, the use of multiple data sources justifies the choice of the qualitative method. Qualitative research addresses all the key characteristics of scientific inquiry and is therefore deemed multimethod in focus, involving an interpretive, naturalistic approach as its subject matter (Sarma, 2015). I chose a qualitative method over quantitative or mixed methods because I explored a phenomenon and did not examine relationships between variables and not to test a theory. According to Marshall and Rossman (2016), the research question must match the strategy of inquiry. The research question of this study was based on recruitment and retention strategies for technologically competent volunteers in nonprofit organizations. No further intention for additional focus was present or required. Interviews throughout the qualitative process enabled me to gain an understanding of the people's experiences of the phenomenon. Park and Park (2016) found that there are several field research techniques for the qualitative research method, including an inquiry process with participant observation, interviewing, and making and using records. The qualitative method was appropriate because the use of interviews to collect data provided information and explanations about individual and personal experiences regarding the

strategies used by nonprofit senior leaders to recruit technologically competent volunteers.

A qualitative method is applicable due to the use of interviews as a primary data collection process (Park & Park, 2016). The qualitative method is applicable and relevant over the other methodology, including quantitative and mixed methodology. This study was exploratory in nature without the need to prove or disprove hypotheses based on numerical data analysis. Therefore, the quantitative method was not suitable for this study because I did not examine hypotheses or compare variables. Researchers do not use the quantitative research method to explore participants' personal experiences; rather, they use the quantitative method to quantify connections and variances among variables (Khaldi, 2017). Researchers who use the mixed method combine the methodologies of qualitative and quantitative research to address more complex topics to result in more comprehensive findings and to gather a wider viewpoint (Molina-Azorin et al., 2017). The condition of applying mixed methods research is to produce insights that exceed the sum of the individual qualitative and quantitative components (Molina-Azorin et al., 2017). I did not test hypotheses or a relationship between variables using a quantitative approach. Therefore, a mixed method approach was not appropriate or used. Overall, neither the quantitative nor the mixed methodology were suitable for this study. I chose the qualitative research method because it aligned with my research question, and for the study, I gathered nonnumerical data regarding individual experiences and did not include a hypothesis.

Research Design

I used a multiple case study research design within this qualitative doctoral study. Other research designs considered for this qualitative method included phenomenology, ethnography, and narrative designs. The case study design is used when exploring a case, with time and place as factors, to generate insights from interviews conducted with humans (Gaya & Smith, 2016*).* I explored strategies used to recruit and retain technologically competent volunteers in a nonprofit organization. Using a case study design can assist the researcher in identifying operational linkages among particular events over time (Yin, 2018). I chose the case study design because I used in-depth interviews to uncover new information, beliefs, and values of the target population. The researcher's use of a case study also affects when and how one reaches data saturation because multiple data collection methods were used (Walden, 2020). Researchers who use the case study research design are interested in understanding the complexities and habits of a bounded system worth of analysis (Park & Park, 2016). Researchers use a single case study when one organization is required to answer a specific business problem, whereas the multiple case study is used to explore more than one organization to help answer a specific business problem (Mills et al., 2017). To address the research question of this study, I chose a multiple case study design.

Researchers use phenomenological design when exploring individual experiences (Ferreira & dos Santos, 2016). A phenomenological design was not suitable for this doctoral study because I explored recruitment and retention strategies that nonprofit

leaders used to recruit and retain technologically competent volunteers. Researchers use an ethnographic design when they seek to explore cultural patterns and perspectives of participants in their natural settings (Eika et al., 2015). The ethnographic design was not suitable for this study because the focus of my research was on recruitment and retention strategies that nonprofit leaders implement; it did not involve the exploration of the culture of the organization. Researchers use a narrative design to focus on the lives of individuals, as told through their stories (Lewis, 2015). A narrative design was not suitable for this research study because I explored the strategies implemented by leaders of an organization, not individual experiences. Using the conceptual frameworks as a guide, I conducted semistructured interviews as a method to collect reliable data. Attaining data saturation is a primary concern when performing a qualitative study. Researchers reach data saturation when they obtain enough information to replicate their study (Fusch & Ness, 2015; Park & Park, 2016). To achieve data saturation during this qualitative case study, I interviewed three leaders of three nonprofit organizations; took extensive notes; reviewed nonprofit archival documentation and repeated the process until I heard the same ideas repeated and no new ideas. Researchers should collect data and analyze the point at which no new codes or concepts emerge (Van Rijinsoever, 2017). To reach the end of data saturation, I chose a sample size where I did not receive new data or new themes and was exhaustive enough to achieve rigor and richness of data. Without data saturation, qualitative research lacks rigor and rich data within inquiry (Morse, 2015).

Malterud et al. (2016) and Van Rijinsoever (2017) speculated that sample size is the essence of saturation of data. Malterud et al. (2016) and Van Rijinsoever (2017) agreed that the sample size might change as the researcher conducts the research. Specifically, the researcher defined the concept of information power, as the more information a sample holds, the required sample size is lowered, and vice versa (Malterud et al., 2016). Therefore, the attention of sample size shifts from numerical importance to information importance. Van Rijinsoever (2017) recommended opting for a minimal information strategy, as it is more reasonable and yields sufficient codes. Whether the researcher reached saturation remains on the judgment of the researcher (Van Rijinsoever, 2017). The use of multiple data sources supported the process of data triangulation and the issue of data saturation (Fusch & Ness, 2015). I achieved data saturation when participants repeated the same responses, and there appeared to be no new information from the interview and document reviews.

Researchers use a single case study when only one organization is necessary to answer a problem. In contrast, a researcher uses a multiple case study to explore more than one organization to answer a question (Mills et al., 2017). The single case study was not suitable for this study since I needed the data on recruitment and retention of volunteers from multiple organizations. The use of a multi-case study versus a single-case study contributed to data saturation and supported rigor and richness of information.

Population and Sampling

Researchers define sampling as the process or technique of selecting a representative part of the population to determine the characteristics of the whole population (Gentles et al., 2015). The various sampling techniques include purposeful, convenience, and snowball (Gentles et al., 2015). Yin (2018) advised that before a researcher decides on a sampling strategy for a case study, they must identify the population. The sample for this study consisted of three leaders from three different nonprofit organizations located in Toronto, Ontario, Canada. The leaders had experience in managing volunteers, including experience in the recruitment and retention strategies of those volunteers.

The purposeful sampling technique is the most commonly used in qualitative research (Gentles et al., 2015). Gentles et al. (2015) advised that the focus of purposeful sampling is information-rich samples, those samples that may share the most depth of information and knowledge based on the central question of the study. The purposeful sampling technique was ideal for this study since I focused on the subject matter experts from nonprofit organizations that recruit and retain volunteers rather than potentially waste time on other participants. Lowther et al. (2016) proclaimed a smaller sample size might enable a qualitative researcher to gather in depth and detailed responses.

Data saturation is used in qualitative research studies to determine when to cease collecting data or when data becomes redundant (Fusch & Ness, 2015). Data saturation is enhanced by using smaller sample size, as data saturation occurs more readily (Saunders

et al. 2016). The most appropriate sample size helps to answer the research question (Malterud et al., 2016). Fusch and Ness (2015) recommend a minimum of 5 participants during a study to reach data saturation. I used the semistructured interview method until I did not find new themes or information, that assisted in achieving data saturation. Furthermore, I used the transcripts and notes to reread the material until no new material was found, and to ensure I achieved data saturation. If I did not meet data saturation following the interview process, I identified and interviewed additional participants until I reached data saturation.

The criteria for selecting participants for this study was essential for its effectiveness. The specific criteria for this study included participants of at least 18 years of age, were willing to share their experience and knowledge based on the research question, with a minimum of 2 years leadership experience in the nonprofit industry managing volunteers. In addition, the participants had evidence of expertise implementing recruitment and retention strategies of technologically competent volunteers to support a crisis support system operation. To ensure a trusting relationship with the participants, the interview setting was essential. I encouraged participants to select the ideal date and time when the least interruptions would occur and where they would be most comfortable. Furthermore, due to Covid-19 and proximity, a face-to-face meeting was not possible; therefore, I used a substitute such as efficient and reliable technology, zoom; skype; or Microsoft teams. During the interview, I ensured all other

distractions and interruptions were eliminated and used a recording device to capture the data.

Ethical Research

Ethical research involves rules of conduct and moral principles, that guide the research and protects the participant's involvement in the research (Pandya-Wood et al., 2017). I conducted the study following the receipt of the Walden University IRB approval (approval number 06-04-21-0672921) expiring on June 3, 2022. Walden University mandates IRBs to ensure research is conducted following regulations and standards and protect the rights, welfare, and minimize the harm of the research participants (Page & Nyeboer, 2017). I used the highest level of ethical compliance by adhering to the IRB standards and The Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). Before obtaining consent, I provided the potential participants with an informed consent form, which consisted of background information, the process of the data collection, the benefits of the study, the risks involved, and it addressed privacy for the participants. Hammersley (2015) articulated that an informed consent helps to ensure privacy for the participants. Bok (2017) further elaborated that an informed consent must be a voluntary agreement to participate in the research. To enhance the ethics of the research, I requested the participants to read the informed consent, ask questions if needed, and to respond to the informed consent via email with "I consent." Furthermore, I reassured the participants of the maintenance of their privacy of the participants their privacy throughout the

written component of the study. Bok (2017) advised the confirmation of consent by the participants implies their understanding and acceptance of future research. Consequently, Barton et al. (2018) found the use of community members to bring a lay perspective to the IRB process through their primary responsibility that involves reviewing consent forms for clarity.

Ethical research also requires acknowledgment of the security of the data collected. I advised participants of both the confidentiality and safekeeping of the data. For data security, I maintained the results of the data collection on my hard drive and a backup drive. I also held a hardcopy of the results in a locked location in my home. In 5 years from the time of the interview, both the softcopy and hardcopies will be permanently deleted and destroyed. For the protection of the participants, I also advised the participants of the removal of all identifiable information to ensure the participants' privacy. To ensure this privacy, I identified the participants using another coding (P1, P2, P3, etc.) for their identities and the identities of their respective organizations throughout the study. During the interview process, I further ensured ethical procedures were in place by facilitating the interview with myself and the participant only present, in a closed office, with no interruptions.

Researchers further ensure ethical qualitative research by advising participants of the voluntary nature of their participation and the option to withdraw from the participation in the study at any time throughout the process, without penalty. Lentz et al. (2016) found that it is essential for the ethical treatment of research participants, to

remind them of their participation rights often and throughout the process. There was no incentive offered for participating in this study. I advised participants they will receive a copy of the study's results.

Data Collection Instruments

Qualitative data collection requires an instrument such as interviews, observations, document review, focus groups, or a combination of these (Ozer & Douglas, 2015). Researchers may facilitate interviews using structured, unstructured, or semistructured interviews for the study, and are the most common method for data collection in qualitative research (Taylor, 2005). In this study, I was the primary data collection instrument. As the primary data collection instrument, I collected data using semistructured interviews, including seven open-ended questions about recruitment and retention of technologically competent volunteers. Yin (2003) explained that the use of semistructured interviews obtain all the information required while also providing the freedom to illustrate and explain other concepts and points. Fusch and Ness (2015); and Guest et al. (2006) advised that the use of interviews and the use of the same questions to multiple participants are methods to help reach data saturation. Semistructured interviews are the most frequently used type of interviews in qualitative research due to its flexibility and versatility (DiCicco-Bloom & Crabtree, 2006). I chose to use semistructured interviews since I was seeking open ended feedback from the participants. I developed the interview questions to help me to answer the study's research question. I also researched and reviewed any relevant documents such as annual reports, internal

documentation, websites, and promotional material related to the recruitment and retention of volunteers and any other documents appropriate to answer this study's research question. This documentation and information may have been volunteered by the participants or I requested the information, as needed. Dasgupta (2015) found that qualitative research supplemented with varied hierarchal levels of participants and the inclusion of document reviews and other sources improve the validity of the data, and minimize the subjectivity of the researcher.

Each interview took place using technology to communicate with the participants, specifically, zoom, skype, or Microsoft teams, dependent on the availability of each tool for each participant. I had access to all identified communication tools. The use of face-to-face interviews was currently not feasible due to Covid-19 health and required safety measures. I used my laptop and recorded the interviews using the most appropriate technology platforms. As a backup plan, I also used my cell phone to record the interviews. I sought the permission to record the interviews in advance by the participants. The recording of the interviews allowed me to transcribe the interviews, capture all the data accurately, and adhere to the interview protocol. An interview protocol is essential to the effectiveness of the study (Taylor, 2005). The interview protocol I used included (a) an overview of the study, (b) the interview procedures, (c) the seven interview questions, (d) the member checking process, and (e) the conclusion of the interview process (Appendix A). Taylor (2005) signified the interview guide covers the main topic of the study and should have rigor and used with flexibility. Also,

Cridland et al. (2015) advocated the interview guide is critical to enable the researcher to focus on the collection of the data rather than the practical aspect of the interview. I interviewed the participants for approximately 45 minutes to a maximum of one hour, using seven open-ended questions on recruitment and retention of technologically competent volunteers.

Qualitative researchers use member checking in qualitative studies to confirm the findings and to reduce the researcher bias by checking and verifying the results by the participants (Birt et al., 2016). Furthermore, member checking, which is returning an interview or data to a participant, enhances the reliability and validity of the data collection during the interview process (Birt et al., 2016; Thomas, 2017). I used member checking to enable the participants to review and validate their responses. Specifically, I forwarded my interpretation of the participants' interview responses for review, confirmation, and revisions, if needed. Also, I used a second follow-up member checking process to confirm my interpretation of the participants' interview responses. As well, the use of the recording of the interview process also ensured the reliability and validity of the data collection. Researchers' assurance of reliability and validity are further enhanced by using a multi case study with varied perspectives and experiences. Dasgupta (2015) stipulated that validity is strengthened with various perspectives and rival explanations.

Data Collection Technique

The data collection techniques used in this study were ethical. The primary data collection for this study was semistructured interviews using seven open-ended interview

questions (Appendix B), utilizing online platforms such as zoom, Microsoft teams, or skype. Fusch and Ness (2015); and Brooks and Normore (2015) both conveyed interviews are one method that contributes to data saturation and one of the most commonly used in qualitative research. Kallio et al. (2016) further elaborated that semistructured interviews are popular due to their versatility and flexibility. Although ideal, face to face semistructured interviews were not feasible due to geographical locations and the Covid-19 pandemic.

Before I collected data from participants, IRB approval was required. Following the receipt of IRB approval, I recruited suitable participants for this study. The criteria I used to recruit participants was based on nonprofit leaders that have effectively recruited and retained technologically competent volunteers. Once suitable participants were located, I contacted them via their organization's website using emails. The email included information on the study, the interview process, the expectations, and the informed consent. I also provided the participants with the option to accept or decline participation.

Once I confirmed three participants to participate in the study and interviews were scheduled, I used the interview protocol (Appendix A) as a guide for conducting the interview process. Developing a semistructured interview guide contributes to the trustworthiness of the qualitative method (Kallio et al., 2016). The interview protocol included (a) interview guidelines, (b) opening script, (c) closing script, and (d) consent form provisions. During the interview, I recorded on my laptop and phone, and took

notes, following a confirmation and agreement to audio-record the participants. I expected the interviews to last approximately 45 minutes to 1 hour for each participant. I planned to use open ended follow up questions if further clarification or in depth meaning of data was required. I also planned to ask the participants if they had any additional information they would like to add or any questions or concerns before ending the interview.

After the interview, I thanked the participants and advised them of the next steps, which involved member checking. Also, I inquired about secondary data collection, including any relevant documents such as annual reports, internal documentation, websites, and promotional material related to the recruitment and retention of volunteers and any other documents appropriate to answer this study's research question and to help triangulate the data collected. Qualitative researchers often review documents to collect data for a study (Fusch & Ness, 2015). Upon completion of the interviews, I was responsible for the data and how it was retained.

The semistructured interview process and the use of company documents have advantages and disadvantages. One advantage of a semistructured interview involves the reciprocity of this format, and the opportunity an interview is given to improvise follow up questions (Kallio et al., 2016). Online or virtual semistructured interviews have advantages over face to face interviews, specifically due to savings of time, cost, and the removal of geographical barriers (Shapka et al. 2016). Young et al. (2018) and Hammarberg et al. (2016) stated the main advantage of semistructured interviews is the

opportunity for participants to openly express their beliefs, and the increase in honesty and transparency of their experiences. Disadvantages of virtual semistructured interviews include the lack of or limitation of social and non-verbal cues, enabling additional rapport-building opportunities (Shapka et al., 2016). Paine described the semistructured interview as disadvantaged due to the unlikely ability to gather rich data with expressed opinions from a set of pre-determined questions (Paine, 2015). Furthermore, a disadvantage involves the possibility of using a false identity and interviewing a wrong or inappropriate participant (Shapka et al., 2016). I used semistructured interview questions, internal documentation provided by the participants, and publicly accessible information.

Upon the completion of the interviews with the participants, I began the process of member checking. Birt et al. (2016); Thomas (2017) advised that researcher bias is minimized, and the findings validated, followed by the implementation of member checking and checking in. Following the transcription of the data, I emailed the interpretation of the transcripts for each participant, to ensure I had captured the true meaning and intentions of their responses from the interview. I requested for the return of the interpretations with any comments or additions within one week, when the participants may return them via email. The interpretations of the data the participants received included their own words and no other adjustments or revisions to their responses. I contacted participants that did not respond within one week, following the receipt of the interpretations, when I offered additional time, if needed. The use of member checking helped me validate my data collection. Following the member

checking process, I began the process of data triangulation including using the various interview questions, company documents, and any probing questions which provided data on recruitment and retention of volunteers. Data triangulation is a method to achieve data saturation and explores different levels and perspectives of the same phenomenon (Fusch & Ness, 2015). Both member checking and triangulation are critical to ensure data saturation, reliability, and validity for this study.

Data Organization Technique

Data organization is a critical aspect of qualitative research. Researchers use data organization techniques to manage data effectively (Cairney & St. Denny, 2015). I conducted a qualitative multi case study using semistructured online interviews to collect data, followed by a member checking process. Each interview revolved around the same 7 interview questions. The use of coding of the participants is essential for organization and confidentiality. I used an identity coding system of P1, P2, and P3 to ensure the participants in this study remained confidential.

Additionally, I used the word nonprofit to replace any name or identifiers for the respective organization of the participants. I used Microsoft Word and a file management system with appropriate labels to help organize and maintain the data collected and began the member checking process. To assist my data collection and as a qualitative researcher, I used journals to maintain notes, thoughts, and feelings throughout the research process. To further help in data organization, I also used the NVivo software, a qualitative analysis software. Robins and Eisen (2017) espoused NVivo is a software

used by qualitative researchers to effectively analyze more data, faster and in more complex ways. Consequently, Bazeley and Jackson (2013) denoted that NVivo software is useful for qualitative analysis and used during the entire qualitative research process.

As a qualitative researcher, I am obligated to discuss the issues of confidentiality and privacy with the participants, including the use of an informed consent form, before the collection of data. All raw data will be stored securely for 5 years on a USB jump drive. Any hard copy documents are locked in an undisclosed, safe location in my home. I saved the audio recordings to a USB, which is password protected, and kept in the same secure place. Following 5 years, I will destroy all hard and soft copies of the data.

Data Analysis

Data analysis is used by qualitative researchers to collect and report data to answer the research question (Stewart et al., 2017). For this multiple case study, I used data analysis to develop a framework to understand the strategies that nonprofit leaders use to recruit and retain technologically competent volunteers. A researcher must understand that each decision, from the design stage to data analysis, affects the study's quality (Saunders, et al., 2016). In addition, I used methodological triangulation to ensure the rigor of this study. According to Yin (2014), researchers use methodological triangulation to improve the validity of the study through the use of more than one data collection method. Methodological triangulation might help to identify new phenomena, as well as might provide alternative perspectives (Joslin & Müller, 2016). Furthermore,

Fusch and Ness (2015) proposed a direct link between data triangulation and data saturation, which might also validate the results of the study.

To ensure an organized and structured data analysis process, during the semistructured interviews, I took notes and used an audio recording device. I also requested any relevant and appropriate documentation to review for additional data collection. Using multiple sources of data helps the researcher to understand the research question. Methodological triangulation includes the use of multiple sources such as participant interviews; interview recordings; interview notes; and any relevant documents such as annual reports, internal documentation, websites, and promotional material related to the recruitment and retention of volunteers and any other documents appropriate to answer this study's research question. The review and analysis of these sources helped to answer the research question.

Following the interpretation of the participant interview responses, I used member checking to confirm my interpretation of the participants' interview responses to enhance the reliability and validity of the data collection. I used a qualitative research software, NVivo 12 to code the data collected during the interview and to identify themes. Coding along themes might prioritize and focus the analysis of qualitative data and enhances validity and certainty of the findings (Vaughn & Turner, 2016; Morse, 2015). This coding was compared to the interview recordings, the interview notes, and company documents or websites. Researchers code data to correlate data within the interview questions (Fusch & Ness, 2015). Consequently, I used the process of thematic data analysis to identify

themes based on the participant responses that answered the central research question. Qualitative researchers use the thematic analysis approach to increase the rigor of the study (Vaismoradi et al., 2016). Specifically, I used a thematic analysis approach and NVivo 12 software to ensure that the themes aligned with the study.

Qualitative research involves the synthesis of many sources of data that requires an effective system for managing search results and themes (Houghton et al., 2017). I used the thematic analysis process to analyze the data. Thematic analysis is commonly used by qualitative researchers using semi-structured interviews to investigate the subjective experiences of things (Percy et al., 2015). I explored the subjective experiences of nonprofit leaders regarding the recruitment and retention of technologically competent volunteers. Percy et al. (2015) further explained the flexibility and adaptability of the thematic approach to data analysis. To analyze the data, I used the qualitative software NVivo 12 to analyze the data, synthesize, and code the data. This process helped me to develop and align themes from the data with the study and the research question. Theme development and organization is a fundamental component of qualitative research. Houghton et al. (2017) presented the use of NVivo 12 as a robust and pragmatic way to manage the qualitative research synthesize process. Also, I used Microsoft Word to compile the data and use NVivo 12 software for qualitative research to organize and sort the data. Researchers may use qualitative software to enhance and improve the data analysis process (Houghton et al., 2017). Furthermore, I read the data

collection multiple times to understand, and for clarity. The final step I performed as a qualitative researcher was to analyze the data to answer the research question.

Reliability and Validity

Yin (2018) proposed that researchers should place reliability and validity as a top priority. Morse (2015) explained that both reliability and validity are required to ensure the rigor of qualitative research, previously known as the trustworthiness of the research. I referred to Walden's Doctoral Study Rubric for guidance on reliability and validity criteria. The criteria for reliability and validity includes; (a) dependability, (b) credibility, (c) transferability, (d) confirmability, and (e) data saturation. I was the primary data collector, which ensured reliability and validity in the study's results. If the researcher contains falsification, bias, altercation of results, careless or improper documentation, the research may lack reliability and validity (Fusch & Ness, 2015).

Reliability

Researchers strive for reliability to ensure their data is accurate. Reliability for qualitative research refers to consistency, with a marginal variability within the results permitted (Leung, 2015). I chose a qualitative multiple case study method and design to explore the phenomenon. Yin (2018) expressed that reliability refers to how the same results would be obtained if the data were collected again using the same process for data collection. I selected a sample of participants using the purposeful method and ensured transparency and due diligence during the data collection. In qualitative research, Yin

(2018) stressed that reliability is a consistent procedure used to ensure the study might be replicated with the same results achieved.

Dependability

Researchers might establish research reliability by proving dependability. Ngulube (2015) and Morse (2015) posed that the study's phenomenon, the methodology, approaches, and data collection methods add to the quality of the research, including overlapping methods, ensures dependability. The research steps I used, ensured dependability for this study. I used semistructured interviews to collect interview data and interpret the participants responses to the research question. I also applied a qualitative technical software, NVivo 12 to identify themes for coding the data. Reliability occurs primarily by using coding (Morse, 2015). To further confirm reliability, I facilitated member checking with the participants. The use of member checking confirmed my interpretation of the participant interview responses which ensured an accurate reflection of responses from the participants.

Member checking and note taking are effective ways the researcher may ensure all of the detail provided by the participants (Birt et al., 2016). Fusch and Ness (2015) offered that member checking is a tool in qualitative research that ensures dependability. I provided the participants with an opportunity to review the interpretation of their interview responses and to recommend changes, if necessary. If changes were requested, I reinstated the member checking process to confirm dependability. I also established dependability by using an interview protocol consistent for all participants and note

taking during the interviews. Qualitative research might be dependable if other researchers can replicate the research (Marshall & Rossman, 2016). Also, qualitative research that includes both inductive and deductive approaches, such as triangulation and member checking, increases the dependability and credibility of the study (Bennett & McWhorter, 2016). The use of the described multiple data analysis process might ensure the reliability of the study.

Validity

Validity in qualitative research means the suitability of the tools, processes, and data (Leung, 2015). As a qualitative researcher, it is my responsibility to establish validity in this study. Characteristics of validity include credibility, transferability, confirmability, data saturation.

Credibility

Credibility is described as persistent observation (Morse, 2015). Two methods I used to ensure credibility are member checking and methodological triangulation. For the processes of triangulation, analysis of data must provide similar results (Morse, 2015). I used member checking to verify the participants' responses to the semistructured interviews. I used audio recording for further accuracy and documentation, using my laptop and cell phone. Marshall and Rossman (2016) recommended using an audio recording device for research credibility.

Furthermore, I encouraged participants to revise the responses to reflect their experiences and original thoughts. Also, I requested additional information from the

participants, which they believe would add value to this study. Once the interview responses were confirmed and the other documentation were reviewed, I used methodological triangulation in the data analysis to ensure credibility of the study. Triangulation is vital to qualitative research since it enhances the rigour and trustworthiness of the research (Ngulube, 2015).

Transferability

Transferability is the degree to which the results of qualitative research can be transferred to other contexts with other participants, and applicability **(**Korstjens & Moser, 2018). To prove transferability, researchers must explain the research and its context, where transferability is based on the perceptions and applicability to the reader and future studies (Marshall & Rossman, 2016). I specified the population, interview questions, sample size, method, design, and sampling techniques, enabling transferability to other groups external to the sample of this study. The process I used to specify the study characteristics was rigorous and comprehensive, with multiple reviews, feedback, and revisions made before the study's approval. The richness of the data and analysis will help the reader determine whether the findings are transferrable (Korstjens & Moser, 2018). I left the transferability of results to the reader and future researchers.

Confirmability

Confirmability ensures objectivity using triangulation and an audit trail (Morse, 2015). In this study, I maintained notes and a researcher journal to ensure the responses have been made by the participants and did not involve my personal bias. Maintaining an

inductive perspective and verifying all data throughout the data collection will enhance confirmability (Morse, 2015). Besides, this process ensured a rigorous process and rich documentation. I focused on the participants and their responses, and created themes from the collection of data. I ignored my personal bias and focused on the insights and experiences of the participants and their responses. I took notes of the answers as well as highlighted various participant emotions or body language.

Consequently, I saved audio recordings and documents using a file management system. Also, I facilitated member checking to provide assurance of confirmability. Fusch and Ness (2015) and Birt et al. (2016) confirmed that member checking is one technique researchers use to encourage confirmability, and the use of feedback from participants increases the accuracy of the data and the validity of the overall study.

Data Saturation

Data saturation is a primary concern for qualitative researchers. To achieve data saturation, I conducted virtual semistructured interviews using seven consistent questions with follow up questions, if applicable and required. If I was unable to ask followup questions and I had yet to reach data saturation, I added additional participants to my original sample size until data saturation occurred. Data saturation occurs when the researcher begins to receive repetitive responses from the participants (Denzin & Lincoln, 2017). Data saturation was a key element for this study.

My objective during the interview was to ask questions until no new data or themes arose; and continue to collect data until the responses are repetitive. Additionally,

I used NVivo 12 to identify themes from the responses from the participant interviews. Marshall and Rossman (2016) proposed that the richness of the qualitative research increases at the point of saturation. Researchers agreed that no new data, no new themes, no new coding, and the ability to replicate the study and ask the same interview questions to the same participants might ensure data saturation (Guest et al., 2006). I hoped to achieve data saturation using the three participants as the original sample size and hoped that no additional samples were required. I achieved reliability and validity in this study by demonstrating the characteristics of dependability, credibility, transferability, confirmability, and data saturation. If data saturation had not occurred, I needed to add additional participants as a part of the sample size. Based on the study's findings, further research might have been recommended.

Transition and Summary

The objective of this qualitative multiple case study was to explore the recruitment and retention strategies of leaders of technologically competent volunteers in the nonprofit industry. In Section 2, I provided information on the researcher's role and justified the research methods and design. In this section, I also included the population and sampling process, an overview of research ethics, a description of data collection instruments, techniques, and organization, the data analysis process, and a review of reliability and validity. In the final section of the study, Section 3, I included the study findings, application to professional practice, implications for social change, recommendations for action, further research, reflection, and a conclusion.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative, multiple case study was to explore the strategies that nonprofit leaders use to recruit and retain technologically competent volunteers to support a crisis support system operation. In this section, I present the findings from conducting semistructured interviews with three nonprofit leaders located in Toronto, Ontario, and the review of publicly accessible information for the three nonprofit organizations. Through the research findings, I identified strategies that nonprofit leaders used to recruit and retain technologically competent volunteers to increase volunteer retention. The impact of the findings may improve the nonprofit leaders' ability to enhance their communities by providing critical technological family crisis services.

Presentation of the Findings

The central research question for this qualitative, multiple case study was as follows: What strategies do nonprofit executives use to recruit and retain technologically competent volunteers to support a crisis support system operation? The primary source of data collection was indepth semistructured interviews with three nonprofit leaders from nonprofit organizations in Toronto, Ontario. The interview findings were compared to a review of organizational documents and publicly accessible information to answer the research question. I conducted data analysis, which resulted in the identification of four major themes: (a) building relationships improved volunteer retention, (b) maintaining motivated and engaged volunteers, (c) providing ongoing training to volunteers, and (d)

understanding an individual's reasons for volunteering. Evidence from the literature review coincided with the themes that emerged from the data collection. Below is a discussion of the findings related to the emerging strategies and conceptual frameworks of this doctoral study and of recruitment and retention of volunteers in nonprofit organizations.

Theme 1: Building Relationships Improved Volunteer Retention

The first theme that emerged from the data collected was the importance of building relationships with volunteers. All participants in this study stated that relationships between volunteers and nonprofit leaders enhanced the volunteers' overall experience and increased the retention of those volunteers. The three participants explained varied strategies to build relationships with the volunteers but agreed that building a relationship was essential to achieving organizational objectives. An analysis of the findings indicated that building relationships with volunteers helped improve volunteer satisfaction and retention. P1, P2, and P3 discussed strategies used to build relationships with their volunteers. P3 emphasized the importance of an onboarding program to provide volunteers with a good start and knowledge of the expectations for the volunteer role. P2 stated, "The key to our success is a trusting relationship, where we can rely on each other." P2 further explained, "Providing training and support adds to the building of a trusting relationship, as it demonstrates our commitment to the volunteer." All participants agreed that volunteers are essential to the nonprofit, and building and maintaining a relationship enhances volunteer satisfaction and increases volunteer

retention. P1 stated, “Volunteers are part of the culture in our organization and are made to feel that way.” Following a review of the publicly accessible information, all three nonprofit organizations demonstrated the commitment to building a relationship with their volunteers through social media and online documentation. Specifically, P1 offered a review of the volunteer guidelines in an internal document, which outlined a statement that “building lasting relationships was the key to success for the nonprofit organization.”

Theme 1, building a relationship improved volunteer retention, aligned to the current literature. Clary et al. (1998) defined the VFI factors as the altruistic or humanitarian concern for others as reasons to volunteer; a second factor is understanding and is known as the volunteers’ desire to gain new knowledge, skills, or abilities as a volunteer; social is a third factor, where volunteers seek a social interaction with friends or others that are viewed favorably by the volunteer; career is a fourth element of the VFI, known as a career-related benefit of volunteering; the fifth element is protective, and volunteers gain protection by distracting themselves from negative emotions they may experience; lastly, enhancement is the sixth factor of VFI and may contribute to one’s self-esteem and make one feel useful. Achieving these factors of volunteering requires a trusting relationship between the volunteer and the leaders of the nonprofit organization. McCurley et al. (1996) determined that the first 6 months of a volunteer experience is the most influential and that the use of retention and volunteer opportunities are essential immediately or prior to the commencement of the volunteering role. Sundram et al. (2018) emphasized the need for leaders to understand role identity for

helpline volunteers through the use of specific strategies such as improved technology, internal communication, and recognition efforts; these strategies may effectively impact volunteer satisfaction and, therefore, volunteer retention. Volunteer satisfaction requires the achievement of many of these factors, and, therefore, a trusting relationship is a foundation to volunteer satisfaction. Volunteers often begin their new volunteer role with excitement and may lose interest due to poor management practices, lack of training, lack of rewards, and poor communication (Elstad, 2003). Volunteers do not receive compensation to volunteer, so a relationship between the nonprofit leader and other volunteers is often one motivator of volunteering.

The findings from Theme 1 determined that building a relationship between volunteers and leaders was an effective strategy to enhance volunteer retention. Hager and Brudney (2011) found that in the best interest of retaining volunteers, best practices are crucial, including volunteer recruitment, ethical compliance, providing volunteer support, and providing an opportunity for volunteers to contribute towards organizational goals. Providing volunteer support encouraged a strong relationship and less volunteer turnover. P1 stated, “When leaders respect their volunteers and show that the volunteers are valued, it enhances volunteer satisfaction and retention.” P1 elaborated on the need to understand volunteers and their reason to volunteer as a starting point of the relationship. P2 explained that it is not always practical; “Building relationships is hard work, and unless you have similar values and understand the expectations, a relationship may not flourish.” P3 stated, “A positive environment was a starting point for building effective

volunteer and leader relationships." P2 also mentioned, "The volunteer experience is an important element for building a relationship," which aligned to the research conducted by Clary et al. (1998). Clary et al. emphasized to leaders the congruence between motivation and the actual experience of volunteering, which impacts long-term volunteer commitment. Supporting volunteers is also crucial for leaders when building a strong and effective relationship.

Theme 1, consisting of building a relationship that improves volunteer retention, aligned with Herzberg's two-factor theory, one of the conceptual frameworks for this study. Herzberg et al. (1974) sought to understand the motivation of employees by understanding employees' satisfaction and lack of satisfaction in the workplace, where they found varied responses (Herzberg, 1974; Herzberg et al., 1959). Herzberg developed the concept of motivators and hygiene factors in relation to job satisfaction (Herzberg et al., 1959). An understanding of both factors can assist organizations in obtaining job satisfaction information and employee turnover intentions (Herzberg et al., 1959). Motivators are intrinsic factors and include achievement, recognition, work challenges, advancements, and responsibilities (Herzberg, 1974; Herzberg et al., 1959). To differentiate, intrinsic factors originate from the individual, whereas extrinsic factors originate from external sources such as pay and recognition from others but have an influence on the individual. Motivation is a critical element in the volunteer's rationale for volunteering their time, energy, and effort. Motivation may be defined with variables to better understand and apply the concept. Hygiene factors are considered dissatisfiers

and are outside the individual and may include salary, relationships within the workplace, job security, supervision, working conditions, and company policy (Herzberg, 1974; Herzberg et al., 1959). Hygiene factors need to be present to avoid dissatisfaction and minimize employee unhappiness (Herzberg, 2003). Nonprofit leaders who understand motivators and hygiene factors are often more effective at improving volunteer retention.

Successful nonprofit leaders understand the need for a relationship between the volunteers and the leaders. The relationship is considered a hygiene factor and, if absent or lacking, causes a dissatisfier. Herzberg (1974) indicated that satisfiers promote employee retention and dissatisfiers increase employee turnover. Herzberg et al. (1959) stated that the use of motivator factors leads to worker satisfaction at work, whereas a lack of hygiene factors leads to worker dissatisfaction at work. Moreover, leaders may use motivator factors to increase job satisfaction and use hygiene factors to decrease job dissatisfaction (Holmberg et al., 2016). P1 and P2 confirmed that the lack of a relationship has been a cause for volunteer turnover. Specifically, P1 further explained, "Volunteers who lacked support or a trusting relationship did not add value to the role of a volunteer in a nonprofit organization, irrelevant of their desire to volunteer." Nonprofit leaders promoting the need for a relationship with their volunteers minimize the lack of hygiene factors, and therefore encourage volunteer motivation and retention.

Theme 2: Maintaining Motivated and Engaged Volunteers

The second theme was related to the exploration of strategies to improve volunteer retention through volunteer motivation and engagement. Specifically, nonprofit

leaders explained strategies for motivating and engaging volunteers to improve volunteer retention. All three participating organizations incorporated the motivation and engagement of volunteers in different ways. The three participating organizations demonstrated a connection of the organization's mission and value statements towards the need and value of volunteers. Following a review of publicly accessible information, the three participating organizations' websites advocated for the need and importance of volunteers. Furthermore, the same publicly accessible websites highlighted commitment to support volunteers and presented some of the opportunities desired by volunteers. Specifically, the website for P1 identified varied volunteer opportunities available, the website for P2 highlighted the importance and need of volunteers to their organization, and the website for P3 emphasized the positive environment volunteers can expect to receive.

Volunteers tend to be more motivated when they are valued and appreciated. P1 stated, "Our volunteers have a purpose, and they know their contribution, which acts as a motivator." P2 explained, "We begin our volunteer experience by highlighting the need for our volunteers and the value they bring to our organization." All three participants agreed that motivating volunteers differs based on the reason for volunteering, the age, and the needs of the volunteers. P3 commented, "Volunteers are not always open to motivation, especially if their reason to volunteer is not aligned to the value of our organization but we support our volunteers to have opportunities to help our clients and to gain skills as volunteers." Nonprofit leaders can develop trust and a strong relationship

with their volunteers by using motivation and engagement strategies. Volunteers are more satisfied when they are motivated and engaged.

Theme 2, maintaining motivated and engaged volunteers, aligned with the current literature. Englert and Helmig (2018) proposed that volunteers must be motivated to perform, which would make them more likely to perform more effectively. The AMO theory was proposed by Bailey (1993), where Bailey suggested that the employee's discretionary effort required three components: Employees had to have the necessary abilities, they needed appropriate motivation, and employers had to offer them the opportunity to participate (as cited in Appelbaum et al., 2000). Moreover, individuals need to (a) acquire the necessary skills and knowledge to accomplish their job duties, (b) get motivated to do their jobs at their fullest potential, and (c) have the opportunity to capitalize on their abilities to perform and contribute (Appelbaum et al., 2000). The motivation of employees is defined as employees' desire to perform using both intrinsic and extrinsic motivation. P2 stated, "Volunteers who lack motivation are often unsuccessful as volunteers, irrelevant of the efforts of the nonprofit organization." Based on the AMO theory, motivation is a key element to improve retention and decrease turnover. Scholars have proposed that HRM contributes to improvements in employee performance through three interrelated characteristics: (a) recruitment and selection, training, and skill development (ability to perform); (b) using incentives, recognition, pay for performance, group bonuses, job security (motivation to perform); and (c) quality circles, self-directed work teams, and employee involvement activities, such as

opportunity to perform (Marin-Garcia & Tomas, 2016). P3 reiterated the need to recognize and highlight volunteer work and accomplishments. P1 also commented on efforts used to reward volunteers with nonmonetary rewards. P2 stated the desire to use more rewards and recognition efforts in the future. An additional perspective contributed to the discussion of motivation where Bos-Nehles et al. (2013) and Kellner et al. (2016) had similar findings in their research that advised that ability is a critical component, but they differed in their perspectives regarding the relationship between ability and motivation and the resulting impact on performance. Alternatively, nonprofit organizations may also consider the motivation of their nonprofit leaders. Line managers may use a combination of the AMO theory variables, including abilities, motivation, and opportunities of the employees when implementing HRM practices. Nonprofit leaders motivate their volunteers, but that motivation compared to other HR practices may differ depending on the nonprofit organization.

Herzberg et al. (1974) sought to understand the motivation of employees by understanding employees' satisfaction and lack of satisfaction in the workplace, where they found varied responses (Herzberg, 1974; Herzberg et al., 1959). Herzberg's two-factor theory provides two factors that affect motivation in the workplace (Herzberg et al., 1959). Herzberg developed the concept of motivators and hygiene factors in relation to job satisfaction (Herzberg et al., 1959). Motivators are intrinsic factors and include achievement, recognition, work challenges, advancements, and responsibilities (Herzberg, 1974; Herzberg et al., 1959). To differentiate, intrinsic factors originate from

the individual, whereas extrinsic factors originate from external sources, such as pay and recognition from others, but have an influence on the individual. The three participants agreed that volunteering is mainly intrinsic; there are fewer extrinsic factors for motivation in nonprofit organizations. Motivation is a critical element in the volunteer's rationale for volunteering their time, energy, and effort.

Motivation factors often motivate individuals and lead to job satisfaction and not job dissatisfaction (Herzberg et al., 1959). Leaders should promote employees' job satisfaction and avoid job dissatisfaction. Leaders should also understand the strategies to motivate their employees and combine them with strategies that avoid dissatisfaction, such as low salaries (Herzberg, 1974). Although volunteers are not paid monetarily, they may still experience satisfaction or dissatisfaction from their volunteer experience. Herzberg (1974) professed that satisfiers promote employee retention and dissatisfiers increase employee turnover. The challenge for nonprofit leaders is to understand motivation primarily on intrinsic factors. On the other hand, Sankar (2015) explained that the absence of hygiene factors does not result in job dissatisfaction, but it also does not result in job satisfaction. Leaders of nonprofit organizations require a clear understanding of dissatisfiers of volunteers, which help to understand how to support and manage volunteers.

Theme 3: Provide Ongoing Training to Volunteers

In Theme 3, leaders agreed that providing ongoing training to volunteers was essential to both the volunteer and the organizational effectiveness. Theme 3 emerged

from all three participants' responses. P1 explained, "Our volunteers are critical to our success, and it is our responsibility to ensure they have the knowledge and skills to succeed." P2 explained, "As a nonprofit organization, volunteers are an essential organizational member." Providing the proper orientation, information, and skills needed helps everyone achieve their goals." P3 stated, "We want our volunteers to enjoy what they are doing in our organization. Providing training to the volunteers helps them to enjoy their role and contribution."

All three participants agreed volunteer training was a valuable strategy when using volunteers in a nonprofit organization. P1 and P2 used formal training programs and volunteer handbooks for the implementation of volunteer training. P3 used more informal training through internal mentoring or coaching rather than formal training programs. Following further questioning, P3 explained "The mentoring of volunteering enhanced the overall volunteer experience and improved volunteer retention." P1 explained that most of their volunteers enjoyed the social aspect of volunteering and often made friends during the volunteer experience. P3 agreed, "Socialization is a large aspect of volunteering." P1, P2, and P3 agreed volunteers are essential, and they value volunteer contributions. All participants used internal documentation for volunteers, including handbooks, orientation programs, or an overview of volunteer duties. These internal documents varied among the three participants according to the depth and breadth of information.

Theme 3, providing ongoing training to volunteers aligned with the current

literature. Nonprofit leaders use volunteer training programs, both formal and informal, to provide the essential knowledge and skills for a meaningful volunteer experience and volunteer contribution to the organization. Nonprofit leaders should provide ongoing training to volunteers. Specifically, individuals need to: (a) acquire the necessary skills and knowledge to accomplish their job duties, (b) get motivated to do their jobs at their fullest potential, and (c) have the opportunity to capitalize on their abilities to perform and contribute (Appelbaum et al., 2000). Bailey (1993) suggested that the employee's discretionary effort required three components: employees had to have the necessary abilities, they needed appropriate motivation, and employers had to offer them the opportunity to participate. Englert and Helmig (2018) explained volunteers' abilities contribute to their individual effectiveness as volunteers. Nonprofit leaders use training to provide volunteers with the guidance and required skills to fulfill their volunteer roles successfully.

HRM practices need to improve performance behavior through training to increase ability, through pay to increase motivation, and through communication and involvement to provide opportunities to enact knowledge and motivation (Bos-Nehles et al., 2013). Moreover, Clary et al.'s (1998) noted that VFI is based on understanding and is known as the volunteers desire to gain new knowledge, skills, or abilities as a volunteer, and career is an additional element of the VFI, known as a career related benefit of volunteering. The training of volunteers also aligns with the research on altruistic reasons for volunteering, including helping others and personal satisfaction,

whereas egotistic reasons include the desire for recognition, networking, career, and skill development (Sundram et al. 2018). Biron et al. (2011) professed that nonprofits should implement a volunteer orientation and volunteer onboarding program, which includes the use of peer-supports to enhance the volunteer training provided. Nonprofit leaders use training to fulfill the needs of the volunteers' reasons for becoming a volunteer.

Theme 3, providing ongoing training to volunteers aligned with the current literature on volunteer retention. Individuals often choose to volunteer to gain the training and development opportunities (Hager & Brudney, 2011; Liket & Mass, 2015). Grossman and Furano (1999) further inferred that leaders who use volunteer training and development programs increase the likelihood of volunteers gaining ability, as well as the possible improved retention of volunteers. Volunteers often begin their new volunteer role with excitement and may lose interest due to poor management practices, lack of training, lack of rewards, and poor communication (Elstad, 2003). Alfes et al. (2017); Rogers et al. (2016); and Grossman and Furano (1999) each maintained that nonprofit leaders should use HRM practices that enhance volunteers' abilities. Moreover, leaders should provide an opportunity to increase volunteer competencies or skills, including providing training opportunities, and recruitment and selection opportunities, that are aligned to organizational objectives (Rogers et al., 2016). Volunteer retention is impacted by training opportunities or lack of training opportunities by nonprofit leaders.

The theme of providing volunteers with training aligned with the conceptual frameworks of this study, the AMO theory (Appelbaum, 2000) and Herzberg's two-

factory theory (Herzberg et al., 1959). Based on the AMO theory, Appelbaum et al. (2000) proposed that HRM contributes to improvements in employee performance through three interrelated characteristics: (a) recruitment and selection, training, and skill development (ability to perform); (b) using incentives, recognition, pay for performance, group bonuses, job security (motivation to perform); and (c) quality circles, self-directed work teams, employee involvement activities (opportunity to perform) (Marin-Garcia & Tomas, 2016). P2 and P3 both agreed that the use of recognitions for volunteer and celebrations of accomplishments enhanced volunteer retention. P1 acknowledged that more effort for volunteer recognitions and celebrations were necessary. In addition, Bos-Nehles et al. (2013) said that ability of the line managers, that is a variable of the AMO theory, significantly enriched HRM implementation effectiveness through increased job satisfaction and therefore is a good predictor of line managers' performance. Alternatively, line managers' lack of ability, motivation, opportunity is negatively associated with poor HRM outcomes, such as poor employee attitudes and behaviors (Bos-Nehles et al., 2013). Therefore, the training of both volunteers and the line managers impacted volunteer retention.

In the second conceptual framework, Herzberg developed the concept of motivators and hygiene factors in relation to job satisfaction (Herzberg et al., 1959). An understanding of both factors will assist organizations in obtaining job satisfaction information and employee turnover intentions (Herzberg et al., 1959). Motivators are intrinsic factors and include achievement, recognition, work challenges, advancements,

and responsibilities (Herzberg, 1974; Herzberg et al., 1959). Islam and Ali (2013) extended that the implementation of strategies related to the concepts of job satisfaction and job dissatisfaction has an impact on organizational outcomes. Nonprofit leaders that offer training may also experience increased satisfied volunteers and, therefore, an increase in volunteer retention.

Theme 4: Understanding an Individual's Reasons for Volunteering

Understanding an individual's reasons for volunteering was the fourth and final theme that emerged from the participants' responses and the review of applicable information, publicly accessible information, internal volunteer information sheets, volunteer role descriptions, and volunteer handbooks. Following further questioning, all participants pointed out the need to understand each volunteer's reason for volunteering. In the fourth theme, the participants articulated they have had many volunteers with varied reasons for volunteering. P3 felt strongly that the lack of information for the reasoning for volunteering often led to an increase in volunteer turnover. P1 and P2 specifically outlined a survey they used to request information on reasons to volunteer. This information was helpful to understand the volunteer, to allocate them to the appropriate volunteer position, and to enhance overall volunteer satisfaction. All three participants understood that, at times, individuals volunteer for extrinsic reasons rather than intrinsic. P3 elaborated, "Volunteers are often fulfilling a school requirement, using this opportunity to develop a career, or to enhance a resume." P1 stated, volunteers may begin their volunteering based on an extrinsic need but often if satisfaction occurs,

remain a volunteer for intrinsic reasons. All three participants stated many reasons for volunteering, including the opportunity to fulfill school requirements, network, gain a new skill, and help others. P3 commented on mentoring for new volunteers to help understand the need for volunteering in a less formal environment. Overall, the three participants agreed that individuals volunteer for different reasons, and the organization has an opportunity to create a lasting relationship for improved volunteer retention.

Theme 4, understanding an individual's reasons for volunteering, aligned to the conceptual frameworks of this study. Bailey suggested that the employee's discretionary effort required three components: employees had to have the necessary abilities, they needed appropriate motivation, and employers had to offer them the opportunity to participate (Appelbaum et al., 2000). Discretionary behavior refers to the employee's voluntary choice to perform their task (Boxall et al., 2009). Nonprofit leaders that understand the motives for volunteering can better align the task with the potential volunteer behaviors. Moreover, Herzberg's two-factor theory provides two factors that affect motivation in the workplace (Herzberg et al., 1959). Motivators are intrinsic factors and include achievement, recognition, work challenges, advancements, and responsibilities (Herzberg, 1974; Herzberg et al., 1959). To differentiate, intrinsic factors originate from the individual, whereas extrinsic factors originate from external sources such as pay and recognition from others but influence on the individual. Motivation is a crucial element in the volunteer's rationale for volunteering their time, energy, and effort.

Volunteers are motivated by intrinsic and extrinsic factors to choose to volunteer, but this may change, over time, depending on their overall volunteer experience.

Evidence from the literature confirms that understanding an individual's reasons for volunteering is helpful to improve volunteer retention and decrease volunteer turnover. The participants' responses and a review of documentation aligned to the literature and evidence. Maki et al. (2016) stated volunteerism is an action undertaken by an individual freely for a greater good and for intrinsic reasons rather than extrinsic, different from paid employment opportunities. McCurley et al. (1996) referred to individuals who volunteer as freely providing time to benefit others, without any form of remuneration. Sundram et al. (2018) found individuals volunteer for both altruistic and egotistic reasons. Specifically, altruistic reasons include helping others and personal satisfaction, whereas egotistic reasons have the desire for recognition, networking, career, and skill development (Sundram et al. 2018). Volunteers choose to volunteer for both altruistic and no altruistic reasons. Since volunteers are essential, the reason volunteers choose this altruistic decision is essential to understand. Individuals volunteer for various reasons and varied levels and factors of motivation (Clary et al., 1998). The volunteer's motivation is mostly, intrinsic and leaders of nonprofits should incorporate intrinsic values into the type of motivational strategy used when managing volunteers (Fallon & Rice, 2015). P1 identified "Volunteers are essential to nonprofit success, managing the volunteers based on their initial need for volunteers will enhance the overall experience and outcome for the nonprofit organization."

Volunteers are all unique and often volunteer for various reasons and for the achievement of different goals, personally or professionally. Clary et al. (1998) developed a functionalist theory to the concept of volunteerism, specifically, he implied there are six functions potentially served by volunteers and, therefore, created the VFI. Clary et al. (1998) developed the VFI to include the factors of values, understanding, social, career, protective, and enhancement.

Clary et al.'s (1998) research on the VFI defined the factors of VFI; values is defined as the altruistic or humanitarian concern for others as reasons to volunteer; a second factor is understanding and is known as the volunteers desire to gain new knowledge, skills, or abilities as a volunteer; social is a third factor, where volunteers seek a social interaction with friends or others that are viewed favorably by the volunteer; career is a fourth element of the VFI, known as a career related benefit of volunteering; the fifth element is protective, moreover, volunteers gain protection by distracting oneself from negative emotions they may experience; lastly, enhancement is the sixth factor of VFI and may contribute to one's self-esteem and make one feel useful. P1 and P2 agreed that most of their volunteers chose to volunteer based on altruistic reasons. P3 commented, "There are many volunteers within our organization which volunteer for reasons other than altruistic." P1 further stated, "Volunteers may begin the volunteering journey for one reason but continue to volunteer for a different reason." An understanding of the Clary et al. (1998) research may assist the nonprofit leaders to create volunteer strategies aligned to each reason for volunteering. All participants agree that all

reasons for volunteering are good reasons.

Another approach to understanding an individual's reasons for volunteering includes Butt et al. (2017) research, which was also known as the functional approach to volunteerism, which applied four directions, also known as the ABCE model, for leaders to consider. Ullah et al. (2017) further explained the four directions as follows: (a) affiliation, which refers to the desire to socialize and be a part of a group, (b) personal values and beliefs, which is also the most common reason individuals choose to volunteer, which is altruistic in nature, (c) career development, has been defined as the most unique direction and different from the other motives to volunteer, and (d) egotistic motives describes an individual that volunteers for praise, recognition or to improve their ego. It is interesting to note, Englert and Helmig (2018) emphasized volunteers' abilities contribute to their individual effectiveness as volunteers. Additional questioning led to the three participants highlighting the desire for volunteers to socialize and have opportunities to interact and build relationships with others. Therefore, although volunteers may choose to volunteer for career development or skill enhancement, the achievement of these skills and abilities is combined with the need to socialize or meet others and impacts the overall effectiveness of the volunteer role.

Irrelevant of the reasons for volunteering, Lepak et al. (2006) cultivated that irrelevant of the abilities and motivation of the individuals who volunteer, leaders of nonprofit organizations must provide opportunities to use the abilities and motivation the volunteers bring. Nonprofit leaders should offer opportunities for volunteers to gain the

skills needed to volunteer. A more formal volunteer program may enable this to occur. Following a review of publicly accessible information, P1 and P2 provided a structured volunteer program to ensure volunteer effectiveness. Following further questioning, P1 and P2 agree more enhancements to their volunteer orientation and training would further enhance the volunteer experience. Furthermore, Liket and Mass (2015) advised training, details of duties and responsibilities, and an understanding of organizational expectations is essential for volunteering effectiveness. Nonprofit leaders enhance the volunteer experience, irrelevant of the reason for volunteering, by creating the environment, providing training, and ensuring support. To improve volunteer retention, Alfes et al. (2017) found leaders that use additional supports towards volunteers minimize the possibility of volunteer turnover. Nonprofit leaders that prioritize training and onboarding might experience an increase in volunteer retention.

P1, P2, and P3 are associated with a crisis support nonprofit and realize their volunteers are unique to that type of nonprofit organization. Sundram et al. (2018) extended helpline volunteers are altruistic in nature but also needed volunteer task training, support, communication, effective technology, recognition and a sense of belonging (Alfes et al., 2017; Elstad, 2003; Garner & Garner, 2011; Harp et al., 2016). McCurley et al. (1996) further stated the first six months of a volunteer experience is the most influential and the use of retention and volunteer opportunities are essential immediately or prior to the commencement of the volunteering role. Clary et al. (1998) and Al-Mutawa (2015) recommended that leaders of nonprofits focus on an

understanding of the motivation of the volunteers; the incorporation of the VFI; followed by the implementation of volunteer training, support, and recognition of management practices using factors of volunteer values, including volunteer social, career, protective, and enhancement values. Nonprofit leaders that ensure a positive, supportive and trusting volunteer environment, and use formal onboarding, orientation, and training programs, increase the possibility of volunteer effectiveness.

Volunteer recruitment efforts were also an important consideration for nonprofit leaders. Clary and Snyder (1999) recommended the use of persuasive messaging throughout a volunteer recruitment effort, with tailored communication related to the type of motivation desired from the future volunteers. Clary et al. (1998) found that messages of advertising are perceived as more persuasive by potential volunteers when the messages are aligned to their motives for volunteering. Following a review of publicly accessible information for all three participants, the recruitment of volunteering is primarily left to the volunteer to decide with a less assertive recruitment campaign. The three participants used websites to describe volunteer opportunities in general rather than the specific type of volunteer opportunities, tasks, or role opportunities. P1, P2, and P3 understood the importance of knowing the reasons for volunteering, but it was not reflected in their publicly accessible information. The recruitment efforts may also influence the type of volunteer. Nonprofit leaders that provide specific and detailed information to the public early and in their recruitment efforts may improve their volunteer retention and decrease their volunteer turnover.

Applications to Professional Practice

Nonprofit organizations differ from for profit organizations and rely on volunteers as a part of their labor force. Most nonprofit organizations have a volunteerism focus and element of the organization (Burde et al., 2017). Nonprofit organizations generally serve the public, such as a hospital or a community based organization for no profit (Burde et al., 2017). Gazzola et al. (2017) further promoted that nonprofits also have a social responsibility and government related obligations, which differs from their for profit organizations. Therefore, volunteer retention issues and turnover are potentially costly to a nonprofit organization. I interviewed three nonprofit leaders and reviewed publicly accessible information about the nonprofit organizations.

Four themes emerged from the responses of the semistructured interview and followup questions. Specifically, the strategies were focused on the building of relationships with volunteers, identifying and offering training for volunteers, motivation and engagement techniques, and knowledge of the reasons volunteers choose to volunteer, which might impact their overall volunteer satisfaction. I identified findings of this study to reveal how three nonprofit leaders from three nonprofit organizations in Toronto, Ontario, Canada successfully developed and used recruitment and retention strategies to retain technologically competent volunteers in nonprofit organizations. The strategies contained in this study might be helpful to establish or improve recruitment and retention strategies in other nonprofit organizations locally and internationally. McCurley et al. (1996) referred to individuals who volunteer as freely providing time to benefit

others, without any form of remuneration. The results of this study are significant to nonprofit leaders, both in general and those that face volunteer retention or turnover challenges.

The nonprofit leaders from this study agreed on the importance of volunteers for the operation of the nonprofit organizations. Furthermore, the three nonprofit leaders interviewed for this study also agreed that recruitment and retention of volunteers were essential for the overall volunteer experience. Al-Mutawa (2015) agreed and advised on the positive relationship between the appropriate use of volunteer motivation and volunteer retention. The nonprofit leaders of this study provided examples of retention and turnover strategies for their volunteers. The three nonprofit leaders' perspectives might help other nonprofit leaders enhance their volunteer programs and improve the overall volunteer experience, volunteer satisfaction, and volunteer retention. Nonprofit leaders could potentially develop an enhanced volunteer program and enhance the nonprofit's reputation within the community for both potential volunteers and other community stakeholders.

As a result of the findings of this study, nonprofit leaders might motivate individuals to improve themselves through new skills, additional knowledge, and other personal and professional development. Nonprofit leaders might realize that using the strategies from the study may increase volunteer loyalty and commitment. Furthermore, by providing training for volunteers, and using the strategies recommended from this study might enhance the community's longterm skills, knowledge, motivation levels, and

self-esteem. Training is a critical element of an effective volunteer program (Biron et al., 2011). Biron et al. (2011) further explained that nonprofits should implement a volunteer orientation and volunteer onboarding program, which includes the use of peer-supports, to enhance the volunteer training provided. When nonprofit leaders consider the motivation of volunteers and incorporate human resource practices around these motivations, volunteer turnover decreases (Kang, 2016). Englert and Helmig (2018) denoted volunteers must be motivated to perform, which would make them more likely to perform more effectively. Besides, volunteerism offers opportunities to socialize. Fallon and Rice (2015) contended volunteers value social interactions, recognition, and service to others. The strategies provided by the nonprofit leaders of this study might improve the opportunities to socialize and, therefore, might improve volunteer self-esteem, relationships, and overall wellbeing.

The findings from this study might also benefit the community through the effects of altruism. Sundram et al. (2018) found individuals volunteer for both altruistic and egotistic reasons. Volunteering effects have a tremendous impact on a person's wellbeing. Volunteers play a crucial role in a nonprofit organization. Therefore, the recruitment of volunteers is a critical strategy for the overall wellbeing of the organization (Christoph et al., 2014). The strategies suggested in this study might improve the overall volunteer experience and, therefore, the wellbeing of the volunteers and the community. Finally, the implementation of strategies offered within this study may also influence the community as a whole by developing volunteers through skill

building and career enhancements, therefore, the establishment of a more competent society and citizens. Grossman and Furano (1999) further emphasized that leaders who use volunteer training and development programs increase the likelihood of volunteers gaining ability, as well as the possible improved retention of volunteers. Boxall and Purcell (2008) defined the volunteers' opportunities as the opportunity to experience empowerment and to receive the support of the leaders, which resulted in an overall positive influence on volunteer satisfaction. Finally, leaders of nonprofit organizations might also consider these strategies to enhance the overall positive reputation of the nonprofit organization, which might improve the critical performance standards and help achieve the objectives of the nonprofit organization.

Implications for Social Change

The results of this study may contribute to positive social change by providing nonprofit organizational leaders with strategies to recruit and retain technologically competent volunteers. Leaders in nonprofit organizations may benefit from strategies to improve nonprofit organizational sustainability, increase services to clients and the community, and improve the volunteer experience and satisfaction. Most nonprofit organizations have a volunteerism focus and element of the organization (Burde et al., 2017). An organization focusing on retention can further enhance the organization's sustainability by creating more volunteer engagement opportunities (Kang, 2016). Nonprofit leaders that place importance on these strategies might build better relationships, provide improved training programs, motivate and engage volunteers, and

better understand the needs of the volunteers they recruit. Englert and Helmig (2018) founded volunteers must be motivated to perform, which would make them more likely to perform more effectively. Volunteers with improved training, more motivation, and engagement might impact further social change directly for themselves, to the clients, and the community. Individuals that choose to volunteer might become more trusting, respectful, and positive members of society. Using strategies to improve recruitment and retention might lead to improved human resources practices and reduced turnover to improve the availability of appropriate volunteers for all communities.

Enhanced competent volunteers within the nonprofit sector might have a direct influence on the community through improved skills, knowledge, and overall wellbeing of individuals. Nonprofit leaders rely on volunteers to achieve organizational objectives. Therefore, a meaningful and satisfactory volunteer experience impacts both the nonprofit organization and the community. A community with individuals with improved competence and wellbeing might lead to an improved community and society. Nonprofit leaders who do not place importance on the recruitment and retention of volunteers may not experience rewarding and meaningful volunteer relationships and may not find competent volunteers. Smith (2017) postulated, in addition to the challenge of managing volunteers, the quality and service provided by a nonprofit may be negatively impacted by a lack of volunteers, for both social and financial reasons. Manetti et al. (2015) stipulated improvement in retention would possibly lead to cost savings for the organization as the cost of continuously training new volunteers is extremely expensive,

which may result in inappropriate volunteers who do not positively contribute to the organization nor society. In this case, nonprofit leaders might experience an increase in costs of operations associated with volunteer turnover and retention issues. In addition, nonprofit leaders that do not use the recruitment and retention strategies for volunteers might not be sustainable compared to other nonprofit organizations.

Trained and capable volunteers are a positive addition to society. Other nonprofit organization leaders might benefit from the experience and additional skills of volunteers. For profit organizations might also benefit from the training and skill development of the volunteers once they enter or reenter the workplace. Often volunteers choose to volunteer for no altruistic reasons such as career development, networking, experience, and training opportunities. Improved recruitment and retention of volunteers impact the workplace and for profit employers through the availability of motivated, skilled, and experienced individuals. Volunteers play a crucial role in a nonprofit organization and in general. Therefore, the recruitment for volunteers is a critical strategy of the overall wellbeing of the organization (Christoph et al., 2014). Besides, experienced volunteers contribute to an employable workforce, which might also impact the employment rates and improved economic stability. Zievinger and Swint (2018) further elaborated on the importance of volunteer training and its impact on the social and protective motivators of volunteers. Clary et al. (1998) strongly extended to leaders the need for congruence between motivation and the actual experience of volunteering, which impacts long-term volunteer commitment. By implementing the strategies from this study, nonprofit leaders might

improve the volunteer experience and meaningfulness of volunteering which might lead to increased client services and the client experience, as well as an overall community benefit.

Recommendations for Action

The recommendations for action in this study might interest nonprofit leaders in nonprofit organizations, especially nonprofit leaders working directly with volunteers. Nonprofit leaders who implement the recommendations from this study for recruitment, retention, and issues of turnover of volunteers might positively impact organizational objectives. When nonprofit leaders consider the motivation of volunteers and incorporate human resource practices around these motivations, volunteer turnover decreases (Kang, 2016). Findings from this study might also be helpful for human resources professionals, trainers, and employees in nonprofit organizations. An organization focusing on retention can further enhance the organization's sustainability by creating more volunteer engagement opportunities (Kang, 2016). Although nonprofit organizations do not exist to profit, leaders within the nonprofit should operate for profit organizations with business strategies and human resource practices (Gazzola et al., 2017). The purpose of this qualitative study was to explore the strategies nonprofit leaders use to recruit and retain technologically competent volunteers in nonprofit organizations. Four themes emerged from the semistructured interviews and review of publicly accessible information, and therefore recommendations for action are presented in this study. The themes from this study include: (a) build volunteer relationships, (b) maintain motivated and engaged

volunteers, (c) provide ongoing training to volunteers, (c) understand individual reasons for volunteering.

The first recommendation for action involves building relationships with volunteers. Nonprofit leaders that build relationships with their volunteers tend to improve volunteer retention. Specifically, when building a positive relationship is a priority, volunteers tend to feel a partnership emerged. Razi and Maulabakhsh (2015) found that positive working conditions impacted the performance of the employees. Positive work environments where trust and a culture of openness are a priority is essential. P3 commented on the need for open and honest dialogue among the volunteer community. Furthermore, nonprofit leaders should build trusting relationships which involve effective communication. Communication should be two ways and should include the opportunity to share feedback, volunteer stories, and provide feedback for improvement. Liket and Mass (2015) emphasized training, details of duties and responsibilities, and an understanding of organizational expectations are essential for volunteering effectiveness. Moreover, nonprofit leaders should explain the expectations and roles of the volunteers, reiterating the volunteer's contribution to organizational objectives. Nonprofit leaders that use formal communication, such as volunteer handbooks and easily accessible information are generally more effective. P1 and P2 agreed that a formal volunteer program was beneficial to building the volunteer and leader relationship. Nonprofit leaders that build relationships not only accomplish volunteer retention; organizational growth and sustainability are also enhanced.

The second recommendation for action involves maintaining motivated and engaged volunteers. Englert and Helmig (2018) promoted volunteers must be motivated to perform, which would make them more likely to perform more effectively. Nonprofit leaders are partially responsible for the motivation and engagement of their volunteers. Volunteers are an essential service for nonprofit organizations. Nonprofit leaders should provide feedback, recognition, and support to volunteers. P2 emphasized the importance of supporting their volunteers, and the impact support has on the volunteer experience. P3 uses mentoring and coaching strategies to ensure their volunteers are provided support. Sundram et al. (2018) emphasized the need for leaders to understand role identity for helpline volunteers through the use of specific strategies such as improved technology, internal communication, and recognition efforts; these strategies may effectively impact volunteer satisfaction and, therefore, volunteer retention. McCurley et al. (1996) further stated the first six months of a volunteer experience are the most influential, and the use of retention and volunteer opportunities are essential immediately or prior to the commencement of the volunteering role. Nonprofit leaders that establish recognition, motivation, and support strategies within the first six months might improve volunteer retention and reduce volunteer turnover.

The conceptual framework of this study supports the recommendation of maintaining motivated and engaged volunteers. Herzberg developed the concept of motivators and hygiene factors in relation to job satisfaction (Herzberg et al., 1959). An understanding of both factors will assist organizations in obtaining job satisfaction

information and employee turnover intentions (Herzberg et al., 1959). Motivators are intrinsic factors and include achievement, recognition, work challenges, advancements, and responsibilities (Herzberg, 1974; Herzberg et al., 1959). Nonprofit leaders should consider hygiene factors for volunteers, including building a relationship or other hygiene factors that influence volunteer turnover. Generally, intrinsically motivated volunteers tend to be more effective and maintain higher loyalty and commitment to the nonprofit organization. However, any reason to volunteer is valid and acceptable.

The nonprofit leader should view themselves as a coach or mentor for the volunteers, which might impact their volunteer experience, and impact volunteer motivation and engagement. P3 reiterates the effectiveness of using mentors and coaches for their volunteers. Garner and Garner (2011) further advocated leaders need also to encourage and provide an organizational culture where volunteers can voice their concerns and provide feedback, which also reduces volunteer turnover and may increase positive volunteer recruitment. Leaders should cultivate existing volunteers with interesting volunteer assignments to retain volunteer engagement (Hager & Brudney, 2011). Nonprofit leaders should involve volunteers in other roles and tasks to improve volunteer engagement. Leaders of nonprofits should provide volunteers with the opportunities to use their skills and motivation during their volunteer tasks (Alfes et al., 2017). Alfes et al. extended nonprofit leaders should enable volunteer engagement through decision-making and feedback opportunities, which is positively aligned to volunteer retention. Bailey suggested that the employee's discretionary effort required

three components: employees had to have the necessary abilities, they needed appropriate motivation, and employers had to offer them the opportunity to participate (Appelbaum et al., 2000). The conceptual frameworks of this study supports the offering of volunteer opportunities and support to impact volunteer retention and reduce volunteer turnover.

Nonprofit leaders that use HRM practices, also contribute to the motivation and engagement of volunteers. HRM practices need to improve performance behavior through training to increase ability, through pay to increase motivation, and through communication and involvement to provide opportunities to enact knowledge and motivation (Bos-Nehles et al., 2013). Fallon and Rice (2015) forwarded volunteers' value social interactions, recognition, and service to others. Nonprofit leaders with effective management practices that provide feedback, recognition and engagement opportunities tend to increase volunteer loyalty and commitment.

The third recommendation for action involves providing ongoing training to volunteers. Training is a critical element of an effective volunteer program (Biron et al., 2011). Nonprofit leaders that do not currently have formal or informal training programs should implement a volunteer training program. P1 and P2 use formal training programs but agree there is room for improvement. The training program is essential for new volunteers and continuing volunteers. According to Bos-Nehles et al. (2013), ability is more critical than other factors. HRM practices need to improve performance behavior through the following: (a) training to increase ability, (b) pay to increase motivation, and (c) communication and involvement to provide opportunities to enact knowledge and

motivation (Bos-Nehles et al., 2013). Grossman and Furano (1999) further rendered that leaders who use volunteer training and development programs increase the likelihood of volunteers gaining ability, and the possible improved retention of volunteers. A training program should align to the expectations of the volunteers and the roles of the volunteers.

The use of training programs provides skills and development of volunteers, which the conceptual frameworks of this study supports. Individuals need to: (a) acquire the necessary skills and knowledge to accomplish their job duties, (b) get motivated to do their jobs at their fullest potential, and (c) have the opportunity to capitalize on their abilities to perform and contribute (Appelbaum et al., 2000). Nonprofit leaders should use training programs to acquire the necessary skills and knowledge to accomplish their volunteer duties. Bailey suggested that the employee's discretionary effort required three components: employees had to have the necessary abilities, they needed appropriate motivation, and employers had to offer them the opportunity to participate (Appelbaum et al., 2000). When nonprofit leaders implement volunteer training programs, they reduce the potential for confusion, frustration and increase the potential for a meaningful and positive volunteer experience. Biron et al. (2011) further forwarded that nonprofit leaders should implement a volunteer orientation and volunteer onboarding program, which includes the use of peer-supports, to enhance the volunteer training provided. Training might also consist of onboarding, orientation, and socialization, which might enhance volunteer retention.

The fourth recommendation for action involves understanding an individual's reasons for volunteering. Maki et al. (2016) stated volunteerism is an action undertaken by an individual freely for a greater good and intrinsic reasons rather than extrinsic, different from paid employment opportunities. This recommendation begins with effective volunteer recruitment and selection strategy. Clary and Snyder (1999) recommended using persuasive messaging throughout a volunteer recruitment effort, with tailored communication related to the type of motivation desired from future volunteers. Nonprofit leaders should use a recruitment strategy that emphasizes volunteers' support, commitment and individual needs.

Understanding the motives for volunteering helps nonprofit leaders to improve volunteer retention. Hygiene factors need to be present to avoid dissatisfaction and minimize employee unhappiness (Herzberg, 2003). Managers should offer hygiene factors to maintain satisfaction (Herzberg et al., 1959). Satisfiers promote retention, and leaders may consider which satisfiers are essential for volunteers. Hygiene factors are considered dissatisfiers and are outside the individual and may include salary, relationships within the workplace, job security, supervision, working conditions, and company policy (Herzberg, 1974; Herzberg et al., 1959). In a volunteer position, relationships, working conditions, and company policy might influence volunteer turnover. Herzberg (1974) indicated that satisfiers promote employee retention and dissatisfiers increase employee turnover. Quratulain and Khan (2015) studied the motivation of public service employees and their work pressure and found that although

hygiene factors prevented job dissatisfaction, they did not motivate employees. Nonprofit leaders that focus on understanding motivation and hygiene factors might increase volunteer retention and decrease volunteer turnover.

Nonprofit leaders that understand the volunteer reasons for volunteering might provide a more meaningful volunteer experience. Individuals that volunteer and their motives for volunteering influences their behaviors and attitudes (Cialdini et al., 1987). Clary et al. (1998) developed a functionalist theory to the concept of volunteerism, specifically, he proposed there are six functions potentially served by volunteers and, therefore, created the VFI. Clary et al. developed the VFI to include the factors of values, understanding, social, career, protective, and enhancement. The information derived from the VFI may be used to understand the motivations of volunteers, followed by an appropriate strategy to recruit and retain volunteers (Clary et al., 1998). Clary et al. stated that the VFI approach is helpful to ensure a person to organizational fit in both the short-term and for long term sustainability and argued the applied use of the VFI to minimize the overall volunteer turnover. Clary et al. research on the VFI defined the factors of VFI; values are defined as the altruistic or humanitarian concern for others as reasons to volunteer; a second factor is understanding and is known as the volunteers desire to gain new knowledge, skills, or abilities as a volunteer; social is a third factor, where volunteers seek a social interaction with friends or others that are viewed favorably by the volunteer; career is a fourth element of the VFI, known as a career related benefit of volunteering; the fifth element is protective, moreover, volunteers gain protection by

distracting oneself from negative emotions they may experience; lastly, enhancement is the sixth factor of VFI and may contribute to one's self-esteem and make one feel useful. Clary et al. found that advertising messages are perceived as more persuasive by potential volunteers when the messages are aligned to their motives for volunteering. Sundram et al. (2018) advised helpline volunteers are altruistic in nature but also needed volunteer task training, support, communication, effective technology, recognition, and a sense of belonging (Alfes et al., 2017; Elstad, 2003; Garner & Garner, 2011; Harp et al., 2016). Nonprofit leaders that understand the difference between altruistic and no altruistic reasons for volunteering might improve retention. The nonprofit leaders who customize a volunteer experience based on the reason for volunteering might increase loyalty, commitment and decrease turnover. For example, a volunteer that chooses a volunteer experience to socialize expects the opportunity and support to socialize.

Nonprofit leaders may use the results of this study to explore the possibility of improving volunteer recruitment and retention strategies. All participants will receive an executive summary of the findings of this study. Walden University will also make this research publicly available through an online academic database. I will also continue to contribute to the nonprofit sector by seeking opportunities to share this research and findings through nonprofit seminars, conferences, or training. I will also consider the continuation of this research to add enhanced value to the nonprofit sector and the community.

Recommendations for Further Research

This study's findings might help to expand knowledge of strategies nonprofit leaders use to recruit and retain technologically competent volunteers in nonprofit organizations. The participants used for this study met the criteria for eligibility and were experienced, skilled, and knowledgeable. Although this study helped to understand and recommend effective volunteer recruitment and retention strategies for nonprofit organizations, limitations existed, and further research is necessary. A multiple case study design with three nonprofit organizations was used, but one limitation involved the small sample size of three participants. The use of a small sample size might have limited the depth of the knowledge that was possible to achieve by using a larger sample size. I recommend using a larger sample size of nonprofit leaders or expand the research to include multiple participants from the same nonprofit organizations, such as other nonprofit employees.

The second limitation involved the study's geographic location, which included solely Toronto, Ontario, Canada nonprofit organizations. I recommend future research to include other geographical areas in Canada and internationally to ensure diversity and greater representation from other nonprofit organizations and the nonprofit sector. A researcher that used a qualitative method versus a quantitative method is the third limitation of the study. This study used a qualitative method which limits the information collected, and further research using a quantitative method is recommended. Future research based on a quantitative method might examine the relationship and correlation

between volunteer retention and motivation, volunteer retention, and volunteer recruitment.

Furthermore, a fourth limitation involved using the data collection instrument, which might limit the findings of the research. Specifically, the use of semistructured, open-ended interviews may limit and vary the responses from the participants. I recommend future research using other data collection instruments such as observations and focus groups. Lastly, none of the interview questions addressed the concepts of gender, ethnicities, age, and generations. Further research could also be conducted on the recruitment and retention of volunteers and the impact of researching gender, ethnicities, and various ages or generations.

Reflections

My DBA experience was a rewarding and challenging opportunity. Overall, I have enhanced my academic writing competence and appreciate past and future researchers and their rigorous work. My improved depth and breadth in research skills are a combined effort of my hard work and the dedication of my Chair, Dr. Rocky Dwyer. The DBA experience has been invaluable to me personally and professionally.

My interest in volunteer recruitment and retention emerged from my experiences in the DBA consulting capstone program. Initially, I was provided a nonprofit client in the DBA consulting capstone program. My assigned nonprofit client was struggling to recruit and retain technologically competent volunteers for her nonprofit organization. Unfortunately, that client became extremely busy and could not meet weekly to provide

the required information to proceed with the research. Rather than begin a new DBA study, my Chair and I decided to continue with the doctoral study using a multiple case study rather than a single case study and transfer into the traditional capstone study program. This opportunity was attractive as recruitment and retention were a concern for the one client. Following my study, I realized; it was a challenge and problem for many nonprofit organizations. I now have a new interest in volunteer recruitment and retention in nonprofit organizations. I would consider future research in this area.

The literature review was a challenging and complex task but an exciting one. I gained tremendous knowledge investigating many conceptual frameworks to decide on the most suitable one for this study. Following some advice from my SCM, I chose two conceptual frameworks, one of which I was familiar with as I taught in my courses, as an instructor in the Faculty of Business at a Canadian university. Additionally, I gained new skills and knowledge through the use of the research method and research design. In preparing for the first oral defense, my knowledge and interest increased through the more profound understanding of research methodology. I am proud that my secondary and primary research will benefit nonprofit organizations. In addition, I have now gained an appreciation for the use of conceptual frameworks as a lens to understand a current business challenge or problem better. I am excited about the future research possibilities for both myself and for future employers.

As I conducted semistructured interviews, I already understood the concepts of recruitment and retention due to my educational background and through the courses I

taught as an instructor. To ensure personal bias did not emerge, I carefully followed the established interview protocol. The interview protocol allowed me to be consistent with the participants. Following the interviews, the themes were evident, which provided a deeper understanding of volunteering, recruitment, and retention issues in nonprofits. I believe my interviews and discussion of volunteering inspired the participants to review and consider and review the current processes and strategies they use. The process involved in preparing a literature review was also a rigorous one, which improved both my academic writing, knowledge of the conceptual frameworks, and the concept of recruitment and retention.

I have changed my thinking of nonprofit organizations and nonprofit leaders following the semistructured interviews. I have a clearer understanding of the challenges and opportunities in the nonprofit industry. I also obtained a new outlook on volunteer retention strategies. I hope this study will provide strategies for nonprofit leaders or become an inspiration for future discussions on volunteer retention. At the beginning of the DBA, I did not have the skills, knowledge, or ability to conduct research. Although challenging and laborious, the experience of researching and writing this doctoral study has provided me the opportunity to deepen my research skills and has encouraged me to consider applying for future research funding in areas where I can contribute to positive social change. My future research may include refugees, immigrants, and other vulnerable sectors where research may help them overcome barriers.

Conclusion

The purpose of this qualitative multiple case study was to explore the strategies nonprofit leaders use to recruit and retain technologically competent volunteers in nonprofit organizations. The three participants of this study were nonprofit leaders in nonprofit organizations in Toronto, Ontario, Canada. Following the interviews, a review of publicly available information, and data analysis, four themes emerged in response to the research question. The four themes were supported by the two conceptual frameworks, the AMO theory, the Herzberg two-factor theory, and the supporting literature on volunteer recruitment and retention. I conducted data analysis which resulted in the identification of four major themes: (a) build volunteer relationships, (b) maintain motivated and engaged volunteers, (c) provide ongoing training to volunteers, and (d) understand individual reasons for volunteering.

Nonprofit organizations rely on the essential volunteer role. Volunteer retention is a current challenge and concern for many nonprofit organizations. An investment in volunteers is critical to the success of the nonprofit organization. Specifically, nonprofit leaders should train their volunteers, build trusting and supportive relationships, and use motivation strategies such as recognition and engagement opportunities. Unmotivated and unengaged volunteers are costly to the nonprofit organization, where volunteer turnover is a challenge and a barrier to achieving organizational objectives. Nonprofit leaders that understand and adapt to the reasons volunteers choose to volunteer are more effective in volunteer retention.

Through the lens of the AMO theory, Bailey (1993) suggested that the employee's discretionary effort required three components: employees had to have the necessary abilities, they needed appropriate motivation, and employers had to offer them the opportunity to participate (Appelbaum et al., 2000). Nonprofit leaders who prioritize the training of skills, implement motivation strategies, and provide engaging volunteer opportunities might improve volunteer retention. In addition, Herzberg's two-factor theory provides two factors that affect motivation in the workplace (Herzberg et al., 1959). Herzberg developed the concept of motivators and hygiene factors in relation to job satisfaction (Herzberg et al., 1959). Motivation may be defined with variables to better understand and apply the concept. Hygiene factors are considered dissatisfiers and are outside the individual and may include salary, relationships within the workplace, job security, supervision, working conditions, and company policy (Herzberg, 1974; Herzberg et al., 1959). Hygiene factors need to be present to avoid dissatisfaction and minimize employee unhappiness (Herzberg, 2003). Nonprofit leaders that understand and use volunteer motivators and ensure hygiene factors are present, might improve volunteer retention.

The findings and the strategies I recommended in this study may prove helpful to the participants of this study and other nonprofit organizational leaders that use volunteers, who have a desire to improve volunteer retention. The strategies I recommend might also contribute to positive social change in the nonprofit industry and to the community that the nonprofit organizations serve. Specifically, the community may

benefit through the availability of increased support services and an availability of more competent and experienced individuals.

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Appendix A: Interview Protocol

Introduction

Thank you for agreeing to participate in this doctoral study. As a doctoral student at Walden University, I Angela Tartaro-Flowerday will conduct this study. As previously mentioned in the consent form, this doctoral study is focused on the strategies nonprofit leaders use to recruit and retain technologically competent volunteers in nonprofit organizations. Your contribution to this study may assist future nonprofit leaders to use strategies to improve the retention of volunteers.

Before we begin, I will review the interview protocol to ensure you understand what to expect and to answer any of your questions before we begin. With your permission, I will record our interview to ensure that I capture your input and responses accurately. For each of the questions, there is no right or wrong answer, please answer based on your personal experiences and knowledge about the subject. All of your responses and information that you provide will remain confidential. As a reminder, participation in this study is voluntary and you may withdraw from the study at any time.

After today's interview, I will prepare a summary and interpretation of your responses. I will send you this summary for your review. I will also contact you and arrange a followup interview to give you the opportunity to provide any additional information or to request any changes or revisions to your responses.

The interview should last approximately 30-45 minutes. Do you require anything before we begin? Do you have any questions before we begin?

Thank you and let's get started. I will begin recording your responses to the following interview questions:

Interview Questions

1. What strategies do you use to recruit and retain technologically competent volunteers?
2. How do you use these strategies to recruit and retain technologically competent volunteers?
3. What are your key performance standards for evaluating the effectiveness of your volunteer recruitment and retention strategies?
4. What were the key barriers to implementing the strategies for volunteer recruitment and retention strategies?
5. How did you address the key barriers to implementing the strategies for volunteer recruitment and retention strategies?
6. How do you retain these volunteers?
7. What more, if any, information would you like to share regarding recruitment strategies for recruiting and retaining technologically competent volunteers?

Wrap-up

This concludes the interview for this doctoral study. Thank you for your time and support and for the valuable information you have provided on the subject. As previously mentioned, I will prepare a summary of your responses and forward them to your attention via email. When convenient for you, please review the interview responses I

recorded. This review process ensures your responses were recorded accurately and there was no misinterpretation or items missed. I will arrange a brief phone call to discuss any changes, revisions, or additions you may recommend. Is there a convenient date and time for you to facilitate this brief 5-15 minute discussion in 1 week's time?

Do you have any questions for me, at this time? If any questions or concerns do arise, please do not hesitate to contact me via email to discuss.

Thank you again.

Appendix B: Interview Questions

Research Question

What strategies do nonprofit executives use to recruit and retain technologically competent volunteers to support a crisis support system operation?

Interview Questions

1. What strategies do you use to recruit and retain technologically competent volunteers?
2. How do you use these strategies to recruit and retain technologically competent volunteers?
3. What are your key performance standards for evaluating the effectiveness of your volunteer recruitment and retention strategies?
4. What were the key barriers to implementing the strategies for volunteer recruitment and retention strategies?
5. How did you address the key barriers to implementing the strategies for volunteer recruitment and retention strategies?
6. How do you retain these volunteers?
7. What more, if any, information would you like to share regarding recruitment strategies for recruiting and retaining technologically competent volunteers?