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Millennial Motivation for Nonprofit Arts and Culture Organizations

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Abstract

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Dissertation Submitted in Partial Fulfillment

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Abstract

Many arts-related nonprofit organizations rely on a volunteer labor force and often face difficulties fulfilling their missions without successful recruitment and retention efforts. Millennials make up almost a third of the volunteer force. This research focused specifically on members of the Millennial generation and their relationship with arts and culture-related nonprofit organizations in their communities for the purpose of helping these types of organizations recruit, retain, and manage volunteers from this age group. The theoretical foundation for this research consisted of public service motivation theory and generational cohort theory. The research question examined the primary motivations for Millennial adults born from 1982 to 2000 to volunteer for art and culture related nonprofits in their communities. This phenomenological qualitative study employed semi-structured interviews with 20 volunteers who donate time and skills to arts and culture nonprofit organizations in the Midwestern region of the United States. Nvivo was used to organize the data. Hand-coding was used for the thematic analysis. Results indicated that members of the Millennials generation were motivated to volunteer for a mix of personal and altruistic reasons. Additionally, the results showed that the dimensions of public service motivation were prevalent in the motivations for millennials to volunteer for nonprofit arts and culture organizations in their communities. This research contributes to positive social change by providing insight to nonprofit leaders to help them recruit volunteers to be able to continue carrying out their missions and provide arts and culture content to their communities.

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Chapter 1: Introduction to the Study

Introduction

Communities that have opportunities for their citizens to participate in arts and culture events are healthier, safer communities. Engaging in community cultural events and taking advantage of community assets, such as performing arts venues and museums, is positively associated with overall life satisfaction and improved mental health (Mak et al., 2021). The organizations that provide this content by putting on events and maintaining communities' assets rely on volunteers. Volunteers from younger generations are key to the future health of these organizations and communities.

According to Strauss and Howe (1991), members of the Millennial generation, or Generation Y, include adults born between 1982 and 2000. Like other generational categories, this generation has generated its share of negative and positive stereotypes. For example, negative stereotypes include the belief that Millennials are lazy, entitled, and in constant need of praise (Hills et al., 2015). Positive stereotypes include Millennials being socially conscious, career-focused, interested in self-improvement, and technologically inclined (Crosley, 2018; Hills et al., 2015).

In this study, I explored beyond stereotypes to add to the body of research about members of the Millennial generations' relationships with nonprofit organizations. I explored what motivates them to volunteer and in what ways to they contribute. This study added to the research in the fields of public policy and nonprofit management by giving nonprofit leaders insight into the motivations of the members of their volunteer

pools. This insight may be used by leaders in the recruitment and retention of volunteers which are essential to the future viability of nonprofit organizations and their missions.

This chapter is structured to set the foundation for and establish the merit of this academic research study. In the first section of this chapter, I cover the background of the study and the issues concerning nonprofit arts and culture organizations. The background section is followed by an explanation of the problem statement and purpose of this study. These sections are followed by the research question around which I designed the study. This chapter also includes the nature, scope, and significance of the study followed by the definition of important terms used in this study as well as any assumptions, delimitations, limitations, and a summary of the chapter.

Background of the Study

Millennials are the largest generation in the workforce today, making up 35% of the working population (Fry, 2018). They bring specific skills to the workforce, such as technology development and operation, as well as communication skills involving social media and other electronic platforms (Crosley, 2018). Some companies have taken advantage of these skills and use reverse mentoring where an older employee helps a younger one with industry knowledge and soft skills, while the younger employee helps the older one with technology and electronic communication (Brinzea, 2018; Crosley, 2018). These skills could be an asset to nonprofit organizations, and nonprofits should be recruiting volunteers with these skills as well as volunteers who would be able to use their post-high school education to help nonprofits fulfill their missions (Stankiewicz, et al., 2017). This reciprocal relationship gives Millennial a place to use skills developed in

college and develop resume and portfolio content while providing useful technology skills for nonprofit organizations.

While Millennials are the largest generation in the workforce, they fall behind baby boomers and Generation X in total volunteer hours, making up 28.2% of the volunteer labor force (Corporation for National and Community Service, 2019). They donate 1.5 billion hours of service worth $36.7 billion. 21% of Millennials volunteer for local organizations (Corporation for National and Community Service, 2019). In this research, I focused specifically on members of the Millennial generation and their relationship with arts and culture-related nonprofit organizations in their communities.

Problem Statement

The Corporation for National and Community Service (2019) found that 14.8% of volunteer activity was for nonprofits that allowed volunteers to engage in artistic activities such as music, performance, or visual arts. Many of these nonprofits provide vital cultural and educational services to the communities they serve. These cultural and arts-related nonprofits are defined as "a broad range of place-based cultural assets" such as performing arts and music venues, museums, arts, and crafts shows and classes, libraries, and community education opportunities that contribute to the social and economic health of mid-sized to small communities (Baeker, 2017, p.37). Arts and culture-related nonprofits provide social benefits to people in impoverished and rural communities as well as to vulnerable populations (Wright et al., 2014). Nonprofit organizations rely on the volunteer labor force. They could face difficulties fulfilling their missions without making efforts to recruit and retain Millennials that make up almost a

third of the volunteer labor force and bring technological and communication skills to the organization (Corporation for National and Community Service, 2019; Stankiewicz, et al., 2017).

There is a great deal of research on Millennials 'motivations in the workforce such as Heyns and Kerr (2018) and Mustica, et al. (2018), and on Millennials and their volunteering habits, e.g., Johnson and Chattaraman (2019) and Stankiewicz, et al. (2017). Millennials tend to support causes that they are personally familiar with and that provide skill development and personal enrichment (Gorczyca & Hartman, 2017; Stankiewicz et al., 2017). However, there is a dearth of research that focuses on their relationships with nonprofits related to arts and community development, especially in the midwestern United States. Further research on this topic can benefit leaders of these types of nonprofits in this region with information about what they can do to attract and retain younger volunteers. This study is important to public policy and administration research because nonprofit organizations provide services to communities that government entities cannot and the retention and recruitment of younger volunteers s key to the organization's ability to continue to carry out its mission.

Purpose Statement

The purpose of this qualitative study was to analyze the motivations of members of the Millennial generation, also known as Generation Y, who may volunteer their time to support culture and arts-related organizations in their communities. Most Millennials are in the middle adulthood age group, many with school-age children (Dimock, 2019). People in this group are more likely to volunteer for recreation, sports, and education-

related nonprofits (Gray, et al., 2012). My goal for this study was to determine what specific motivations drive Millennials to support arts and culture-related nonprofit organizations by interviewing the unpaid volunteers of these organizations about their perceptions of the motivations of Millennials to volunteer for their organization. Nonprofit leaders could use the results of this study to attract and retain volunteer support from this age group.

Research Question

This research question was the foundation for this study: What are the primary motivations for Millennial adults born from 1982 to 2000 to volunteer for community-based art and culture nonprofit organizations?

Theoretical Framework

I developed the theoretical framework for this study using one primary theory, public service motivation (PSM) theory, and one secondary theory, generational cohort theory. PSM is used to explain why people choose public service as a career and how they differ from those who choose to work in the private sector as well as what motivates their interest in public service (Perry & Wise, 1990). I used this theory as the framework for studying Millennial's motivation for public service at art-related nonprofit organizations in their communities. Researchers examining PSM in Millennials have found that PSM is high among Millennial public and nonprofit employees and that Millennials who work in the public or nonprofit sector spend more time volunteering than those who work in the private sector (Ertas, 2016; Houston, 2005). I used this theory as the foundation for studying why Millennials volunteer for nonprofit organizations by

looking outside of public employment and applying the theory to volunteer public

service.

Perry and Wise (1990) developed PSM theory to define an employee's motivation

for working in the public sector instead of the private sector. They indicated that

employee motivation for working in the public sector is different than employees that

choose to work in the private, for-profit sector (Perry & Wise, 1990). These differences

in motivation for public sector employees include a concern for civic duty and overall

public interest, interest in public policy development, the importance placed on social

justice, self-sacrifice, and compassion for people (Perry & Wise, 1990). These

motivations became the foundation of PSM theory and measurement tool developed by

Perry (1996). This measurement tool and scale has been used by researchers that apply

the theory to employment in the public sector and volunteer public service as well as

across generations and the world.

For a secondary theory to support the study on Millennials as a generational

cohort, I used generational cohort theory. Generational cohort theory states that because a

group of people are born in a particular age range and experience the same significant

events that shape the era in which they were born, that they share common characteristics

and mindsets (Mannheim, 1952). This shared experience creates the opportunity for each

cohort to influence societal change. Other researchers claim generations are defined from

the perspective of economic and historical cycles (Strauss & Howe, 1991). Generational

cohort theory is not a precise science as there are variations on the definitions and birth

years of each generation throughout the literature. However, it is still beneficial when

comparing generational differences in motivations, values, beliefs, and work preferences (Garrick et al., 2017; Strauss & Howe, 1991).

When applied to Millennials, generational cohort theory researchers have found that members of this generation were more protected as children and were optimistic and aspirational as young adults. This generations' beliefs and values, work preferences, and motivations were shaped by the emergence of a digital world and social media, the frequency of school shootings, experiences of the terrorist attacks surrounding 9/11, and an economic recession (Twenge et al., 2010). Each generation has been attributed their own positive and negative stereotypes. Positive stereotypes for Millennials include being socially conscious, career-focused, interested in self-improvement, and technologically inclined (Crosley, 2018; Hills et al., 2015; Twenge et al., 2010). Negative stereotypes include the belief that Millennials are lazy, entitled, and in constant need of praise (Hills et al., 2015; Twenge, 2013; Twenge et al., 2010). These stereotypes are highlighted in the media and discussed in the literature on generational cohort theory. In this study, I contributed to the literature and tested the stereotypes concerning the social consciousness of Millennials.

Nature of the Study

For this study, I chose a qualitative method with a phenomenological approach, examining the common experiences of a specific group. In this study, that group consisted of Millennials who volunteer for arts and culture nonprofits. Researchers use a phenomenological approach to gather in-depth descriptions of the participant's experience. I used semi structured interviews to collect data on the motivations of the

Millennial volunteers by asking questions about the participants' experiences and motivations to support nonprofit organizations in their communities.

For the purpose of this study, I used Cnaan et al. (1996), Cuskelly et al. (2006), and Lynch and Smith (2010)'s definitions of volunteers as individuals who willingly donate services or skills to an established organization without the expectation of monetary compensation. These volunteers included performers and artists who share their skills without monetary compensation as well as board members who do not get compensation. The sample size for this study was 20 participants from a variety of arts and culture nonprofit organizations.

I used a purposeful, network sampling technique for this study. According to Rudestam and Newton (2015), network sampling involves identifying one or two participants and asking them to recommend or recruit more that meet the selection criteria until the desired sample size is found. The data collection method that I used for this study was individual semi-structured interviews. I recorded and then transcribed the interviews verbatim to ensure the information provided is reflected accurately. I analyzed the data using thematic analysis, which entailed carefully organizing and examining data to find recurring themes and ideas that were related to the phenomenon and the research question. In thematic analysis, a researcher looks at the meaning of the words and what was implied by the participant's choice of words (Patton, 2015). I preferred hand-coding when using smaller amounts of data. I was immersed in the data and was able to get a better understanding of what I was looking for during the first round of coding. I used Nvivo software for the second round of coding to make sure nothing was missed and to

identify codes that could be related but that I could have missed due to the potential bias of my familiarity with the phenomenon and the participants of the study. I used Nvivo software to organize the data so that it was easy to understand, analyze, summarize, and present, which contributed to a sound and valid research study.

Definition of Terms

Millennials: Members of the generation cohort that were born between 1982 and 2000 (Strauss & Howe, 1991).

NPACO: *Nonprofit Arts and Culture Organization*, a nonprofit organization whose mission is related to arts and culture (Gallagher, 2020).

Volunteer: An individual who willingly donates services or skills to an established organization without the expectation of monetary compensation (Cnaan, et al., 1996; Cuskelly et al., 2006; Lynch & Smith, 2010). Volunteers for this study included board members, performers, technical crew members, and front of house managers.

Assumptions

I made a number of assumptions during this study. I assumed that participants would answer all questions honestly and expansively because they were interested in the research. My second assumption was that the chosen research methods were the best choice for this research study. My third assumption was that there are differences in the motivations to specifically volunteer for NPACOs as opposed to other types of nonprofit organizations. Finally, I assumed that there are differences in motivations based on age or the size of the organization, and that there is even a need for NPACOs to recruit and retain Millennial volunteers to maintain organizational success.

Scope and Delimitations

The specific population that I chose for this phenomenological study was unpaid volunteers of arts and culture related nonprofits in the metropolitan area of a midsized Midwestern city. These NPACOs include community theaters, museums, and art galleries. The volunteers that I chose for participation were born between 1982 and 2000. These volunteers serve a variety of roles such as performers and visual artists as well as event staff and board members who do not get monetary compensation for their time and talent. This research has potential transferability in studies that look at this age group's motivations for volunteering for other kinds of nonprofit organizations.

Limitations

In this study, I focused on a specific geographical region of the Midwestern United States. Another limitation of the study is the different definitions of the Millennial generation. While I chose the Strauss and Howe (1991) definition because it had the largest span of years, other definitions state that Millennials were born prior to 1982 and after 2000. This limited the criteria for participation as some volunteers could be born close to the cohort birth years, but I excluded them. I also had to manage my personal bias as a Millennial who volunteers for NPACOs. I did this through the practices of bracketing and member-checking, which are further defined in Chapter 3.

Significance

In this research, I addressed a gap in the understanding of the Millennial generation and their relationships with NPACOs, specifically their motivations for volunteering their time and skills for this niche in the nonprofit market. This research is

unique because I focused on motivations for volunteering for a specific type of nonprofit, arts and culture related, and in a specific region, a mid-sized metropolitan area in the Midwest. The results of this study include information that nonprofits leaders can use to improve their expectations regarding Millennial stakeholders and on recruiting and retaining Millennial volunteers. Public administrators may use the insights I generated in this study to gauge generational attitudes toward public initiatives and projects.

Summary

In this chapter I introduced the research topic, the background of the study, the problem statement, nature of the study, research questions, the purpose and significance of the study, the theoretical framework, and the assumptions and limitations of the study. I also provided a justification for research on the relationship between Millennials and arts-related nonprofits and how the research can benefit these organizations in volunteer recruitment and retention. In Chapter 2, I examined the literature on Millennials, arts and culture nonprofit organizations, and generational and public service motivation theory to establish a foundation for the research. In Chapter 3, I explain the methodology and procedures for this research study by describing the research population and the data collection and analysis strategies. In Chapters 4 and 5, I shared my results of the study, the conclusions I have drawn from the data, and the implications for social change.

Chapter 2: Literature Review

The Corporation for National and Community Service (2019) found that 14.8% of volunteer activity was for nonprofits that allowed volunteers to engage in artistic activities such as music, performance, or visual arts. Many of these nonprofits provide vital cultural and educational services to communities they serve and rely solely on the volunteer labor force. They would face difficulties fulfilling their missions without making efforts to recruit and retain Millennials that make up almost a third of the volunteer labor force and bring technological and communication skills to the organization (Corporation for National and Community Service, 2019; Stankiewicz, et al., 2017).

There is much research on Millennials' motivations in the workforce, but there is little research done on their relationships with nonprofits related to arts and community development, especially in the midwestern United States. The purpose of this research was to analyze the motivations of members of the Millennial generation, also known as Generation Y, who volunteer their time to support NPACOs in their communities. My goal was to determine what motivates Millennials to support NPACOs to help nonprofit leaders attract and retain volunteer support from this age group by interviewing members of this generation about their motivations to volunteer for these types of organizations.

In this Chapter, I examine the relationships between Millennials and public service motivation, nonprofit organizations, and volunteering. I review the existing literature on these topics and summarize previous studies to establish this research study's foundation. I also identify the research gap on these topics and their relation to public

policy and social change, showing how this study adds to the research on Millennials, volunteering, and public service motivation. In the first segment of the literature review, I focus on the theoretical foundation by reviewing the literature on generational cohort theory and PSM theory. The segments on Millennials, arts and culture related nonprofits, and volunteering follow.

Literature Search Strategy

In this section, I describe selected articles relating to Millennials, arts-related nonprofits, and public service motivation. The keywords I used in my search were *Millennials or Generation Y, arts-related nonprofits, PSM theory, generational cohort theory,* and *volunteering* in a Thoreau multidata base search and seven databases in the Walden Library, including Academic Search Complete, Business Source Complete, ERIC, Military/Government and Political Science Collections, Hospitality and Tourism Complete, and Public Administration Abstracts. I also used ProQuest Central to search other thesis and dissertations on the keywords listed above. In addition, I searched the references of articles and dissertations on the topic to locate additional sources related to the research gap and problem. I used Google Scholar to locate any sources from these references lists that were not available through the Walden Library and to use the citation chaining feature to see find articles that cited the original article.

Theoretical Foundation

In the following sections, I review the literature on research related to the theoretical foundation of this study. The theoretical foundation allowed me to provide a platform for what key concepts and variables are included in the rest of the literature

review. The first theory I discuss is generational cohort theory, its background and its application to the Millennial generation and their workplace and prosocial behaviors. In the following section, I cover the research on PSM theory and its application to prosocial behaviors and the Millennial generation as well current and international research on PSM.

Generational Cohort Theory

Leaders in the for-profit and nonprofit sectors are facing a human resources dilemma. There are currently four different generations active in the workplace and in volunteer pools, baby boomers, Generation X, Millennials, and Generation Z. Successful interaction between the generations at work and other formal institutions is necessary for an organization to achieve its goal. The different characteristics, experiences, and motivations of these generations can make it difficult to make policies that increase the productiveness and meet the needs of employees and volunteers. Studies on generational diversity in the workplace look at defining generations, their differences, and how to overcome those differences (Standifer & Lester, 2020). Generational cohort theory can help researchers define and explain the differences in age groups and can help sociologists, educators, and employers understand how to study or manage people based on their age and generational identity (Standifer & Lester, 2020; Strauss & Howe, 1991). In the following section I focus on generational cohort theory and how it applies to the Millennial generation.

Generational studies were introduced in 1952 by Karl Mannheim, who described a generation as a group of people born in a particular age range who experience the same

significant societal events such as war, economic depression, and social revolutions that shaped the era in which they were born and raised (Mannheim, 1952). These experiences cause each group to share common characteristics and mindsets (Mannheim, 1952). Ryder (1965) applied the concept of cohort to generational studies and explained that each birth cohort meets the world and then ages together, sharing their "unique location in the stream of history" (Ryder, 1965, p. 844). This shared experience created the opportunity for each cohort to influence societal change.

Strauss and Howe (1991) conducted another foundational study of generations that claims generations are defined from the perspective of economic and historical cycles and that there four different recurring generation types every 22 years. These types are in order as Idealist, Reactives, Civics, and Adaptives. Strauss and Howe (1991) identify these cycles going back 500 years. For example, baby boomers are Idealists who were used to having their needs met by their parents, teachers, and science as children, attacked societal institutions as young adults, and then defended those institutions in older adulthood. GenXers are considered Reactives and grew up with both parents working or with divorced parents. They are a financially and ethnically diverse cohort with more subcultures than previous generations. They are less politically inclined than the previous generation, but more empathetic and generous. Millennials are considered Civics and will be further described in the following section. Generation Z are considered Adaptives. Strauss and Howe (1991) claim Adaptives generally go through one major crisis as children and are inclined to support conformity as young adults but appreciate diversity as they get older.

Generational cohort theory is not a precise science but reflects the context to which it is applied and can be used to compare generational differences in motivations, values, beliefs, and work preferences (Garrick, et al., 2017; Strauss & Howe, 1991). In this study, I examined generational cohort theory as it applied to the Millennial generation defined by Strauss and Howe (1991) in Chapter 1. In the following sections, I apply the theory to Millennials and their workplace and prosocial motivations as well as current generational cohort research and limits of generational cohort theory.

Generational Cohort Theory and Millennials

According to Strauss and Howe (1991), Millennials fall into the Civic generational type. The members of this generation were more protected as children and were optimistic and aspirational as young adults. Civics support strong institutions and stay strong supporters throughout their life. They came into adulthood during a time of crisis. The studies applying generational cohort theory to Millennials show that this generations' beliefs and values, work preferences, and motivations were shaped by the emergence of a digital world and social media, the frequency of school shootings, experiences of the terrorist attacks surrounding 9/11, and an economic recession (Crosley, 2018; Hills et al., 2015; Twenge et al., 2010).

Each generation has been attributed their own positive and negative stereotypes. Positive stereotypes for Millennials include being socially conscious, career-focused, interested in self-improvement, and technologically inclined (Crosley, 2018; Hills et al., 2015; Twenge et al., 2010). Negative stereotypes include the belief that Millennials are lazy, entitled, and in constant need of praise (Hills et al., 2015; Twenge, 2013; Twenge et

al., 2010). These stereotypes are highlighted in the media and discussed in the literature on the generation, but there is little empirical evidence found in the research that back them up.

Millennials' Generational Differences in the Workplace

Millennials are currently the largest generational cohort in the workplace. The research on Millennials and their motivations largely looks at their motivations in the workforce. Hills, et al. (2015)'s comprehensive literature review on Millennials, generational theory, and stereotypes relating to students and workers in occupational therapy concluded that age should be taken into consideration when managing students and employees. Different generations may develop different values and motivations regarding employment and future careers due to the shared experiences during their adolescence. These differences can cause misunderstanding and miscommunication resulting in decreased productivity and satisfaction with the organization (Sanner-Stiehr & Vandermause, 2017).

Twenge et al. (2010) found that Millennials valued leisure time and a work-life balance and were less likely to work overtime if their regular salary covered their financial needs when compared with baby boomers and Generation X. Millennials are also accused of expecting promotions without the years of experience put in by baby boomers and GenXers (Sanner-Stiehr & Vandermause, 2017). More recent research on Millennials' differences in values and motivations in the workforce include Morrell and Abston's (2018) study comparing the attitudes Millennials have toward work and compensation with other generations. They found Millennials placed more importance on

personal time, intrinsic and extrinsic rewards, and social equity when compared with baby boomer and Generation X employees.

Some studied have shown that there is little evidence of different values and motivations in the workplace. Standifer and Lester (2020) looked actual versus perceived generational differences in the workplace by surveying a large and diverse group of employees who worked for eight different retail/service sector companies. The results showed that boomers and Millennials had significant differences in the values they placed on social interactions at work. Boomers placed more importance on teamwork whereas Millennials placed more importance on work environment. However, they also found that while actual differences were statistically significant, perceived differences were more evident than actual differences. Shepard (2020) found that while there were statistically significant differences in workplace values between the generations, there was not an identifiable pattern to make assumptions about one generation versus another. The author also compared the answers of those in a managerial role and found no statistically significant differences between the generations. The research shows there are differences in workplace values and behaviors, but that these differences are not as significant as the media and prior research claim they are.

Millennials Differences in Prosocial Behaviors

Researchers have studied Millennial's relationship with charitable organizations to determine the level of support these organizations can expect from them. Millennials fall under Strauss and Howe's (1991) Civic generation in that they support public institutions and are community minded (Paulin et al., 2014; Strauss & Howe, 1991).

However, research and data from the Corporation for National and Community Service (2019) show they currently donate less money and volunteer hours than GenXers and baby boomers. They are often considered selfish and narcissistic in the media (Koczanski & Rosen, 2019). Koczanski and Rosen (2019) looked at cross sectional data from two national surveys and found that while Millennials, specifically younger Millennials, are less likely to give at all, they are more generous when they do than baby boomers and GenXers were at their age.

Nonprofits needs to look at Millennials' motivations for charitable activity and design their solicitation/recruitment efforts to match those motivations and build relationships. Gorczyca and Hartman (2017) and Johnson and Chattaraman (2019) analyzed Millennials' motivation and attitudes toward charitable organizations and their intent to donate these organizations. Gorczyca and Hartman (2017) surveyed 140 Millennials and found an individual's intrinsic motivations were significantly related to their attitude toward helping others and their intent to donate to a charitable organization. Johnson and Chattaraman (2019) used a mixed methods approach to determine if personal gain played a part in a Millennial intent to donate and found that social responsibility signaling are primary drivers to Millennial spending, giving, and social responsibility. Both organizations found that internal motivations were the primary drivers for prosocial behavior. Volunteering is another prosocial behavior where age differences are studied and will be addressed in the research on volunteering in a future section.

Limitations of Generational Theory

Using generations or defined age groups to analyze behaviors and motivations does have its limitations and researchers have critiqued it as inconsistent and problematic. The span of years that makes up a generation is different across the research. Some define Millennials as born from 1982 to 1996 (Dimock, 2019). However, Strauss and Howe (1991), who authored the foundational study on defining generational cohorts, defined Millennials as born from 1982 to 2000. GenXers were born in 1962, according to Cennamo and Garnder (2008) and born in 1965, according to Haeger and Lingham (2014). Twenge et al. (2017) claimed that differences in generations are more of a gradual change as opposed to a definite one and that it is doubtful that there are any major differences between a GenXer born in 1980 and a Millennial born in 1982. These parameters limit research on generational cohorts as it excludes what could be relevant data.

While members of a specific generation may have been alive during the same events, it is hard to measure their shared experience across different locations, socioeconomic statuses, and life-style choices (Costanza & Finkelstein, 2015; Haeger & Lingham, 2014; Lyons & Kuron, 2014; Twenge, 2013). There is no way to combine the multiple perspectives to determine one shared experience and measure that shared experience across every culture for every individual (Garrick, et al., 2017). While defined generational cohorts are studied globally, the definitions are inconsistent unless the researchers have adopted the U.S. categories (Lyons & Kuron, 2014). Upper and middle-class people will have a different experience of an economic recession than those below the poverty line. While baby boomers of the middle class were indulged and had every

need met, lower-class children did not experience this and developed anger issues that manifested later in life (Strauss & Howe, 1991).

Costanza and Finkelstien (2015) claimed that there is little empirical evidence that membership in generational cohorts explains the differences in the four different generations in the workplace and claimed that there are other reasons outside of age to account for these differences. However, Lyons and Kuron (2014) discussed a growing body of evidence showing that differences in the workplace such as career experience, values places on work-life balance, and preferred leadership and management styles can be explained by age difference. The authors did recognize that the data are difficult to compare and generalize due to the different aspects and characteristic of each generation. Despite its limitations, breaking up age groups into generations as units of study is the most reliable way for researchers to measure differences based on age and can still contribute to the literature on generational differences (Lyons & Kuron, 2014; Twenge et al., 2017;).

Public Service Motivation Theory

Rainey (1982) first mentioned public service motivation as defining the specific motivation for public service. Perry and Wise (1990) further defined and developed the term and theory to determine an employee's motivation for working in the public sector for the public interest instead of the private sector. Further research indicated that employee motivation for working in the public sector differed from the motivations that drive employees to work in the private, for-profit sector (Kim & Vandenabeele, 2010; Perry & Wise, 1990; Perry, 1996; Prysmakova, 2020). These differences in public

employees' motivation include a concern for civic duty and overall public interest, interest in public policy development, the importance placed on social justice, self-sacrifice, and compassion for people (Perry & Wise, 1990). Perry and Wise (1990) made these motivations the foundation of PSM theory and, subsequently, the measurement tool Perry (1996) developed for further research.

Perry's (1996) scale contains six dimensions based on the motivations listed above, " attraction to public policy making, commitment to the public interest, civic duty, social justice, self-sacrifice, and compassion" (pp. 1). This scale has been widely used to study PSM in research studies that have been growing steadily in number since the 1990s. Research on PSM has focused on six main areas of study: "the construct and its measurement, incidence, antecedents, outcomes, organizational systems, and interaction with other types of motivation" (Kim & Vandenabeele, 2010, p. 701). Research since Perry and Wise (1990) has indicated that public service employees have higher PSM levels than private-sector employees (Houston, 2005). These studies also apply the theory across different public employment sectors and types of public service, across different age groups, and internationally.

Kim et al. (2013) discussed the application of Perry's (1996) PSM model and its meaning and theoretical structure to international NGO and NPO workers, demonstrated the need to generalize PSM studies across cultures and nationalities. While the six dimensions of Perry's 1996 model have been found in some international studies, other studies show that the dimensions developed in the United States need to be revised when researching PSM in other countries (Kim & Vandenabeele, 2010). Kim et al. (2013)

proposed a four-dimension, 16 item model that revises Perry's (1996) to support the PSM construct and theory better when applied to countries and cultures outside the U.S. based on the data collected from 12 different countries. However, though the revised scale improves the research's generalizability, Kim et al. (2013) state that the data invariance indicates concern that it is not yet possible to make PSM studies applicable across different global public cultures.

The research on PSM also encompasses different public cultures in the United States. While many early studies of PSM were concerned with motivations for public service through government work, Bright (2016) found PSM was also applicable to general nonprofit work and found that the participants who worked in the nonprofit sector had higher PSM levels than students who worked in the government sector. The results indicated that PSM was a better predictor of nonprofit career preferences than a predictor for government career preferences. This research indicated further research on PSM can be expanded and applied to all forms of public service.

Public Service Motivation and Millennials

Research on PSM spans across generations and attempts to measure PSM in different age groups. When compared with Generation X graduate students on public service motivation, prosocial behaviors, perceptions of private, public, and nonprofit entities, and career plans, millennial students reported more volunteer work during college and cared less about political and religious affiliations. However, the two generations had little difference in PSM levels (Einolf, 2016). Henstra and McGowan (2016) did a qualitative study of Millennials' motivations to pursue a public service career

and their expectations of the benefits of a career in the public sector. Results indicated

that PSM's various components attracted Millennials to public sector careers, including

public policymaking, civic duty, compassion, and self-sacrifice.

PSM components also align with volunteering or serving others free of charge.

Ertas (2016) applies PSM to Millennials and volunteering by comparing Millennials'

volunteer activities in different sectors, Millennials and older individuals, and the

domains where the volunteer activity took place. Results indicate that Millennials

working in the nonprofit and government sectors participated more in volunteer activities

than Millennials who work in the private sector and were more likely to attend a public

meeting to address a public issue. They also found that Millennial respondents were more

likely to volunteer for educational and health organizations, though at lower levels than

respondents in older generations.

Public Service Motivation Theory Outside of Employment

Volunteering

The growing field of PSM research in the past decade has created opportunities

for new applications of the theory to situations outside of employment. This includes

charitable giving and volunteering time, talents, and resources to nonprofit organizations.

The literature on PSM and volunteering indicates that employees who work in the

government and nonprofit sectors volunteer more than their counterparts in the private,

for-profit sector (Ertas, 2016; Houston, 2005). Clerkin and Fotheringham (2017) applied

PSM to their study on formal and informal volunteering. Formal volunteering was

defined as donating time and services to legally recognized organizations such as

hospitals, charitable organizations, and churches. Informal volunteering was defined as helping a family member or neighbor outside of involvement with a legally organized service organization. A survey of 290 undergraduate students in an introductory American politics course about their volunteering activities found that formal volunteering increased every dimension of Perry's PSM model while informal volunteering only increased the compassion dimension of PSM. The results of this exploratory research also showed that previous volunteer activity in high school and religious affiliations also showed an increase in PSM dimensions.

Internationally, studies on PSM and volunteering include Lee and Jeong (2015) research on how PSM dimensions predict the volunteering activities of public employees. This quantitative study sampled Korean National Government employees with a survey on their agreement with PSM dimensions and their volunteering activities. The results indicated that attraction to policymaking was the only dimension that had a significant and positive relationship with being involved in volunteer activities. Results also showed that increased work hours had a negative relationship with volunteer hours. This study shows how different the concept of public service motivation is across cultures, as it shows that the only dimension that increased when associated with volunteering was a potentially self-serving. In contrast, the U.S. studies discussed above showed that the PSM dimensions that were increased when associated with volunteering were predominantly those defined by altruism.

Charitable Giving

In addition to volunteering**,** PSM has also been associated in the research with prosocial behaviors such as charitable giving or donating money to nonprofit organizations (Ritz et al., 2020). PSM is considered motivation to serve the public good where the person may help people they do not know who and may not be in the same geographical location as them (Bekkers & Wiepking, 2011). Most charitable organizations serve the population at large and collect donations from the community at large (Ritz et al., 2020). Clerkin et al. (2009) claimed that PSM is an influential factor in an individual's motivation for volunteering and charitable giving. Their quantitative study, based on Perry's (1996) model, looked at the charitable choices in donating and volunteering of students in an introductory political science course. Their results indicated that those with greater PSM are more likely to donate money and time to charitable causes.

Contemporary Research on Public Service Motivation

The research on PSM has come a long way since Perry and Wise (1990) first started research on the motivations people have for choosing careers in the public sector. Perry and Vandenabeele (2015) reviewed the prior 25 years of research and claim that three achievements had been made: the proliferation of international PSM research, the connection and benefit to public administration, and application to fields of study outside public administration. The authors also discussed future directions for PSM research and claimed that researchers need to continue applying PSM internationally and to different sectors of public and private service work.

One such study that meets this criterion is Prysmakova (2020) which looks at PSM in the nonprofit and public sectors in a former Soviet, post-communist country where services are predominantly provided by the government leaving the nonprofit sector extraneous. The results of their study of cross-sectional data showed that PSM dimensions were higher in nonprofit employees than in public sector employees in the country of Belarus. They also found that volunteering was found to have a negative relationship with PSM dimensions. This is in contrast with most other studies on PSM and volunteering. Prysmakova (2020) claimed that this is due the obligatory volunteer service required under Soviet control. The authors recommend further research on the nonprofit sector to determine whether nonprofit organizations' PSM levels are affected by differences in the financial, organizational, and political characteristics in the organization.

Another recent study on PSM and the public sector, Bromberg and Charbonneau (2020), look at PSM from the HR perspective. They found that public sector managers in the U.S. did not rate applicants higher if they displayed dimensions of PSM despite recommendations-based research on the benefits of integrating PSM in hiring practices and public service management. Schwarz et al. (2020) found that public leadership and PSM is positively linked to job performance in the Chinese public service sector. Public and nonprofit mangers should consider PSM when hiring to find a better fit for public service jobs and when recruiting and retaining employees and volunteers.

Literature Review Related to Key Concepts

In the following sections, I review the literature on key variables and concepts related to this study. Using these concepts, I provide a background to the study and a literature review that connect them to the research question. In the first section, I cover the research on non-profit organizations, then look specifically at NPACOs and their benefits to communities. In the final section, I cover the literature on volunteerism, the motivations for volunteering, and volunteer management, recruitment, and retention.

Nonprofit Organizations

Nonprofit organizations such as religious, educational, and healthcare institutions, neighborhood and fraternal associations, and museums, galleries, and theaters provide resources and services to their local communities in at least one of the following areas: public service, education, advocacy, or culture (Bryson, 2018; LeRoux & Feeney, 2014). Regardless of the service area, most nonprofit organizations have established procedures and policies, a governing body, and employees, volunteers, or a combination of both. Unlike for-profit organizations, any profits earned by these types of organizations are directed back into the organization to aid in the success of its mission and not to any owner, board member, or stakeholder (Bryson, 2018; Ott & Dicke, 2016). As of 2016, there were over 1.5 million organizations with a federal nonprofit 501 (c) (3) or 501 (c) (4) status (National Center for Charitable Statistics, 2018). These organizations are exempt from paying federal and state taxes.

Nonprofit organizations often fill gaps in services that are left unfulfilled by government services and resources. These organizations provide economic relief to

communities and individuals by providing healthcare, financial, and housing services to those in need when government funding is limited or unavailable (Arik et al., 2016). The need for their services depends on the funding of government programs. The demand for nonprofit services decreased during the Great Society legislation of the 1960s and increased during Reagan's presidency when funding for federal and state programs was decreased (LeRoux & Feeney, 2014; Ott & Dicke, 2016). Nonprofits also provide educational and cultural services that would not be available to a community without funding from sources other than the government.

Nonprofit Arts and Cultural Organizations

The research on nonprofit organizations focuses more on charity and healthcare nonprofits than nonprofit arts and culture-related organizations or NPACOs (Gallagher, 2020). These organizations make up 10.7% of nonprofit organizations in the U.S. and include museums, theaters, performing arts venues, and art galleries (Corporation for National and Community Service, 2019). Local arts organizations contribute to the financial and social health of a community. NPACOs benefit the community economically by increasing tourism and employment opportunities (Baeker, 2017; Moldavanova & Wright, 2020). They benefit the community socially by increasing cultural and educational opportunities (Kim et al., 2017). I discuss these benefits in the next two sub-sections.

Economic Benefits

NPACOs provide economic benefits and opportunities to a community's tourism industry. Towards the end of the 1990s, city governments began to consider the impact of

creativity and culture on local economies' development and included strengthening the cultural sector as a public policy objective (Baeker, 2017). Terms such as creative economies, creative industries, and creative cities began to appear in formal research (Markusen, 2014). NPACOs are at the heart of cultural economies as they contribute to the growth in small business, jobs in the arts and culture sector, and the improvement and beautification of places connected to local heritage and culture which increases tourism. Many NPACOs have low-startup costs which creates more opportunities for people to be small business owners. People can turn personal talents into an income either as an entrepreneur or working for one of the small businesses started by an entrepreneur (Baeker, 2017).

NPACOs play key roles in neighborhood revitalization. Cities look for ways to improve downtown neighborhoods which are often older, run-down, and associated with high crime (Tubadji et al., 2015). These practices include upgrading infrastructure and adding landscaping and artwork to public places, making them desirable locations for events and activities as well as educational and cultural opportunities, especially those connected to local heritage and culture. These overall public policy practices are known in the literature as placemaking. Placemaking encompasses more than just aesthetics and visual upgrades, it evaluates community assets to development a reciprocal relationship between the location and area businesses. Partnerships between public and private entities are necessary to make sure every asset is used effectively (Daniel & Kim, 2020). Places highlighting local heritage and culture bring visitors and tourists which also bring business to other businesses and organizations in the area. NPACOs such as theaters and

art galleries benefit from opening in these locations as well as create more opportunities to bring positive activity to the neighborhood (Grodach, 2017).

Social Benefits

Aside from economic benefits, NPACOs also provide social benefits to local communities. These organizations offer places where people can experience and learn about arts and culture as well as provide a place for artistic expression for artists and performers (Baeker, 2017; Markusen, 2014). NPACOs put on events that are part of strategic placemaking practices that bring the community together and build relationships between community residents, businesses, and other nonprofit organizations (Sava & Badulescu, 2018). These relationships promote a sense of wellbeing and contribute to a healthy and educated community that can provide cultural benefits for its members.

NPACOs contribute to social benefits and can provide artistic and cultural content at low or no cost to the public with a strategic revenue plan that includes government and foundation funding. Low cost or free artistic content creates cultural and educational experiences for stakeholders who do not have disposable entertainment income or would otherwise not have access to it (Kim et al., 2017). These experiences have long term benefits for communities and individuals. Wright et al. (2014) interviewed youths five years after they had participated in an after-school arts program in low-income communities and found that participation in the programs had a positive effect on the participant's growth in skill levels, positive relationships, team building. Arts programs are also beneficial for the elderly. Arts for health programs in supported living facilities

have improved the quality life for residents by having a positive relationship with morale, self-confidence, and social connections (Roe, et al., 2016).

Volunteerism

The NPACOs discussed in the previous section rely heavily on volunteers to provide labor for events, talent for performances, and day to day operations. Volunteers are people who donate their time and skills to an organization with no expectation of reward or compensation (Cnaan, et al., 1996; Cuskelly, et al., 2006; Lynch & Smith, 2010; Tonurist & Surva, 2017). Volunteers only have so much time to give, and research has shown that people are becoming more selective in choosing what nonprofits to support (Holmes, 2014; Winterton, et al., 2013). Nonprofits are not just competing with other nonprofits for volunteer hours, but with work and family commitments as well as vacations and other recreational activities (Holmes, 2014; Rochester, et al., 2010). NPACOs need to consider the characteristics and motivations of their volunteers to maintain the level of service they provide.

Over 62 million people in the U.S. volunteer their time and services every year (Corporation for National and Community Service, 2019). They provide services in sectors where government resources are lacking. If these volunteers were being paid, they would be worth approximately $195 billion a year (National Center for Charitable Statistics, 2018). Many organizations, such as community theaters, have always relied exclusively on volunteers for every operation, while other organizations are having to utilize them more due to decreases in funding (Wellens & Jegers, 2016). Without volunteers, many nonprofit organizations would not be able to fulfill their mission.

Not all volunteers contribute the same amount of time to an organization. Holmes (2014) categorizes volunteering levels as occasional, episodic, and regular. Occasional would be a one-time holiday event, episodic would be working the same event annually, and a weekly contribution of time would make one a regular volunteer. Outside of the governing board, most NPACO volunteers do not usually volunteer daily or even regularly. They show up for or in preparation for events. This is known as episodic volunteering which is a current U.S. volunteering trend (Holmes, 2014; Sava & Badulescu, 2018). Episodic volunteers work at events, festivals, and tourist attractions. Holmes (2014) interviewed two groups of volunteers in the tourism industry, one episodic and one regular to study the differences in motivation and commitment between the two groups. She found that regular volunteers interviewed were mostly involved because of a friend or family member association whereas most episodic volunteers sought the activity due to personal interest. Nonprofit leaders need to look at episodic volunteering opportunities as a tool to recruit and retain much needed volunteers who may not be able to contribute regularly but would be interested because it can be fit into their personal schedules.

The role volunteers play in nonprofit organizations is an area neglected by academic research despite the importance volunteers have in the success of an organization's operations and mission (Holmes, 2014; Renz & Herman, 2016). Two of the challenges nonprofits face are recruiting and retaining volunteers. Researching the motivations people have for volunteering can help nonprofits recruit and retain

volunteers. The following sections review the literature on volunteer motivations and volunteer management practices regarding recruitment and retention.

Volunteer Motivation

Understanding what motivates volunteers is important for NPACOs to recruit and retain skilled and dedicated volunteers. People volunteer their time to nonprofit organizations for various reasons. Fashant and Evan (2020) found three main themes for volunteer motivation, personal gain, passion for a cause, and increasing of skills and education in their mixed-methods study. Artis and Lee (2020) also found a mix of altruistic and personal motivations in their study on federal employees. Alam et al. (2020) found that volunteers initially chose to volunteer for altruistic intentions or personal reasons but chose to maintain the relationship with the organization because of rewards and recognition in their study on volunteering for crowds sourcing projects and NPACOs such as galleries, libraries, archives, and museums. The reasons people volunteer are as diverse as the organizations they volunteer for, and research in this area can help organizations improve their volunteer management practices.

The literature on volunteer motivations ranges from intrinsic to extrinsic. Intrinsic motivation is doing something because it satisfies a personal need but does not result in a tangible reward (Renz & Herman, 2016). Volunteering to satisfy a personal need is an aspect of the Volunteer Functions Inventory, a widely applied theory of volunteer motivation. (Clary et al., 1998) The functionalism approach explains that people volunteer to meet various psychological needs. People volunteer because it makes them feel good about themselves for contributing to society. Volunteering allows a

person to express their personal values, learn new skills, and gain work experience, which increases personal growth and confidence. It also allows people to develop and maintain social and personal relationships (Clary et al., 1998; Cuskelly et al., 2006; Fashant & Evan, 2020).

People volunteer as an expression of their identity and because they are passionate about a specific or organization (Renz & Herman, 2016; Tonurist & Surva, 2017). People volunteer for religious reasons and because of affiliation with religious organizations. For NPACOS, such as museums and theaters, volunteers are motivated by the enjoyment of the activity itself. All of these are intrinsic motivations because they satisfy a personal psychological need such as belonging to a group, personal enjoyment, or supporting a cause important to them. Bidee, et al. (2017) analyzed how team membership and inclusion related to intrinsic motivation in healthcare volunteers and found that team inclusion increased competence and personal satisfaction, which led to more motivated and productive volunteers.

Extrinsic rewards are tangible rewards, and for volunteers, those rewards may include public recognition, prizes, career opportunities, and in some cases, monetary compensation or meeting educational or legal requirements. Volunteering for organizations gives people additional opportunities to learn and develop career skills, which leads to increased opportunities for more monetary compensation. Baert and Vujic (2018) found that job applications with volunteer experience listed were more likely to be contacted by the company. Volunteering for special events in the public sector can lead to increased recognition for public employees (Artis & Lee, 2020). For NPACOs,

volunteers have the opportunity to create portfolio content and get experience that may lead to paying jobs (Markusen, 2014). Nonprofit organizations need to consider the motivations for extrinsic rewards and tailor their volunteer management practices to be able to meet the personal needs of potential volunteers such as career experience, public recognition, and skill development.

Volunteer Management, Recruiting, and Retention

Volunteers are part of the human resources for a nonprofit organization and need to be managed like paid employees. Volunteers cost less than employees, can ease the workload of employees, provide emergency help, and expand the reach of services despite budget cuts (Pynes, 2013). Nonprofit organizations need to have established volunteer management practices to recruit and retain volunteers. Volunteer management practices increase communication between staff and volunteers and allows for more organized services and events, which in turn aids the organization in upholding their mission (Ott & Dicke, 2016; Pynes, 2013).

Cuskelly et al. (2006) studied how well volunteer management practices affected volunteers' retention in sports organizations. Results indicated that organizations that used volunteer management practices had better retention of volunteers. Lynch and Smith (2010) researched the recruitment, selection, and retention of volunteers who work in the heritage sector. They found that a lack of formal and established practices in these areas had a negative effect on the success of the organization's volunteer management. The practices discussed in the following sub-sections ensure the volunteer is informed, feels valued, and is successful in their work.

Recruitment

In order to have volunteers for services and events, NPACOS also need to have established and innovative recruitment practices. As resources and funding decrease due to lower contributions from public budgets and shrinking donor pools, volunteers are essential to many nonprofit operations, especially events. For NPACOS, volunteers are needed for marketing, ticket sales, gatekeeping, set up and technical crews, food and drink service, and more. They also need a governing board that is usually made up of volunteers and artists and performers to provide the content (Bryson, 2018).

One of the reasons people say they volunteer is because they were asked. Willems and Dury (2017) looked at reasons people choose not to volunteer, in addition to lack of time, skills, and desire, one of the reasons was they have never been asked. Volunteering for an organization is usually a social activity, and people who volunteer reach out to friends and family to recruit additional volunteers. They also share information with their friends and family that would not be disseminated to the general public about the benefits of volunteering. Lack of information about the organizations and their needs were also listed as a reason for not volunteering (Willems & Dury, 2017).

One way organizations are trying to reach and recruit potential volunteers is through social media and online marketing. Organizations can use social media to target a specific audience with a specific message to share information about volunteering opportunities with younger people. Ash et al. (2020) found using social media platforms was successful in recruiting volunteers because people younger spend more time online than reaching out to organizations looking for volunteer opportunities. They were also

able to tailor their message to a specific group of people and found that one message was more successful than the other using the metrics available to them through the platform. The overall popularity of social media makes it an effective platform to reach volunteers who might otherwise never hear about volunteering opportunities.

Despite the internet being an effective tool to reach and recruit volunteers, studies have shown that it has an overall negative effect on volunteering numbers in general. Volunteering is a social activity, and the increasing use of social media may meet the social needs that were once met by volunteering activities. Hoffman (2017) found that young people place more importance on internet activities than on community service activities. Filsinger and Freitag (2019) also found that increased internet use had a negative relationship with formal volunteering hours. However, they found that the use of the internet for interacting with potential and current volunteers lessened the negative effects. Therefore, the internet and social media should still be considered when developing recruiting practices for NPACOs because it reaches people it otherwise may not, and the organization can create a specific message for a specific audience, thus using its resources effectively.

Retention

Once an organization recruits a volunteer, the next challenge is to keep them. The retention of volunteers is an indicator of volunteer satisfaction within an organization (Maier et al., 2016). Established retention practices keep volunteers as long-time supporters of the organization and its mission. One important retention practice is ensuring that volunteers receive proper training and adequate resources to complete tasks

successfully, and the expectations are clearly communicated (Ariza-Montes & Maria Lucia-Casademunt, 2016; Walk, et al., 2019). When volunteers feel like they are competent and successful at a given task, they are more likely to continue to donate their time to that organization (Wu et al., 2016).

After training is completed, regular check-ins and requests for feedback allow organizations to gauge volunteer satisfaction and find out where training may be lacking or where more engagement is needed (Harp et al., 2016). Regular communication with volunteers keeps them connected to the organization and informed about events and opportunities and cuts down on miscommunication and frustration (Pynes, 2013). Another way to keep volunteers motivated and engaged is formal volunteer recognition practices. Walk et al. (2019) found that inconsistent volunteer recognition had a negative relationship with volunteer turnover in Boy Scouts of American troops in Indiana. Volunteers who feel their efforts and time are appreciated are more likely to continue to donate their time and skills.

Summary

I used generational cohort theory and PSM theory to make up the theoretical foundation of this study. Since Strauss and Howe (1991) is the foundational study of generational cohort theory, its definition of age-cohorts was used to define the generations. With this literature review, I showed that Millennials, born 1982-2000, have a fledgling relationship with NPACOs and that using generational cohort theory to develop volunteer management, recruitment, and retention practices will help these types of nonprofit organizations develop healthy relationships with this age group. PSM theory

can explain why a person chooses to engage in prosocial behaviors in addition to its initial application to choosing careers in the public sector. The first gap in the literature is highlighted as there are few studies that apply PSM to volunteering, and few studies on volunteering that consider PSM as a volunteer motivation theory.

The next two sections of this chapter covered NPACOs and volunteering. NPACOs contribute to the improvement of public spaces and the local economy and offer arts and cultural related educational opportunities to local communities. These organizations operate with the aid of volunteers and need to look for ways to recruit and retain Millennial volunteers to sustain the viability of the organization. The relationship between Millennials and NPACOs is another gap in the literature as most studies look at Millennials in the workplace and Millennials' donation habits regarding charity organizations.

With this study, I contributed to the research on PSM, generational cohort studies, and nonprofit arts and culture organizations. It may assist nonprofit leaders in recruiting and retaining Millennial-aged volunteers in order to sustain the organization's mission for the future. In Chapter 3, I outline the qualitative research study designed to meet these objectives. The next chapter covers in detail the research design, data collection and analysis methods, and issues of trustworthiness.

Chapter 3: Research Method

In this chapter, I outline the research design for my study on motivations for volunteering for local nonprofit arts and culture organizations. I describe the sample and population, the participant selection process, the data collection instrument, and the data analysis procedures. I also include the discussion of validity and reliability issues, ethical considerations, and a summary. The purpose of this research was to analyze the motivations of members of the Millennial generation, also known as Generation Y, volunteer their time to support culture and arts-related organizations in their communities. In this study, I attempted to determine what motivates Millennials to support arts and culture-related nonprofit organizations to help community-based nonprofit leaders attract and retain volunteer support from this age group by interviewing their non-paid volunteers who are members of the Millennial generation.

Research Question

The research question I used as the foundation for this study: What are the primary motivations for Millennial adults born from 1982 to 2000 to volunteer for community-based art and culture nonprofit organizations?

Research Design and Rationale

Because the purpose of this study was to explore the motivations and values of Millennials, I chose a qualitative approach. Qualitative research focuses on human behavior and experiences from the participant's point of view. Using a qualitative study allows the researcher to get an in-depth look at each participant's experience by collecting nonnumerical data from observations, open-ended questionnaires, interviews,

and focus groups (Patton, 2015). The qualitative method I chose for this research was a phenomenological study. I considered several approaches for this research. I considered a multi-case study where I could gather data from two specific organizations, but that method would have limited the participant pool and excluded volunteers at other NPACOs. The phenomenological method is best used when looking the common experience of a specific group of people (Patton, 2015). Using this approach allowed me to get a deep understanding of what motivates Millennials to volunteer for NPACOs in their communities.

Role of the Researcher

The role of the researcher is an important aspect of qualitative research as the researcher usually has personal experience with the topic and phenomena being studied as opposed to quantitative where the researcher has little or no personal connection to the phenomena (Miles et al., 2014), My connection to the phenomenon is that I am a Millennial who volunteers for an NPACO in my community. I have been involved with community theaters since childhood. Researcher bias was a concern, and I followed practices that are established in the literature to mitigate its effect.

I identified my personal bias and preconceived notions through a process called bracketing. Bracketing includes identifying bias and setting it aside to ensure any conclusions come from the data and not my personal experience (Van Manen, 1990). I recorded my preconceived notions and kept them with me as I interviewed participants, analyzed the data, and made sure they did not influence how I asked the questions and how I analyzed the data.

Methodology

Participant Selection

In this study, I used nonrandom, snowball sampling protocol. Snowball sampling, also known as network sampling, involves identifying one or two participants and asking them to recommend or recruit more that meet the selection criteria until the desired sample size is found (Rudestam, & Newton, 2015). I selected participants based on their age and volunteer experience. I chose participants who were born from 1982 to 2000 to capture the motivation of Millennials as defined by Strauss and Howe (1991). They had to have had volunteer experience with at least one NPACO. The desired sample size was 20 to 30 participants. This study had a sample size of 20 participants. This sample size is in line with the qualitative studies on Millennials mentioned previously in this paper (e.g., Mania-Singer, 2017; Thanos & Clark, 2017).

The process for recruiting participant included reaching out on public local Facebook groups made up of area artists, musicians, and historical interpreters. I asked the potential participants that responded with interest to refer fellow volunteers within the organizations for which they volunteer. I contacted these referrals via email to ask for their participation. Please see Appendix B: Semi structured Interview Guide. Using this recruitment and selection process, I was able to get a sample of participants from different kinds of NPACOs within the geographical location being studied. These volunteers served a variety of roles within the organizations. Once participants responded with interest, I provided them with a consent form that states the background, purpose, procedures, and benefits of the study as well as the protection of privacy statement.

Semi structured Interview Instrumentation

I chose a semi structured interview format for this study. The semi structured format includes an outline of the topics and issues that will be covered but allows the researcher to adapt the questions to the participant (Rubin & Rubin, 2012). Using this format also allowed me to investigate the participant's personal feelings and beliefs that provided a deep understanding of the motivations for volunteering. I developed the interview guide for this study using the guide and the examples of good and bad interview questions from Walden University (n.d.). Please see Appendix A: Semi structured Interview Guide.

For this interview, I developed fifteen open-ended questions to get an in-depth look at millennial's motivations for public service at arts-related organizations. Open-ended questions with neutral wording allow the participant to answer with their own words and share experiences in detail and enables the researcher to gather more complete data that can address the research (Ravitch & Carl, 2016; Rubin & Rubin, 2012). In the first four questions, I addressed the participant's demographic information. In the next three questions, I addressed the participant's volunteer experience with local organizations. I used five questions to cover the five dimensions of public service motivation based on Perry (1996) and to what degree they influenced the participant's motivation to volunteer. In the final questions, I asked about the influence of past experiences, religious/moral beliefs, and other motivations for volunteering. I used established data collection and analysis methods commonly used when studying the phenomenon of volunteering that ensured validity and credibility

Procedures for Data Collection

The research design I chose for this study used interviews to collect data on the motivations of the participants by asking questions about their experiences regarding their support of nonprofits in their communities. I conducted the interviews in person and via Zoom. Face-to-face and video interviews allowed me to note body language, facial expressions, and other social cues. I was able to gather better and more complete data from the added observations (Opdenakker, 2006).

I recorded the face-to-face interviews using a cell phone application and the Zoom interviews with the record function on the application. I debriefed participants by a follow-up session where the transcripts of the interviews were shared with them to correct any mistakes. Ethical considerations for the protection of the participants included abiding by the IRB guidelines required by the Office of Research and Compliance at Walden State University. I protected the participants' personal information on password-protected databases and on devices with security and protection software as well as on a password-protected external hard drive. I stored the recording of the interviews in the same way.

Data Analysis Plan

The research question for this study was: What motivates Millennials to volunteer for art-related nonprofits in their communities? I analyzed the data using thematic analysis, which carefully organizes and examines data to find recurring themes and ideas that are related to the phenomenon and the research questions. Researchers use thematic analysis to look at the meaning of the words and what was implied by the participant's

choice of words (Patton, 2015). Cantrell and Farer (2019), Mania-Singer (2017), and

Thanos and Clark (2017) are examples of studies that where researchers used thematic

analysis to analyze qualitative data.

I recorded the interviews and then transcribed them verbatim with the use of a

transcription application. I choose to transcribe verbatim because doing so allowed me to

be immersed in the data throughout the process as well as incorporate notes from the

beginning. Once I transcribed the data, I organized the data into an Excel worksheet. In

this study, I used the process outlined in Meyer and Avery (2009) for using Excel for

organizing and code qualitative data.

For the second round of coding, I used qualitative analysis software, also known

as QDA software. Using QDA software helps researchers with a variety of tasks involved

with qualitative analysis on data collected from recorded interviews, email interviews,

focus groups, and other qualitative data collection methods (Predictive Analysis Today,

2022). The software has tools that help with coding, annotations, writing, and

networking/linking the different pieces of research. QDA software allows researchers to

manage large amounts of data while helping improve and maintain validity throughout

the analysis process. It also saves time as hand-coding extended interviews, or a large

number of interviews can take weeks (Predictive Analysis Today, 2022). I found several

studies that used QDA software (e.g., Thanos & Clark, 2017).

Since the data for this research study consisted of 20 interviews, I considered

using Nvivo to help code and analyze the data. I preferred hand-coding when using

smaller amounts of data so I could be immersed in the data but used Nvivo software for

the second round of coding to make sure I did not miss any codes or themes due to the potential bias of my familiarity with the phenomenon and the participants of the study.

Issues of Trustworthiness

Qualitative researchers must use research methods and procedures that will best provide valid and trustworthy results. Trustworthiness in qualitative research has four dimensions: credibility, transferability, dependability, and confirmability (Patton, 2015). I took measures to ensure credibility and confirmability by seeking participants from multiple organizations and who served different roles within the organization. A diverse participant pool contributes to the triangulation of the data (Patton, 2015). Other procedures contributing to credibility included member checking the data collected and allowing participants to approve the transcript of the interview. This ensures accuracy of the data and lessens the effect of researcher bias (Birt et al., 2016). Another measure was using the QDA software in the second round of coding to make potential codes were not missed due to researcher bias. QDA software also helps the research organize the data so that it is easy to understand, analyze, summarize, and present, which contribute to a sound and valid research study.

To ensure transferability and dependability, I included an in-depth description of the background of the phenomenon and the literature regarding the related topics. I also described in detail the data collection and analysis methods as well as the sampling method and selection of final participants. A detailed description of these processes can aid further research on the topic by providing other researchers with a guide for replicating the study in other regions, other populations, and other related phenomena.

All dimensions of transferability can be affected by the researcher's use of other peer-reviewed articles related to the research as a guide (Patton, 2015).

Ethical Procedures

All public research should abide by strict ethical standards to ensure trustworthiness in the study and to protect human subjects. Independent research oversight committees such as the Institutional Review Board review research proposals to make sure the study does not harm participants (Morris & Morris, 2016). Another aspect of ethical research is to use procedures that promote accuracy (Johnson, 2014). As a Millennial who volunteers for the NPACO in her community, researcher bias was an ethical concern. Steps were taken to avoid researcher bias including holding a short meeting with each participant to make sure they understand the purpose of the study, what is expected of them and their rights as a participant in the study. Also, each participant was provided a transcript copy of the interview to make sure what they said is what they meant as a form of member-checking. The use of member checking allowed me to make sure I recorded the data accurately. The steps outlined in this section ensured my research was done in an ethical manner that was beneficial to participants.

Human Subjects

Research methods involving human subjects should include basic respect for each participant's autonomy and privacy and a plan to minimize any potential harm (Johnson, 2014). In this study, all the participants provided consent and were over the age of 18 years. I sent the consent form and the interview questions to the Institutional Review Board (IRB) for approval prior to recruiting participants. There was no compensation for

participation, and participants were informed that while participating, their identities were protected and the names of the organizations they volunteer for were not published.

Minimizing potential harm includes protecting the participants' personal information and the data collected from them. I secured this information in a secured cloud-based drive as well as backed-up on a password-protected hard drive. I gave participants an I.D. number that was used in place of their name when collecting the data. While it is unlikely any topics discussed would generate consequences with the organizations being discussed, using the I.D. number allowed for anonymity if something negative regarding the organizations was shared. This practice ensured the participants' relationship with any organization discussed remains unaffected by participation in the study and promoted more in depth and less restricted answers.

Minimizing harm also includes protecting the physical and mental well-being of the participant. While face to face interviews were ideal, the need for social distancing during a global pandemic caused me to include the option of video interviews via Zoom. Using video interviews allowed me to see facial expressions and other non-verbal cues. I also allowed participants to do a face-to-face interview with proper social distancing and adherence to CDC guidelines. Not every participant had the equipment, internet bandwidth, and technology skills for a video interview. The disruptions caused by lacking technology can make the participant frustrated and uncomfortable, which can lead to a less productive or incomplete interview. Following the guidelines outlined in this section ensured the protection of data and personal information as well as the physical and mental well-being of the study's participants.

Summary

In this chapter, I outlined and described the methodology for this qualitative research study. I covered the restated problem, purpose, and research questions and detailed the compensation of the research design, including the sample, the participant selection process, and the data collection and analysis procedures. I also discussed issues of trustworthiness, such as the role of the researcher, credibility, transferability, dependability, and confirmability.

Chapter 4: Results

I got the idea for developing this study from watching local arts and culture-related nonprofit organizations struggle to maintain the amount of content they offer to the public due to shrinking volunteer pools and dwindling funding sources. I designed a study that would explore the motivations of the Millennial generation to help NPACOs recruit new volunteers and keep them coming back as well as effectively managing their time and needs. I collected data through open-ended interviews with 20 NPACO volunteers who were born between the years 1982 and 2000 to answer the research question: What are the primary motivations for Millennial adults born from 1982 to 2000 to volunteer for community-based art and culture nonprofit organizations? The Walden University IRB approved this study. The IRB approval number is 05-18-21-0746467.

This chapter includes a summary of the research process and the results of the study including a review of the data collection process, the interview settings, participant demographic information, data collection and analysis strategies, evidence of trustworthiness, and the results of the study and their significance. The COVID-19 outbreak of 2020 had a direct impact on the availability of participants. I addressed this issue in the data collection section of this chapter.

Setting

As previously mentioned, I collected data through interviews and gave participants two options. I offered them a choice of an in-person meeting where the interview was recorded using a cell phone app or doing a recorded interview via Zoom from the comfort of their home. I gave them this choice because it could not be assumed

that all potential participants would have the technology available and the skills to use Zoom. Also, concerns about COVID-19 may have made participants hesitant to meet in person. Sixteen participants chose to do the Zoom interview option. Four participants chose to meet in a study room at a local library. Three participants did not have wireless internet at home and did not feel their cell phone service would support a Zoom meeting uninterrupted. The last of those four chose the in-person option because she did not like using Zoom.

Demographics

All participants in this study were born in the year span 1982 to 2000. This year span is the Millennial generational cohort as defined by Strauss and Howe (1991). The oldest participants were born in 1982 and the youngest participants were born in 1999. All the participants were volunteering or had volunteered in a specific metro area of a midsized city in the United States. The only pieces of demographic information I collected for this study were age, location, educational level, and current occupation. I did not ask about race or gender as those pieces of information do not inform the research question and I did not want to include them in a results discussion for the purposes of this study. The following Table 1.1 highlights the age, educational level, and current occupation of each participant and types of organizations they volunteer and their contributions.

Table 1

Participants Demographic Information

Participant #	Birth Year	Occupation	Educational Level	Type of organization	Roles in Organization

One	1984	Homemaker	BS in Facilities Management	1 community theater	Back-stage, set design and construction, costume design, on-stage
Two	1995	Para Educator/Sub	BFA in WSU Theater Perform/Certificates-Directing film studies	1 community theater	Back-stage, set design and construction, costume design, on-stage
Three	1991	Activities director at nursing home	Some college, pre-nursing	two community theaters	Served on Board of Directors, on-stage, stage management, marketing/community outreach
Four	1999	Sales Associate	HS Diploma	1 community theater	On-stage, workdays, design
Five	1992	Para Educator	BS is Modern Languages and Literature	1 church, four community theaters, one museum	On-stage, singing, fundraising
Six	1997	Actor/performer/graphic artist	Bs in FA in Art and Design	2 community theaters	On-stage
Seven	1998	Student/housekeeper at hotel	Full time student	2 community theaters	On-stage, stage manager
Eight	1995	Marketing/ad sales for media organization	BS-Theater	2 community theaters, the Special Olympics	On-stage, stage manager
Nine	1996	Nurse	Associates in nursing	2 nonprofit theaters, one community theater	On-stage, board experience
Ten	1984	Engineering app developer	MBA	2 community theaters, 2 nonprofit theaters	On stage, tech crew
Eleven	1999	Musician	BA in Organ	2 museums, a church	Historical interpreter, musician for events.
Twelve	1985	Nurse	BSN	1 community theater	On stage, backstage, board experience.
Thirteen	1984	Probation Officer	BS in Speech/Theater-some graduate work	4 community theaters	On stage, board experience
Fourteen	1995	Grocer	Some college	3 community theaters	On-stage, directing, board experience, fundraising
Fifteen	1993	Pharmacy intern	BS in Chemistry, will have PharmD in a couple years	1 community theater, area theater/music departments, political organizations	On stage, tech crew
Sixteen	1985	Delivery driver	MFA-Creative Writing	3 community theaters	On stage, play writing
Seventeen	1987	Workforce professional	BFA	3 community theaters	On stage, tech crew
Eighteen	1987	GM in hospitality sector	Some college	1 community theater, one library-board experience	On-stage, tech crew, board experience
Nineteen	1982	Mental health therapist, clinical social worker	MSW	1 dance organization	Dancer, costume design, ushering,
Twenty	1982	Teacher	MEd	1 community theater	On-stage, director, board experience

Another piece of information I collected was how much time each participant donated per week and per month. This answer varied depending on the roles and tasks the person was doing. While preparing for an event, the most common answer was 10 to 15 hours per week and 20 to 40 hours during the week or weeks of the event. Participants with board experiences put in a regular 6 to 10 hour per month on top of event preparation. The museum volunteer put in 4 to 10 hour per week doing needed tasks for the organization outside of event preparation.

Data Collection

Since the prevalent use of Zoom during the COVID-19 shutdown, I conducted most of the interviews via a recorded Zoom meeting. I choose that software because of its widespread use and ease of recording function, as well as my own familiarity with it. I recorded four interviews using the cell phone application Hi-Q. I chose this software because I was able to get clear recordings and store the recordings in an MP3 format. This format made it as easy to transcribe and store as the Zoom recordings. I collected twenty total recordings for this research.

I recruited participants using Facebook groups of which I was a member. I posted a message on those group pages asking qualified and interested potential participants to contact me via Facebook messenger with their email addresses. I then sent them the consent form, which included the purpose of the study, explained any risk involved and that there was no compensation for participants, and outlined how NPACOS would benefit from this information. The consent form asked participants to reply "I consent" if they were interested in participating in this study. The IRB asked that I include a clause

that stated if the potential participant chose not to respond within a week's time, I would take that as a decline to participate. This was to ensure that any participants who may know me would be able to decline pressure-free.

I found a pool of participants through one of the responders. He shared my post with people who volunteered with him at a specific organization, and I had several potential participants reach out to me via Messenger to inquire about participating in the study. This snowball sampling resulted in 10 participants, which was half of them. The rest of the participants were recruited individually through six separate Facebook posts in two different Facebook groups made up of volunteers. One of the groups was specific to volunteers for community theater needs and events, and the other was specific to volunteers for historical reenactment needs for local museums. Of the two groups, I had a much better response from the theater group page. The initial person who connected me with nine of his fellow volunteers came from my first post on that page. Between the four posts on that page, I recruited an additional nine people from the theater group page not associated with the participant who helped with the snowball sampling. I posted twice on the historical reenactment page and had two people respond. I had several people comment that they found the purpose of the study interesting but were born before 1982. Because I wanted to stay in line with my original study and theoretical foundation, I chose to stay within that age span. From this group, I had two people within the correct age range reach out. One was able to participate, and the other did not have time for an interview.

Once the potential participants responded to the consent form, I emailed them asking about their interview setting preference and their availability. I gave several suggested interview times. I had challenges getting potential participants to respond in a timely manner. I had to email several participants again to get a time scheduled. A few of them never responded to that email. Another challenge was getting people to keep their appointments. I had two potential participants who did not show up and did not respond to inquiries about rescheduling. I rescheduled four interviews for people that messaged in advance that they needed to cancel. After two attempts to reschedule, two of those participants said they were too busy and no longer wanted to participate. There were four participants I stayed connected with for over two months before I was able to get them to show up for an interview. With COVID-19 restrictions lifting, venues were starting to get back in the routine of putting on shows and exhibits and needed their volunteers as much as possible. The changes in public policy regarding Covid-19 caused potential participants to have their already limited time to be limited even further.

It took me from June 2021 to the end of August 2021 to complete 20 interviews. The interviews ranged from just over seven minutes to one hour and seven minutes, with most running 20 to 30 minutes long. Three interviews were interrupted, and the recordings were broken into two parts. I stuck with the questions on the interview guide, occasionally asking clarification questions. Some participants did ask for clarification on specific terms such as NPACO and public policymaking. This data collection process allowed me to successfully complete 20 interviews which gave me the data I needed to finish this research.

Data Analysis

The data analysis process consisted of two rounds of coding and thematic analysis. I recorded the interviews using the Zoom recording function or an audio recording application on my cell phone. I assigned participants a number to protect their identities. Each recording was labeled as a participant's number P1, P2, and so forth to P20 and stored in a password-protected folder. I listened to each recording twice and took notes each time. I added these notes to a spreadsheet where I had a separate space for each question. With this process, I determined the common codes and themes for each question. The coding process included identifying major themes and corresponding answers that exemplified those themes. The process revealed at least one major theme per question.

In the second coding round, I transcribed the interviews using Trint transcription software. With this software, I uploaded the mp4 of the Zoom interview and the mp3 of the cell phone application to get a text transcript for each interview. I downloaded these transcripts as Word documents.

To add credibility to my study, I used NVIVO 12 Data Coding Software to analyze the codes and themes I had determined and to look for and analyze common codes and themes that I may have missed. While the use of Nvivo helped me store and organize my data, the additional round of coding done in Nvivo did not yield any additional codes or themes. It was beneficial for finding coded text by using the word search function as opposed to scrolling through each transcript looking for highlighted materials. I did use word frequency tool and determined when adjusted for synonyms, the

most commonly used words were community, leader, and articulate. Other common words were events, acting, and organizations. The 50 most common words showcase the main concepts of this research, volunteering and community. See Figure 1.1 below for the most commonly used words from the interview.

Figure 1

Word Map

Evidence of Trustworthiness

It is important for researchers to establish trust with organizations that may benefit from this research, as well as future researchers who may want to expand upon the data collected in this study. The research needed to show evidence of credibility, transferability, and dependability to establish trust (Patton, 2015). This section describes the evidence of trustworthiness that served as the foundation for building this trust.

Credibility

I established credibility in this study through the practice of member checking. I emailed a copy of each participant's transcript as well as the observations and notes I took and asked them to respond with their thoughts. Member checking adds to the study's

credibility by allowing participants an opportunity to clarify statements, provide additional information, and validate my understanding of their responses (Birt et al., 2016). 13 participants responded to the email confirming their responses and the conclusions I drew from them within two weeks of sending it. None of them chose to change or add additional information. Employing this confirmation process provided credibility to the study because participants had the opportunity to confirm or change what they intended to say in their responses

Transferability

I established the transferability of this research by sharing a detailed and comprehensive description of the data collection and analysis process. I emailed each participant a detailed description of the research design and the purpose of the study. I repeated this description before each interview so that the participants had a full understanding of both the expectations and the benefits of the study. I also described the data collection and analysis process in detail in Chapter 3 and the beginning of this chapter. This description will help organizations or future researchers expand upon this research and determine ways to recruit and retain volunteers in the arts and culture sector as well as other nonprofit sectors

Dependability

To ensure dependability in this research, I kept my interview consistent with each participant. I took notes while interviewing and while watching or listening to each interview the 2nd and 3rd times. I also checked to make sure I followed the steps I outlined in Chapter 3 through each part of the research process. To add to the

dependability of this research, in addition to emailing the transcript of the interview to the participant, I also included the notes I had compiled from each participant to further the member checking process. The use of Nvivo as an external audit to gain additional insight into the data also added to the dependability and trustworthiness of this research.

Confirmability

The use of Nvivo also added to the trustworthiness of this project by providing confirmation of the common themes determined through the first round of coding and analysis, as well as the use of common words and phrases. Using this tool for confirmation reduced the effect of researcher bias on the analysis and interpretation of the data and results. In addition, this research project can be easily replicated within other nonprofit sectors and other geographical locations. The findings of this research came directly from the responses of the participants and the trust established during the data collection process. These findings will be useful to organizations that struggle with managing volunteers in the Millennial age group.

Study Results

A qualitative research study takes a personal and in-depth approach to study a specific phenomenon and conducts focused, detailed research of the underlying issues related to that phenomenon (Patton, 2015). In this qualitative research study, I focused on understanding the motivations millennials have for volunteering for local arts and culture nonprofit organizations in their community. The purpose of a phenomenological research study is to understand the beliefs, values, and perceptions of individuals who have a shared experience (Leedy & Ormrod, 2016). I focused on millennial motivations to

provide helpful information to aid nonprofit directors and volunteer managers in recruiting and retaining volunteers. The research question I used to provide this information is: What are the primary motivations for Millennial adults born from 1982 to 2000 to volunteer for community-based art and culture nonprofit organizations?

Themes from the Interview Questions

In this section, I described the codes and themes for each question that emerged during the data analysis process. Themes emerged from common words, phrases, and codes from each participant's response. I organized these codes and themes around the interview questions since the interview was organized to look at the dimensions of PSM separately from the other motivations listed. The following Table 2.2 shows these codes and themes in regard to each question.

Table 2

Codes and Themes from Each Interview Questions

Questions	Codes	Themes
Explain any influence that an interest in public policy making has on your motivation to volunteer?	1. Policy making affects funding 2. Influencing policy makers for funding	A desire to influence public support for the arts
Explain any influence that civic duty has on your motivation to volunteer?	1. Everyone has a civic duty to volunteer. 2. It feels more like civic duty when it is the less fun tasks. 3. It is a civic duty to educate and entertain their community. 4.If I do not volunteer, it will not get done.	It is a civic duty to improve one's community.

Explain any influence that social justice has on your motivation to volunteer?	1. Support for social justice messaging. 2. NPACOS can be inclusive and safe organizations for marginalized people.	NPACOs are important to social justice messaging and provide a place for all people to share and experience art.
Explain any influence that self-sacrifice has on your motivation to volunteer?	1. Not a sacrifice, but a reward. 2. Worth doing the hard tasks" 3. The sharing of oneself 4. Personal sacrifice of time and mental health.	1.Self-fulfillment as opposed to self-sacrifice" 2. Rewards outweigh the sacrifices.
Explain any influence that compassion has on your motivation to volunteer?	1. Learning to work with others 2. Entertaining the sad or depressed 3. Providing a place for those people with low self-esteem to be accepted and grow 4. Finding compassion from a group of people when needed 5. Compassion drives art 6. Compassion for the characters and their stories	1. Improving individual and community health 2. Compassion for other volunteers 3. Compassion is essential to the arts
Describe any past experiences that have influenced your decision to volunteer?	1. Time spent with family, 2. Supporting family members, 3. Exposure through school or church activities, 4. Support from teachers or mentors, 5. Good past experiences that keep them returning for new projects.	1. Family influence 2. Exposure through extracurricular activities 3. Good relationships with others who are involved.
Describe any moral/religious motivations that influence your decision to volunteer?	1. Just being a good person 2. Sharing a God-given gift, 3. Giving back because of religious beliefs	1. non-religious moral motivation 2. Religious motivation
Describe any other motivations for volunteering?	1. Having fun 2. Needing an artist outlet 3. Getting to use and learn skills 4. Spending time with friends 5. Meeting new people.	1. Seeking enjoyable experiences 2. Personal gratification 3. Social interaction.

Each theme was validated by direct quotes or paraphrased words from participants' answers to the open-ended interview questions. The rest of this section

discusses the themes that emerged from each question and provides the direct support from the data.

Question 1: Explain Any Influence That an Interest in Public Policy Making Has on Your Motivation to Volunteer?

I questioned whether to ask about this aspect of PSM because I did not think it would be relevant. Still, I was surprised to find that most of my participants understood the concept, and some participants considered it a partial motivator to volunteer for NPACOs. The main theme I determined from the responses to this question is a desire to influence public support for the arts. Six participants said that it was a motivator because they would like the opportunity to influence public policy regarding funding and support for the arts. P15 broke it down and claimed public policymaking made up about thirty percent of his motivation. P13 said that public policymaking was not a motivator until recently when he realized how little public funding was available. P2 specifically mentioned policy making as a way to make arts opportunities more accessible to the public. P4 expressed a general interest in public policy and policymaking and has experience with presenting to policymakers and donors on behalf of his organization to increase funding.

Four participants specifically mentioned working to influence public policy by developing relationships with local policymakers. P14 mentioned that mission success for organizations attracts attention from policymakers, and it drives them to put in the work to produce quality content. P18 discussed serving as president of a local library board and working with public entities for funding and support. Public policymaking currently

motivates his work on another board of directors to do the same thing for that organization. Five participants mentioned advisory board experience such as making policy at the organizational level. P14 discussed being involved in drafting policy for a new organization and expressed enjoyment in doing the background work for an organization. In contrast, P1 preferred to leave the policymaking to other people. She served on a board of directors for a community theater and did not enjoy the decision-making aspect of the role. P20 and P12 mentioned having board of directors' experience, but that it was not a motivator to volunteer.

Another common answer was that while they had an interest in policymaking in general or in the future, it did not have a specific influence on their motivation to volunteer for arts and culture organizations. It may be part of their role as a volunteer, but that is not why they volunteer. Five participants said it had no influence on their decision to volunteer in any way and did not express an interest in public policymaking. Interest in public policymaking as a dimension of public service motivation did have an influence in the motivation for some of the millennial participants to volunteer for arts and culture-related organizations.

Question 2: Explain Any Influence That Civic Duty Has on your Motivation to Volunteer?

The codes I determined from the responses to this question were everyone has a civic duty to volunteer, it feels more like civic duty when it is the less fun tasks, it is a civic duty to educate and entertain their community, and if I do not volunteer it will not get done. I summarized these codes into one general theme it is a civic duty to improve

one's community. Answers varied with this question. Several participants felt that it was their civic duty to volunteer in general and was at least a partial motivation to volunteer for arts and culture organizations. P20 said it was the biggest influence on her motivation to volunteer. P14 called it his "core motivation" as he had a very strong belief in the value of community.

Many said they do not see it as a duty but an opportunity to participate in activities about which they are passionate. Other participants aligned their motivations with civic duty as being a part of improving their community's education and entertainment options by "making people's day better" and making the arts more accessible to the public. P3 mentioned that while their ability to produce shows was limited during Covid, they still did their best to be a light during a dark time while still adhering to CDC guidelines. Other participants felt it was their civic duty to volunteer to better their community and P2 said volunteering "makes you a better person". Three participants said that the motivation to provide the artistic or cultural content was not tied to civic duty but doing the labor-intensive production tasks was done out of a sense of obligation or civic duty.

Four participants stated that if they do not participate and take care of organization-related tasks, they will not get done, and the organization may not be able to carry out its mission. This lack of arts and culture content diminishes the quality of life in their community. P18 mentioned civic duty is tied to civic pride, and he takes pride in his community. P17 felt it was her civic duty to provide educational services to the public through arts and culture nonprofits. P11, who predominantly volunteers at museums, felt

it was his civic duty to preserve history and be able to inform the community of its past. P14 discussed the importance of community building and the role the arts play in community building and placemaking. It is the core of civic responsibility to help build one's community.

Fifteen participants mentioned civic duty as being a motivator to volunteer for arts and culture nonprofits in their communities. Five participants felt it had absolutely no influence over their motivation to volunteer for arts and culture organizations. Three of these five participants said that it was not a duty because it was doing something they loved. The results to this question show that participants were motivated in part by civic duty to volunteer for NPACOs as well as getting to participate in activities they enjoy.

Question 3: Explain Any Influence That Social Justice Has on Your Motivation to Volunteer?

Most of the answers to this question were similar and were related to producing content with social justice messaging. The experiences with social justice were varied across the participants. Some had direct experience with social justice messaging while others only expressed future interest in producing that kind of content. The codes that emerged from these responses were support for social justice messaging and that NPACOS can be inclusive and safe organizations for marginalized people. The main theme from these codes is that NPACOs are important to social justice messaging and provide a place for all people to share and experience art.

Those who were volunteers in a more suburban setting expressed interest in producing more content related to social justice but lamented the lack of community

resources and support. Three participants who volunteered for an urban community theater stated they would be more likely to volunteer for a show with social justice messaging. P3 felt it was a major motivator in his decision to volunteer because theater is a way to further the cause of marginalized groups of people. P13 participant mentioned choosing shows that had minority leads and told the stories of people from different cultures. P3 shared an experience where he added a few lines of dialogue to a play with a school setting to shed light on the poor funding of education in general. He also mentioned using the community theater platform to introduce non-traditional gender roles and LGTBQ issues to a conservative suburban town.

Two participants said that social justice has no influence on their motivation to volunteer, and others said that while social justice was important to them, it was not a major motivator in why they volunteered specifically for NPACOs. P5 participant said that he preferred not to be involved with shows with social justice themes because he does not like being used to send political messages. He felt that directors need to be upfront with the messaging they are going for before starting the project.

Other participants related their motivations to social justice by describing the organizations and their volunteers as an inclusive group that provides a place for people to share their talents, provide a service, learn a new skill, or do something they enjoy. P3, P18, and P20 described their organization as being able to give people of color, members of the LGBTQ community, people with mental and physical disabilities and people who have just moved to the area a safe and welcoming place to have their voices heard and the opportunity to do things they may not otherwise get to do. P9 mentioned being aged out

of roles and wanting to have an organization where age was not a factor in who gets to participate or providing a place where people of all abilities and experience levels could play their dream role.

P11, as an outlier, described the volunteers for the museums he volunteers for as less inclusive and LGBTQ-friendly. He discussed his work to bring awareness of the issues to directors because he feels these issues are not being taken seriously. He has faced discrimination while volunteering but is too passionate about the work to let it drive him away. The results of this study indicate that social justice does have an influence on Millennial's motivation to volunteer for NPACOs and that this dimension of public service motivation is important to this generation.

Question 4: Explain Any Influence That Self-Sacrifice Has on Your Motivation to Volunteer?

I created four codes for this question: not a sacrifice, but a reward, worth doing the hard tasks, the sharing of oneself, and personal sacrifice of time and mental health. I broke this down into two themes: self-fulfillment as opposed to self-sacrifice and the rewards outweigh the sacrifices. Nine participants emphatically stated that they did not consider the donation of their time and effort a sacrifice. They do it because they love it. One said, "It's not self-sacrifice; it is self-fulfillment." Of the other participants, many mentioned sacrifices of sleep, family time, and physical effort but said that they got more out of it than they put in. P19 said it was "what fills her bucket."

Several participants mentioned family or free time as a sacrifice. P1 talked about how much easier it was to donate time when her kids were little and did not have

extracurricular activities. P10 mentioned having to be there even if things in their personal life are going wrong or if they are sick. However, most of the participants considered it worth it for the improvement of themselves and their communities. P6 referred to the enjoyment of putting "one's whole self into something," but not in a sacrificial way. P12 said, "it is what you do if you want to succeed," and several other participants made similar comments. P5 discussed the self-sacrificing attitude of his grandmother and a desire to carry on her legacy and give of time and effort without the expectation of reward. P13 also discussed the lack of reward regarding the amount of work that goes into doing a show. It feels like more of a sacrifice when there are only five total audience members, and there is little return on the investment.

Self-sacrifice was not found to be a major motivator for Millennials to volunteer for NPACOs. P11 said that self-sacrifice was different than civic duty because civic duty had a sense of pride attached to it. They saw self-sacrifice as negative and attention-seeking. While no other participants saw it in a negative context, no one considered the time and effort they donated to arts and culture organizations to be a major personal sacrifice and did not see the public service motivation dimension to be a motivation for volunteering.

Question 5: Explain any Influence that Compassion Has on Your Motivation to Volunteer?

Compassion was a major motivator for several participants in this study to volunteer for NPACOs. The codes from this question's data were learning to work with others, entertaining the sad or depressed, providing a place for people with low self-

esteem to be accepted and grow, finding compassion from a group of people when needed, compassion drives art, and compassion for the characters and their stories. I broke these codes down into three themes: improving individual and community health, compassion for other volunteers, and compassion is essential to the arts.

Several participants mentioned bringing entertainment or happiness in some way to people in their community who may be struggling emotionally or need human connection. P1 said connecting with people is her biggest motivation to volunteer. They enjoy "bringing happiness to people even if it is only for one hour." P4 said they love making someone's day by making them laugh when they are sad is a motivation to volunteer. P7 said they just like bringing enjoyment to people. P14 discussed how arts organizations create compassionate spaces within the community, and that makes the community a more compassionate place overall. Compassion for improving people's lives and the community was a motivator for volunteering for NPACOs.

Compassion for other volunteers and the volunteer group was considered by many participants to be a major motivation to volunteer. P20 stated that working with people from different backgrounds and varying levels of experience teaches compassion. P14 and P15 both felt that the experiences volunteering for NPACO helped them develop compassion which they felt they could lack at times. P18, who was going through a difficult time, found compassion from his group of fellow volunteers, and felt accepted and lifted by them despite his struggles. He said he found a compassionate group with who he could share interests and ideas and be able to give back that acceptance and compassion when needed. P13 mentioned that you must have compassion in order to do

the civic duty and self-sacrifice part of volunteering or, in other words, the "not fun stuff." P10 found that working with nonprofit arts organizations was more fulfilling because of the compassionate and supportive environment. Many participants associated compassion with working with a diverse group of people and coming together to help each other complete a project.

Several mentioned compassion as being an important part of the development of art. P13 said, "You have to have compassion to be an artist. It makes for better art". P17 stated, "if you have the passion for acting but not the compassion for the people whose stories you are telling, then what is the point?" P2 mentioned how they enjoy watching people who have low self-esteem build their confidence by playing someone else and nailing the part. Participants in the study felt that compassion was essential to producing quality content for arts and culture nonprofit organizations.

Three participants said that while compassion was important, it was not a major factor in why they volunteered. P11 saw compassion as faith-based, and it was more of a motivator to volunteer in a religious or charitable capacity, such as serving meals to the homeless, as opposed to volunteering for NPACOs. P8 said that compassion played a larger role in her motivation to volunteer for the Special Olympics than it did for NPACOs. P5 said he could not separate compassion from self-sacrifice in terms of motivation for volunteering. Answers for this question varied from compassion not being a motivator to it being the biggest motivator. Most participants did feel that compassion was essential to doing this kind of volunteer work.

Question 6: Describe any Past Experiences that Have Influenced Your Decision to

Volunteer?

Past experiences played a role in the participants' motivation to volunteer for NPACOs. The past experiences varied but generally came from childhood. The codes that emerged from the responses to this question were time spent with family, supporting family members, exposure through school or church activities, support from teachers or mentors, good past experiences that keep them returning for new projects. I broke these down into three themes: family influence, exposure through extracurricular activities, and good relationships with others who are involved.

Nine participants stated their motivation to volunteer for NPACOs was due to being exposed to the arts in childhood by family members. P1 said volunteering for a local kid's theater was an activity she enjoyed with her mother after her parent's divorce. Then she volunteered in college and was excited to find an opportunity close to her small town after college to share her art. She ran into a community theater volunteer at a comic con and was invited to share her tech skills and costume and set design talents with the organization. P18 mentioned carrying on the philanthropic work of his parents, who had either passed or were too old to actively participate. P5 and P11, who both had volunteer experience at museums, discussed doing it with family members as a family bonding activity. P6 mentioned older siblings who were involved in art, music, and theater and grew up watching them. P8 has a younger brother with autism, and their motivation for volunteering was to spend time with him and make his experience better.

In contrast, P13 did not get exposed to the arts as a child due to it not being part of his homeschool curriculum. He started participating when he finished his diploma at a

local high school. He fell in love with it, majored in theater in college, and made money as a professional actor. Now he volunteers to do what he loves. Others mentioned encouragement from high school and junior high teachers and mentors who encouraged them to participate in the arts. P11 mentioned a high school teacher who gave him private piano lessons for free because his family could not afford them. P5 discussed trying out for a specific show because their old theater teacher was directing, and they wanted to show her they had improved. He described the opportunity as redemption for past failed performances. P17 mentioned doing theater in high school and getting the opportunity to learn every aspect of producing theatrical productions. Now she can be on stage one month with one organization while helping another with tech or make-up for another production. P10 and P18 were involved in paid performances as a child which influenced their motivation to volunteer in order to continue being on stage. P3 and P6 mentioned singing in their church choir growing up, which got them interested in the performing arts.

Some participants just mentioned positive experiences in the past with volunteering with these organizations and the desire to stay a part of those experiences. P6 said he "found community" with his group of volunteers, which motivates him to show up. P18 described childhood trauma and said that working with the arts was his way to feel safe and accepted, and now he wants to give back and be able to provide those experiences for others. The results of this interview question showed that there was a variety of past experiences that played a part in the motivation for the participants to

volunteer for NPACOs, but the most common past experience was being exposed to volunteering and the arts as a child, either through family, church, or school.

Question 7: Describe Any Moral/Religious Motivations that Influence Your Decision to Volunteer?

Answers to this question went in two general directions. Most described a desire to give back but were not motivated by religion. However, there was evidence of religious motivation. The analysis of this data provided the codes of just being a good person, sharing a God-given gift, and giving back because of religious beliefs. I broke this down into two themes: non-religious moral motivation and religious moral motivation.

For those that mentioned non-religious motivation, a common response was that their motivations to do good deeds, in general, were not religious. P1 said it was "just her way of putting good out there" and connecting with a human audience. P4 mentioned the Golden Rule (do on to others as you would have them do onto you) but not from a religious standpoint. P18 said that it was not a religious influence, but they were raised to believe you need to have good character and do the right thing. P17 said that volunteering gives an opportunity to support the underdog and give everyone a voice. Several mentioned NPACOs as being inclusive and having a place for everyone. P16 described himself as a secular humanist who did things because there was a need, not because of religious conviction. P15 mentioned the importance of spirituality to human health and how the arts are a way to share spirituality with others. P19, a volunteer for a youth dance organization, stated that dance was spiritual and is one of the benefits of participating.

The results of this study indicate that while moral motivation was a factor for volunteering, it was not always based on religion.

Though most participants did not claim a religious motivation for volunteering, several participants did share religious motivations in their responses. P2 described being called by God to share their talents with their communities and growing up in a Christian household that stressed the importance of giving back. P5 mentioned the Golden Rule from a religious standpoint. They said that volunteering in the performing arts is a way to share Christ's love as well as support other Christians. P11 said his faith was the reason he did everything. He asked, "If not to serve a higher power and your fellow man, why do anything?" These three were the only participants who expressed religious motivation for volunteering.

While not everyone considered moral or religious beliefs to be a major motivator to volunteer in general, most participants that were community theater volunteers said that they preferred family-friendly shows or shows with a moral or positive message. Six participants said they would avoid volunteering for shows that were "raunchy" or "hedonistic" because they violated their religious or moral beliefs. Two participants said that while they were religious, it was not a motivation. Two others said that there was no moral motivation for volunteering. They volunteered because they enjoyed the activity and spending time with and supporting their friends. The results of this study show both religious and non-religious moral motivation for volunteering for NPACOs among the participants, and these organizations should consider this in their content planning and recruitment messaging.

Question 8: Describe any Other Motivations for Volunteering?

In the last question, I asked participants to share any other motivations not previously mentioned and anything else they wanted to share with me. "Because it is fun!" was a common response. I summed these responses up into these codes: having fun, needing an artist outlet, getting to use and learn skills, spending time with friends, and meeting new people. From these codes emerged three themes: seeking enjoyable experiences, personal gratification, and social interaction.

Participants described getting to be goofy and make people laugh while doing something they are passionate about. P6 said that theater was his passion, and he loved getting to know and experience different characters through volunteering for community theaters. P20 said they are simply "a ham who loves to perform." Several participants said that while they preferred to get paid for what they were passionate about or went to school for, volunteering for NPACOs allowed them to stay involved in the arts and hone their skills. P13 described it as their artistic outlet and way to hone skills while they did their day job. Passion for the arts was a common motivator for volunteering.

Another common answer was the social aspect of volunteering with a group of people who share common interests and are working toward a common goal. P3 described his volunteer theater group as a "family" and that being part of that family was a major motivator for volunteering because "this family loves you no matter what". P19 described working with other people to see a goal come to fruition. P15 mentioned getting to spend time and building relationships with specific friends with specific interests. P18 said, "there is nothing better than making art with your friends." The results

indicate that working with a specific group of people toward a specific goal was a common motivation for volunteering for NPACOs.

Meeting new people and making new friends was also a common answer. P8 described moving to a new town for her husband's job, and after struggling to find friends, they both volunteered for the local community theater and expanded their social circle with people who shared their interests. P1 described being new to the area and meeting someone at a comic con who invited her to come work with them at the community theater they were a part of. When they showed up the first day, they realized how much their artistic, technical, and fabrication skills were needed. As a small theater without a permanent location, the organization had to design and rebuild the set and stage for every production. She considered it a place where she was listened to and valued and felt she really had an influence on the growing success of the organization.

Two participants mentioned that volunteering looked good on resumes and contributed to networking when looking for jobs. P10 said that it allowed him to have teaching opportunities because, as an experienced performer, he could support people who were trying something new or who had been away from the arts for a long time. P11, who volunteered for the museums, said they were motivated out of "well-intentioned spite." They described being dissatisfied with the quality of work from the paid custodial staff and volunteered to take over the job so that it got done correctly and saved the nonprofit money. While the motivations for volunteering were diverse, most participants mentioned enjoyment of the activity as well as the social aspect of spending time with friends and making new ones. NPACOs should consider this with their recruitment

messaging and practices to make sure they are appealing to people wanting to make find new social groups.

Summary

In this chapter, I provided a synopsis of the research project, including the research question, the setting of the research, the relevant demographics of the participants, and the data collection and analysis processes. I also established trustworthiness by showing evidence of credibility, transferability, dependability, and confirmability. In this chapter, I summarized the main themes and ideas that emerged from each interview question supported by direct quotes from the data.

In Chapter 5, I include my interpretation of the research findings and their relation to my literature review and theoretical foundations. I also outline the limitations of the research and provide recommendations for further research. I end with a summary of this research project, its results, and its implications for social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this research was to determine what motivates members of the millennial generation to support nonprofit arts and culture organizations in their communities. There are a variety of studies done on Millennial volunteering habits and their relationships with nonprofit organizations, but research specific to arts and culture-related nonprofits was lacking. These types of nonprofit organizations rely on the volunteer labor force. Many of these types of organizations are solely run by volunteers. Research on how to effectively recruit, retain, and manage volunteers can be used to help the leaders of these organizations create and execute plans that will increase and maintain their volunteer workforce (Stankiewicz, et al., 2017).

Chapter 5 includes an overview of this study and the interpretation of the findings. I used the topics discussed in the literature review in Chapter 2 to outline where my research fits in these areas and it may help fill the research gap. I also highlighted the implications for social change in regard to the results of the study. Also included in this chapter are the limitations of the study, recommendations for future research, and a conclusion summarizing the research and data collections processes.

Interpretation of Findings

Generation Cohort Theory

In this study, I focused directly on the motivation of the Millennial generation, but my use of generational cohort theory as a part of my theoretical foundation added to the research on Millennial trends and attitudes. Generational cohort theory is not a precise science, but it can be used to help explain the differences in age groups and how to study

or manage people based on their age and generational identity. It can be used to compare generational differences in motivations and values (Garrick et al., 2017; Standifer & Lester, 2020; Strauss & Howe, 1991). The main findings that aligned with the research found in the literature review were that Millennials are strong supporters of civic institutions and are interested in self-improvement. They also volunteer from a mixture of personal and altruistic motivations.

Strauss and Howe (1991) classified all generations going back 500 years into four recurring generation types. Millennials are considered the Civics. Strauss and Howe (1991) claimed that Civics are strong supporters of institutions and remain supportive of those institutions. Several participants mentioned the funding problem for NPACOs. One participant discussed the bad reputation that nonprofits get because they are always asking for money. He stated that his duty as a board member for one of these nonprofits is to figure out the funding problem. Another mentioned the duty NPACOS must bring light to their communities. P11 mentioned his volunteer work at a history museum and how important it is to preserve our public history. The results of this study indicated that the Millennials who participated in this study were civic minded and care about the health of their communities.

Regarding the negative and positive stereotypes assigned to Millennials, positive stereotypes relevant to this research included being socially conscious and interested in self-improvement (Crosley, 2018; Hills et al., 2015; Twenge et al. 2010). Examples from my data show that Millennials are socially conscious. P14 discussed the importance of building community and the role the arts play in creating community spaces. He stated

building up his community was his core motivation for volunteering his time to

NPACOs. Two participants talked about being able to provide opportunities for people

from diverse backgrounds who have different life experiences. One talked about

providing funds for an individual on a fixed disability income to drive the eight miles to

practice and back because otherwise, the person would not have been able to participate.

Examples from my data show that Millennials are interested in self-improvement.

P1 discussed how volunteering for NPACOs allows a person to learn new things. She

was able to further develop her own construction and fabrication skills as well as teach

those skills to people. P20 mentioned watching people from all different levels grow and

gain confidence in different skill areas. Two participants mentioned that working with

other people allows them to develop empathy and compassion as those are areas in which

they can be lacking. The data indicates that millennials are interested in self-improvement

and helping others improve themselves.

Some stereotypes from the literature did not show up in my data. While the

literature suggests that Millennials are skilled with technology, no participants mentioned

their technology skills outside of production skills. The word "technology" was not

mentioned during any of my interviews. Negative stereotypes indicating Millennials are

lazy and entitled did not come through in any of my data. In contrast, the participants'

responses indicated that these individuals put in a substantial amount of time and effort to

create arts and culture-related content for their communities with little to no reward. One

participant described all the work that goes into events even if only five people show up

as well the pressure of knowing that if he does not do the work, the event will not happen, and the community will suffer.

The literature on generational research discussed differences in work values and prosocial behaviors. Millennials place more value on personal time, rewards, and social equity in the workplace when compared to other generations. When asked about self-sacrifice, seven of the participants mentioned the sacrifice of personal time as being the only sacrifice they make when volunteering for NPACOs. As for differences in prosocial behaviors, Millennials currently donate less money and time to nonprofits than their older counterparts, but when they do choose to give, they give more (Koczanski & Rosen, 2019). One participant mentioned that all she has is time to donate as her financial situation does not allow her to donate money.

The literature review on generational cohort theory indicated that Millennials support public and nonprofit institutions and are socially conscious, which is affirmed in the data collected for this research study. Another finding affirmed is that Millennials are interested in self-improvement. There was no evidence of entitlement or laziness discussed in the literature review, but the interview questions did not encourage participants to share negative experiences. In the next section, I cover the findings associated with PSM theory, the primary theory that serves as the foundation for this research.

Public Service Motivation Theory

Public service motivation theory is used to explain why people are motivated to work in the public, nonprofit sector as opposed to the private for-profit sector. The five

dimensions of the PSM theory used in this research were evident in the answers given by the participants. These dimensions included attraction to public policymaking, civic duty, social justice, self-sacrifice, and compassion. Henstra and McGowan (2016) found that these dimensions of PSM did attract Millennials to public sector careers. Ertas (2016) found that Millennials who worked in the public sector participated more in volunteer activities and that the dimensions could be applied to volunteer motivation. Half of the 20 participants worked in the public or nonprofit sector as a career.

Attraction to public policymaking was not a major motivator, but several participants understood that public policymaking was responsible for the funding or lack thereof for arts and culture programs. Five participants discussed their motivation to help alleviate the funding problems for NPACOS through public policy. In contrast, civic duty was a major motivator for most participants. Several participants described volunteering as their civic duty. Some felt it was their civic duty to volunteer in general, while others felt like it was their civic duty to volunteer specifically for NPACOs because of the services they provide as well as their inclusion of marginalized members of society. One participant discussed the trauma of growing up as an openly gay teen in a small community and the difference he can make for others who have faced this trauma.

Social justice was also a major motivator. Several participants mentioned the importance of being a medium for social justice messaging. One participant who had served as a board member, found himself looking into shows with a social justice message and was excited to see the genre growing. Another stated that it is one's duty to protect and embrace social justice and that NPACOs can help share different voices and

experiences of people in our society. However, the term social justice meant different things to different participants. For future research on this topic, this dimension needs to have a clarified definition as part of the methodology. One participant discussed how social justice for her was a professional term she uses when dealing with conflict between a student and another entity. Self-sacrifice was not a major motivator as most participants felt that the time they spent was not a sacrifice but getting to be involved with something they loved. Eight participants specifically stated they do not consider what they do as self-sacrifice. One said, "it's not self-sacrifice; it is self-fulfillment."

Compassion was another major motivator. Many participants discussed the inclusivity of the volunteer groups for NPACOs and how there is a place for everyone, regardless of skill or ability. Two participants mentioned the arts being a place where neurodivergent individuals, individuals with physical disabilities, and other marginalized groups can be accepted and shown compassion. Another mentioned the importance of compassion when working with people. The data indicated that compassion as a dimension of PSM was a motivator to volunteer for NPACOs.

The data from this research project aligned with the current literature associated with the theoretical foundation of this study regarding generational difference as well as what is important to millennials such as civic duty and personal improvement. Examples from the data also align with research on Millennials and PSM, affirming that people who work in the public sector are more likely to volunteer for other public or nonprofit organizations. It also affirmed that the dimensions of PSM are linked to Millennials'

motivation to volunteer for NPACOs. In the next section, I cover how the findings

aligned with the literature on the key concepts of this study.

Nonprofit Arts and Culture Organizations

As discussed in Chapter 2, NPACOs provide both economic and social benefits to

the communities they support. They provide economic benefits by increasing tourism and

provide social benefits by producing cultural and educational opportunities. One

participant discussed the action plan he and others in his suburban community put

together in conjunction with the Chamber of Commerce to support the community's

downtown revitalization project. The participant mentioned "creating spaces" for art and

culture and for the people who enjoy them. This falls in line with the literature on

placemaking, which is a major part of public revitalization projects (Daniel & Kim,

2020). This participant moved from this area and is now doing the same thing in a new

rural location.

The social benefits discussed in the literature review included promoting healthy

and educated communities. NPACOs put on events and produce content that builds

relationships between the residents, businesses, and other nonprofits in the community.

P20 was quoted saying, "Communities that have events are healthier and safer

communities." Another benefit mentioned in the literature was that NPACOS could

provide educational and cultural content to the public at little to no cost. One participant

shared that the admission prices for their community theater shows are suggested

donation only.

Volunteerism

NPACOs rely primarily on volunteers to carry out their mission. Some are completely run by volunteers, and some need more volunteers than normal due to dwindling resources. Many volunteers for these kinds of organizations are involved with episodic volunteering, which means they are only participating in preparation for an event. While many of the participants in this study had board responsibilities, others were episodic volunteers who did not have responsibilities outside of participating in events. This type of volunteering was evident by the number of hours participants said they donated putting on a show as opposed to the daily operation of the organizations. The majority of the participants only volunteered time in regard to a show or event. They spent 10 to 15 hours per week in preparation and 20 to 40 hours the week of the event. Only participants who mentioned board service and P11, who volunteers at two museums, donated time as part of their regular routine.

Holmes (2014) found that episodic volunteers were motivated by a personal interest in the activity. This finding is supported by the data in this study, as most of the participants expressed their love for the content the NPACO for which they volunteer produces. One participant discussed his need for an artistic outlet, and another called theater her "passion." The results of this study indicate that passion for the artistic activity is a motivation for volunteering for NPACOs.

Motivation

With this research, I attempted to help NPACOS recruit and retain volunteers by determining their motivations. The literature on volunteer motivation shows that the

reasons people volunteer are diverse, as are the organizations for which they volunteer. Research has shown they are a mix of personal and altruistic motivations. Fashant and Evan (2020) named three motivational themes for volunteering: personal gain, passion for a cause, and increasing skills and education. The data found in this research supported that research study as there was a mix of all these mentioned. One participant mentioned that volunteering for small nonprofit community theaters allowed him to get roles he wanted as there was less competition. Another mentioned community building as his main motivation for doing what he does. Seven participants mentioned getting to learn new things and develop skills that can be used later in life or in a career such as public speaking skills and technical skills.

Management

Volunteer management includes both recruiting and retaining volunteers by meeting their needs keeping them committed to the organization. In the literature on volunteer management, one common topic was extrinsic rewards such as recognition and skill development. While some participants mentioned skill development and getting to do things that align with their personal interests, not a single participant mentioned wanting or needing recognition or discussed any recognition practices for volunteers. Most of the participants discussed love for the project or the people involved as primary motivators. Understanding what motivates Millennials can help NPACOs recruit and retain volunteers by using messaging/advertising and volunteer management practices tailored toward those motivations.

Limitations of the Study

There were several limitations to this study. A major limitation is that most of the participants came from the same types of NPACOs. Almost all were involved with a community theater of some kind. There was one who was involved with a nonprofit dance organization and another who volunteered for two museums and volunteered his musical talents to churches and other organizations when asked, but 18 out of the 20 participants were primarily involved with theater. Another limitation was that the participants were either from or currently located in one metropolitan area in the midwestern United States. Many of the participants who did theater volunteered for the same four organizations.

While I attempted to recruit volunteers from other organizations, I had trouble finding participants who were in the Millennial age range. This highlights another limitation mentioned in Chapter 2. There is no research standard for the birth date range when breaking it into segments for generational research. I chose the range from Strauss and Howe (1991) because it had the longest range and allowed for a larger participant pool. However, there were several other years spans for millennials in the literature such as 1981 to 1996 (Dimock, 2019). These spans are determined based on major economic and political events. Not every person in the age range experience those events in the same way. Therefore, looking at phenomena through a generational lens can be problematic as it does not allow researchers to consider other demographic factors that can influence a person's experience.

Recommendations

In Perry and Vandenabeele's (2015) review on the literature of public service motivation theory, the authors recommend continuing to expand PSM research internationally as well as to different sectors private and public service work. Aside from the recommendations given by Perry and Vandenabeele, recommendations for future research on this topic include expanding the participant pool beyond the metropolitan area used in this study. I recommend conducting this research in other regions of the United States, in other countries, and in different sized urban cities and rural communities. Another recommendation is to use a quantitative method such as an online survey and recruit Millennials via social media, giving the researcher a more diverse sample.

I also recommend looking at this topic with another theoretical foundation other than PSM. While the dimensions of PSM, especially the altruistic ones, were present in the data, it could not be conclusively said that they were the main motivators for volunteering for NPACOs. Also, many of the participants mentioned the social aspects of volunteering being a major motivation. I recommend looking at this phenomenon from a different social or even a psychological theoretical foundation. Looking at the research question from a different theoretical lens could aid NPACOs further in recruiting and retaining volunteers.

Another recommendation for further research is to collect more demographic data such as preferred gender, race, and ethnic background. I chose not to collect that information because I did not want it to influence the data analysis. The main focus of

this research was the motivation of the Millennial generation only and not based on any other characteristics. Another recommendation that would add to the research on generational cohort theory would be expanding this research to include other generations and comparing the responses.

Implications

The NPACOs that the participants in this study support are almost all strictly volunteer-run organizations, from the board of directors to the people who deliver content. These organizations would not survive without volunteers, and if they do not work to recruit young volunteers, they will cease to exist as current volunteers age. This study adds to the research on volunteer motivations by providing volunteer managers with some insight into the motivations the Millennial generation has for supporting arts and culture organizations in their communities. The motivations discussed in this research can help these organizations tailor their recruitment messaging to catch the attention and meet the needs of the Millennial generation.

Almost all of the participants in this study mentioned the social aspect of volunteering and working with groups of people with similar interests. Many also described these types of organizations as inclusive and safe spaces for people with disabilities and members of the LGTBQ communities. Organizations need to restructure their messaging to recruit people who are looking to make new friends and find a new social group. They also need to make sure their messaging, branding, policies, and reputation are inclusive and welcoming to all members of society, especially members of marginalized communities.

Other participants mentioned either getting to use and improve already developed skills or getting to learn new things while filling needed roles. When people think of participating in the arts, they do not always think about using power tools or designing sets, costumes, or media. The participants in this study played a variety of roles within these organizations and brought different skills that helped make their productions a success. NPACOs need to assess their needs and look at recruiting volunteers who want to learn or develop skills in specific areas.

Implications for Social Change:

Walden University encourages its researchers to pursue research that has a positive impact on social change. This research can help nonprofit organizations remain viable and successful by providing insight into the motivations of volunteers from younger generations. These organizations provide economic and social benefits to communities that improve community health and social well-being. One of these benefits that came directly from the data of this research was that NPACOs could be safe places for all people to get to experience and participate in arts and culture activities. This research has a positive impact on social change by helping these organizations continue to provide these spaces and produce artistic and cultural content for the members of their communities.

Conclusions

This qualitative research study applied the phenomenological approach to the volunteer motivations of the Millennial generation, specifically the motivations for volunteering for nonprofit arts and culture organizations. These organizations rely on the

volunteer labor force to carry out their missions and finding ways to recruit and retain Millennial volunteers will sustain the future viability of these organizations. I recruited participants via snowball sampling to participate in semi structured interviews consisting of 15 questions about the respondents' motivations for volunteering. I had these interviews transcribed verbatim and coded with two rounds of coding. The first round consisted of hand-coding the transcripts to determine codes and common themes from the data. The second round consisted of using the qualitative coding software Nvivo to organize data and look for any text related to the codes that may have been missed in the first round. This research design attempted to answer the research questions: What are the primary motivations for Millennial adults born from 1982 to 2000 to volunteer for community-based art and culture nonprofit organizations?

The theoretical foundation for this research consisted of one primary theory, PSM theory, and one secondary theory, generation cohort theory. These theories and the research on them provided this study with a background on why people choose to participate in public service as well as the differences in values and workplace motivations between the generations. The data from this study adds to the research on both theories. All five dimensions of public service motivation theory were present in the data and played a part in the motivation to volunteer. The data also supports generational cohort theory by sharing motivation and values of a specific generation that can be compared against stereotypes in the literature, the media, and other generations. The data from this research can be used to further the research on both theories by replicating the research with other methodologies, samples, and nonprofit sectors.

The data collected in this research can help arts and culture nonprofit leaders recruit and retain Millennial volunteers. The main themes regarding millennial motivations for NPACOs regarding this research are that Millennials are motivated to volunteer for their kinds of organizations by a mix of personal and altruistic motivations. The personal motivations include a desire to spend time with friends who share a common interest, getting to do something they enjoy, and learning new skills or further developing them. The altruistic motivations include improving one's community, supporting the arts, and creating safe, welcoming spaces where people from different backgrounds and cultures can participate in the arts. NPACOs can use this data to develop recruitment messaging and practices to recruit, retain, and manage Millennial volunteers. Securing the support of volunteers from younger generations can help these organizations continue to carry out their missions and serve their communities by bringing arts and culture content to those who may otherwise not be exposed.

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Appendix A: Semi structured Interview Guide

Interviewer:

Interviewee:

Interview Setting:

Affiliation with Interviewee:

Start of Interview: Demographic Questions:

1. What year were you born?

2. Where are you from?

3. What is your occupation?

4. Education Level?

Volunteer Experience Questions:

5. What NPACO do you volunteer for the most?

6. How much time do you spend per month volunteering at (Organization)?
   How many hours per week?

7. Do you volunteer for any other NPACOs?

Public Service Motivation Questions:

8. Explain any influence that interest in public policy making has on your
   motivation to volunteer.

9. Explain any influence that civic duty may or may not have on your
   motivation to volunteer?

10. Explain any influence that social justice may or may not have on your motivation to volunteer?

11. Explain any influence that self-sacrifice may or may not have on your motivation to volunteer?

12. Explain any influence that compassion may or may not have on your motivation to volunteer?

Other Motivation Questions:

13. Describe any past experiences that have influenced your decision to volunteer?

14. Describe any moral/religious beliefs that influence your decision to volunteer?

15. Describe any other motivations you have for volunteering at the (Organization)?

Thank you: Thank you so much for your time and willingness to share with me today. A transcript of this interview will be provided to you to fix any potential mistakes.

Appendix B: Participant Recruitment Email

Potential Participant's Name,

I am a doctoral student with Walden University, and I am doing my dissertation over the motivations the Millennial generation has for volunteering for arts and culture organizations in their communities. You referred to me by ____. I am looking for participants who are willing to answer questions about their motivations and experiences regarding the time and skills they donate to these kinds of organizations. The research will help arts and culture organizations better recruit, retain, and manage volunteers who are vital to their success.

The study will include completing an informed consent form, participating in an interview, and approving the transcript of your interview. Participation is 100% voluntary, and you may stop at any time. If you are willing to participate, we will schedule an interview time at a convenient place or set a Zoom meeting depending on your preferences. The interview process will take 60 – 90 minutes. Your identity, geographic location and interview responses will remain confidential and be protected. The results of this study will be used to prepare a Ph.D. dissertation. Your participation and cooperation in this study is important and appreciated. Thank you for your consideration!

Sincerely,