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Strategies Used by Nonprofit Leaders to Motivate Volunteers

Michael C. Williams
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Walden University
2017

Abstract

Strategies Used by Nonprofit Leaders to Motivate Volunteers

by

Michael C. Williams

MBA, University of Phoenix, 2005

BS, Johnson & Wales University, 2001

Consulting Capstone Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

December 2017

Abstract

A motivated volunteer workforce is essential to many nonprofit organizations and the success of the organizational leaders. The purpose of this qualitative single-case study was to explore motivational strategies used by 3 leaders of a nonprofit organization in Minnesota's Valley X through the conceptual lens of Maslow's theory of human motivation. Data were collected using semistructured interviews, organizational documents, and online databases. Using thematic analysis, 4 key themes emerged: process strengths, process opportunities, results strengths, and results opportunities. Open communication, appreciation events, building relationships, and recognition and rewards are strategies that nonprofit leaders can use to motivate their workforce, especially their volunteer workforce. By having a highly motived workforce, the organizational leaders will be able to achieve their organizational goals. These findings have implications for positive social change. A motivated workforce can lead to an increase in the leaders of the organization achieving their goals. The more the leaders achieve their goals, the longer the nonprofit will be able to stay in business, continue to employee volunteers, and continue to provide much-needed programs for the communities in which they operate.

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Dedication

To my wife, Janice, you are the most supporting, loving, and beautiful person I know. I am honored and humbled to call you my wife and best friend. To my children, Catalina Rainn and Michael II, I am grateful every day to have you in my life. Always remember that anything is possible if you really want to achieve it.

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Section 1: Foundation of the Study

Background of the Problem

Nonprofit organizations have been showing growth over the past decade, but many were forced to shut down due to the high costs of operating a business (Kang, 2016). Every year, millions of people volunteer their time in organizations such as schools, health clinics, and countless other organizations (Stukas, Snyder, & Clary, 2016). For many nonprofit organizations to stay in business, the organizational leaders need to rely on the support of volunteers from their communities. Volunteers contribute in one way or another in many nonprofit organizations (Kang, 2016). The work of volunteers is important since it can have positive impacts on the community, society, businesses, and the volunteers themselves (Oostlander, Güntert, van Schie, & Wehner, 2014). Volunteering is a selfless act that benefits others who are most often not known to the volunteer (Chaddha & Rai, 2016).

Motivation theories have a long history of various studies and theories and remain an area of future research (Trstenjak, Stilin, & Tomljenović, 2016). The success of an organization relies on the workforce as the people are the ones who are completing the work (Jyothi, 2016) and the motivation of this workforce will aid to improve workforce performance (Mangi, Kanasro, & Burdi, 2015). One way to ensure volunteers continue to volunteer their time is to make sure they are motivated. Money, career ambitions, and personal fulfillment can be factors in the level of a person's motivation (Mangi et al., 2015). As charitable contributions to nonprofit organizations continue to decline, the volunteering of time is a vital part of a nonprofit's success (Kang, 2016).

Problem Statement

Volunteers are a valuable resource to nonprofit organizations (Sefora & Mihaela, 2016), but it is becoming more difficult to motivate volunteers (Oostlander et al., 2014). In 2015, 62.6 million people volunteered in the United States, which was a decrease by almost half a percentage point from the previous year (Bureau of Labor Statistics, 2016). The general business problem is some leaders lack the strategies to motivate their workforce to achieve their organizational goals. The specific business problem is some nonprofit leaders lack the strategies to motivate their volunteer workforce to achieve their organizational goals.

Purpose Statement

The purpose of this qualitative case study will be to explore the strategies nonprofit leaders use to motivate the volunteer workforce to achieve their organizational goals. The sample population for the study will be three leaders from a nonprofit organization in the Midwest region who have demonstrated the ability to motivate their workforce. The results of this study could contribute to positive social change by enhancing the understanding of the strategies used by nonprofit leaders to create a focus on high performance that engages the entire workforce. The lack of volunteer services to schools, healthcare environments, and other organizations would disrupt the activities of the communities in which they operate (Stukas et al., 2016). All organizational leaders need motivated workers, paid or unpaid, to accomplish their goals and to make the organization successful (Jyothi, 2016). Many nonprofit leaders include social change principles into their work to improve empowerment, engagement, and partnerships

(Cohen, 2010). As nonprofit leaders motivate volunteers, they will continue to employ more volunteers. Increasing the numbers of volunteers in nonprofit organizations can lead to a greater number of social change programs, which could lead to greater participation, thus enriching the lives of the people in the community.

Nature of the Study

The nature of this study is a qualitative, single-case study. Researchers use the qualitative research method to describe, explore, and understand perceptions and experiences utilizing nonnumerical data, (Bristowe, Selman, & Murtagh, 2015). I will apply the qualitative method because my purpose will be to explore the strategies nonprofit leaders use to motivate their volunteers by using interviews and data reviews. Researchers use the quantitative method to analyze numerical data including tests for relationships and statistical modeling (Counsell, Cribbie, & Harlow, 2016). As part of this study, I will not test hypotheses to explore the strategies that nonprofit leaders use to motivate members of their workforce who are volunteers. Hence, I will not use the quantitative method for this study. Researchers use the mixed method to systematically and intentionally use both qualitative and quantitative methods to draw rich and deep conclusions in a single study (Maxwell, 2016). A mixed method is not appropriate for this study because the quantitative component will not be used to explore the strategies nonprofit leaders use to motivate volunteers. Hence, I will not use the mixed method for this study.

The research design I have selected for the study is a single-case study. Researchers use the case study design to investigate a phenomenon of interest when the

limits may not be clearly linked (Yin, 2014) while utilizing different types of data (Carolan, Forbat, & Smith, 2015). I will use the case study design because I will use interviews and the analysis of organizational documents as part of the case study research design to explore the strategies used by nonprofit leaders to motivate volunteers and achieve the organizational goals. Researchers use the phenomenological research design to explore and interpret lived experiences of the participants (Mayoh & Onwuegbuzie, 2015). Therefore, I will not use the phenomenological research design for this study, because exploring and interpreting lived experiences is not my intent for this study. Researchers use the ethnographic research design to learn from and about groups cultures (Henriksen, 2016). Therefore, I will not use the ethnographic research design, because my intent of this study is not to learn about cultures; rather, my intent is to explore the strategies used by nonprofit leaders to motivate volunteers.

Research Question

What strategies do nonprofit leaders use to motivate their volunteer workforce to achieve their organizational goals?

Interview Questions

1. What strategies do you use to motivate volunteers who are members of your organization's workforce?

2. What strategies to motivate volunteers have achieved outcomes that meet/exceed performance goals?

3. How do you assess the effectiveness of your strategies to motivate volunteer workers?

4. What challenges did you encounter when you deployed these strategies?

5. How do you overcome these challenges?

6. What else would you like to add about your strategies for motivating workforce members who are volunteers?

Conceptual Framework

I will use Maslow's (1943) theory of human motivation as the conceptual framework for this study. Maslow developed the theory regarding the motivational needs of human beings. Maslow used the theory to explain motivation based on the premise that people need fulfillment to be motivated. These needs in order of most important to fulfill include (a) physiological, (b) safety, (c) love, (d) esteem, and (e) self-actualization (Maslow, 1943). Researchers have shown that humans need to achieve lower-level needs before addressing the higher-level needs (Rahman & Nurullah, 2014). Maslow maintained that humans need to have all their needs fulfilled to be motivated and to have the self-actualization needs emerge. The needs that will be the focus of this study are the love, esteem, and self-actualization needs. Love, esteem, and self-actualization needs could be the focus because volunteers are unpaid and I expect that the volunteers have already achieved their lower-level physiological and safety needs. The findings of this study could contribute to the framework on the factors that nonprofit leaders could use to motivate volunteers from one level of Maslow's hierarchy to a higher level.

Operational Definitions

Business leader: Leaders who are successful in their chosen field who can build and develop team (Finkelstein, 2016).

Esteem needs: Needs based on building confidence and receiving respect (Harrigan & Commons, 2015).

Love and belonging needs: Needs based on gaining acceptance by different social structures (Harrigan & Commons, 2015).

Maslow's hierarchy of needs: A theory of motivation created by Maslow, which focuses on the fulfillment of five needs: (a) physiological, (b) safety, (c) love and belonging, (d) esteem, and (e) self-actualization (D'Souza & Gurin, 2016).

Nonprofit organization: Organizations where the leaders depend heavily on volunteers, donations, (Shehu, Becker, Langmaack, & Clement, 2016) and have the organizational profits reinvested into the organization (Bishow & Monaco, 2016).

Physiological needs: Needs based on creating stability including items such as food and water (Harrigan & Commons, 2015).

Safety needs: Needs based on protection from harm to oneself and the harm of others (Harrigan & Commons, 2015).

Self-actualization needs: Needs based on ethics, inspiration, and the acceptance of facts (Harrigan & Commons, 2015).

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Assumptions, Limitations, and Delimitations

</div>

Assumptions

Assumptions are items the researcher does not state, but the reader needs to help draw a conclusion (Gardner & Johnson, 2015). The first assumption of this study is the participants will answer all questions honestly and to the best of their ability. The second assumption of this study is that multiple data collection techniques are the best way to

collect data. I will use interviews and document reviews to gather data for this study.

The third assumption of this study is that the qualitative research design was the best

design for this study. The final assumption is that the volunteers of the nonprofit

organization in this study have satisfied their psychological and safety needs.

Limitations

Researchers include conditions in all studies that they cannot control, but

researchers need to ensure they carefully choose the limitations and describe them in the

study (Svensson & Doumas, 2013). The first limitation of this study is that the

participants may withdraw at any time. If the participants were to withdraw, the study

might not be representative of the population. The second limitation of this study is that

there will be a small sample size. Because this is a single case study, I will limit the

study to the leaders of one nonprofit organization. The final limitation is that the views

of the participants may not represent the views of nonprofit leaders at other organizations

and in other business segments.

Delimitations

The delimiting of a study refers to providing clarity to what the researcher is

investigating and what the results are restricted to (Svensson & Doumas, 2013). The first

delimitation of this study is the fact that nonprofit leaders participated in this study. The

second delimitation of this study is the fact that leaders of a nonprofit organization

located in the Midwest region participated in this study. The final delimitation of this

study is the fact that the leaders of nonprofit organization employ volunteers. I will use a

single case study that focuses on the motivation strategies nonprofit leaders from the

Midwest region use to motivate volunteers which lead to the delimitations.

Significance of the Study

Contribution to Business Practice

The results of this study can be of value to the practice of the area of nonprofit

management helping leaders motivate their volunteers. Employees can achieve high

performance when organizational leaders develop and use effective motivation strategies

(Mangi et al., 2015). The findings of this study could help nonprofit business leaders to

improve their business outcomes by improved volunteer performance. Employees who

are motivated to accomplish the organizational goals are one of the most important

factors in an organization's success (Jyothi, 2016).

Implications for Social Change

The implications for positive social change from the findings of this study could

include the potential for better educational opportunities and community programs

provided by nonprofit organizations, thus enriching the lives of the people in the

community. As more nonprofit leaders can motivate volunteers and meet their

organizational goals, nonprofit organizations could continue to grow and employ more

volunteers. Increasing the numbers of volunteers employed by nonprofit organizations

can lead to a greater number of social change programs that the community can use, thus

enriching the lives of the people who live there.

A Review of the Professional and Academic Literature

The purpose of this qualitative study is to examine the motivational strategies that nonprofit leaders use to motivate their volunteers. I will explore the different strategies that will increase the motivation of the workforce, especially volunteers. I will conduct a qualitative single-case study focusing on one nonprofit organization in the Upper Midwest region of the United States of America.

The intent of my literature review was to provide an overview of relevant studies addressing (a) motivational theories, (b) types of motivation, (c) motivation factors, and (d) leadership styles affecting motivation. I used journal articles, books, and other scholarly sources within this study, with 95% of the 146 total sources published between 2014 and 2017. Also, 99% of the 146 total sources were from peer-reviewed journals. This literature review did not include seminal sources (0%) and did include one nonpeer-reviewed article (2%). The use of various sources of information will ensure scholarship, thoroughness, and complexity for the literature review. I accessed the information via the Walden University Library using databases such as ProQuest and EBSCOhost. While conducting the search for the peer-reviewed sources, I used the terms *motivation, motivation theories, motivation factors, volunteers and motivation, nonprofit organizations and motivation,* and *leadership and motivation.*

To develop common themes, I used peer-reviewed articles that included qualitative, quantitative and mixed method studies. I organized the literature review into four main themes: (a) motivational theories, (b) factors affecting motivation, (c) leadership styles affecting motivation, and (d) the motivation in nonprofit organizations,

the motivation of volunteers, and the link between motivation and organizational

outcomes. The first section includes an overview of the different motivational theories.

This section covers (a) Maslow's theory of human motivation, (b) Herzberg's two-factor

theory of motivation, (c) ERG theory, (d) expectancy theory, (e) path-goal theory, (f)

theory X and Y, (g) public service motivation theory, and (h) self-determination theory,

(i) reinforcement theory, (j) autonomous motivation theory, (k) equity theory, and (l)

goal-setting theory. The second section includes an overview of factors affecting

motivation. The second section includes studies that discussed (a) communication, (b)

the performance appraisal, (c) respect, (d) recognition and rewards, (e) trust, and (f)

emotional intelligence. The third section includes studies that discussed the following

leadership styles affecting motivation: (a) authentic, (b) laissez-faire, (c) participative, (d)

situational, (e) servant, (f) transactional, (g) charismatic, (h) ethical, (i) transformational,

and (j) pseudo-transformational. The final section includes studies that discussed (a) the

motivation in nonprofit organizations, (b) the motivation of volunteers, and (c) the link

between motivation and organizational outcomes.

Motivational Theories

   Maslow's theory of human motivation. Maslow's theory of human motivation

is one of the most famous motivational theory in the field of psychology (D'Souza &

Gurin, 2016). Maslow proposed a theory of human motivation in which the basic needs

of humans are at the base of a pyramid and the abstract needs are at the top (Lee &

Hanna, 2015). The lower needs include physical, safety, love, and esteem needs while

the upper need is self-actualization (Lee & Hanna, 2015). Physical needs include food

and shelter, and safety needs include being safe from attacks (Montville, 2014). Love

needs include affection from family and friends while esteem needs include social

position, honor, and job position (Wei, Xie, & Hong, 2016). Self-actualization involves

the fulfillment of one's personal development (Montville, 2014). As the individual meets

the lower level needs, the individual moves up the pyramid. Maslow based his theory of

human needs on the premise that there are many motivational systems in humans and

each motive forms a hierarchy where some motives have priority over others (Kenrick,

Griskevicius, Neuberg, & Schaller, 2010). Needs at the top of the pyramid do not emerge

until the individual satisfies the needs at the lower level (Winston, 2016).

     Herzberg's two-factor theory of motivation. Herzberg's two-factor theory of

motivation originated in 1959; Herzberg concluded that motivation factors lead to job

satisfaction while hygiene factors lead to a reduction in job dissatisfaction (Fareed & Jan,

2016). Motivational factors include achievement, recognition, job responsibility, the

work itself, and job mobility while the hygiene factors include policies, leadership,

salary, working conditions, and relationships (Eid, 2012). There is no direct correlation

between satisfaction and dissatisfaction of the workforce, which means satisfaction does

not increase when dissatisfaction decreases and vice versa (Kim, Kim, & Heo, 2016).

     ERG theory. Alderfer based his ERG theory on Maslow's theory of human

motivation, but he condensed the needs into three categories. Alderfer classified the

motivational needs into three categories which are existence needs, relatedness needs,

and growth needs (Mangi et al., 2015). The existence needs consist of basic materials

such as food and money, the relatedness needs consist of the ability to create and sustain

constructive relationships, and the growth needs consists of the need for development (Ko, Rhee, Kim, & Kim, 2014). When the workforce feels the organizational leaders do not meet these three groups of needs, they will have dissatisfaction in the workplace and will be less motivated (Simonds, Brock, & Engel, 2016).

Expectancy theory. Vroom's expectancy theory attempts to explain the factors that motivate people to exert an effort to increase productivity (Hsu, Shinnar, & Powell, 2014). Vroom's motivational factors include (a) expectancy, (b) instrumentality, and (c) valence (Hsu et al., 2014). The definition of expectancy is the person's perception that a greater effort will result in greater performance (Nimri, Bdair, & Al Bitar, 2015). The definition of instrumentality is a person's belief that high performance will lead to a reward (Nimri et al., 2015). The definition of valence is the evaluation of the perceived value of the reward (Nimri et al., 2015). Multiplying the expectancy, the instrumentality, and valence will calculate the motivation of the workforce (Nimri et al., 2015). The greater the expectancy, the instrumentality, and valence factors, the greater the motivation will be.

Path-goal theory. Path-goal theory describes how the decisions made by leaders can motivate or demotivate the workforce (Hollenbeck, DeRue, & Nahrgang, 2015) with the idea that the leader must select and use the behavior that is appropriate for the current situation (Phillips & Phillips, 2016). The path-goal theory includes the behaviors of leaders, the characteristics of the workforce, and different variables to predict and influence the behavior and motivation of the workforce (Phillips & Phillips, 2016). Based on the situation, the leader will need to act and supervise differently to motivate

the workforce. Leaders will need to deploy different leadership styles, such as

participative, supportive, or achievement-oriented, based on the situation to motivate

properly motivate their workforce (Monzani, Ripoll, & Peiró, 2015).

Theory X and Y. The basis of theory X and Y is the notion that leaders will

view their workforce in one of two ways, as theory X or as theory Y. If leaders view

their workforce from the theory X standpoint, the leaders will feel that the workforce

does not like to work and does not value accountability (Sager, 2015). Leaders who view

their workforce in the theory X category, find their workforce hard to motivate. If

leaders view their workforce from the theory Y standpoint, the leaders will feel that the

workforce is innovative, like to work, and accepts accountability (Gürbüz, Şahin, &

Köksal, 2014). Leaders who are more positive will view their workforce in the theory Y

category and will provide more encouragement, autonomy, and responsibility than those

leaders who are less positive and view their workforce in theory X category (Lawter,

Kopelman, & Prottas, 2015).

Public service motivation theory. The basis of public service motivation theory

is the fact that individuals will have higher levels of motivation to perform well when

they feel their work serves a purpose (Perry & Wise, 1990). Autonomy, task identity,

and task significance will lead to higher job performance (Perry & Wise, 1990). Public

service motivation has a direct correlation to organizational commitment, and a

committed workforce is more likely to perform at a high level and stay with the

organization (Perry & Wise, 1990).

Self-determination theory. The basis of self-determination theory is the fact that individuals base motivation, development, and human well-being on two distinct categories: (a) autonomous motivation and (b) controlled motivation (Durso, Cunha, Neves, & Teixeira, 2016). Autonomous motivation theory includes a person's involvement to participate in an activity based on his or her willingness to participate, his or her decision to participate, and his or her need to retain certain behaviors (Keshtidar & Behzadnia, 2017). Controlled motivation includes a person's involvement to participate in an activity to receive an incentive, avoid punishment, avoid the feeling of guilt or stress, or to increase his or her self-enhancement (Keshtidar & Behzadnia, 2017).

Autonomous motivation and controlled motivation are part of a motivational scale with autonomous motivation being on one end and controlled motivation on the other end. In the middle of the scale lies external motivation, introjected motivation, identified motivation, integrated motivation, and intrinsic motivation (Hardy, Dollahite, Johnson, & Christensen, 2015). External motivation occurs when external punishment or rewards control behavior while introjected motivation is motivation based on internal consequences (Hardy et al., 2015). These consequences can be guilt, shame, or the feeling of stress. Identified motivation occurs when an individual has higher levels of motivation due to internalized values while integrated motivation occurs when individuals have higher levels of motivation due to their beliefs of who they want to be not just isolated values (Hardy et al., 2015). Finally, an individual who has high levels of motivation due to joy, curiosity, or interest has intrinsic motivation (Hardy et al., 2015).

Reinforcement theory. The foundation of reinforcement theory is the fact that providing feedback to the workforce can have a positive effect on the work performance of the workforce and the organization (Latham, Ford, & Tzabbar, 2012). Routine leader to worker coaching can have a positive effect on the worker's performance (Latham et al., 2012). When leaders administer rewards or punishments, they can reinforce standards, tighten controls, increase supervision, and increase the dependency of the team (Yang, 2015).

Equity theory. Equity theory involves the perception of input and output of the workforce. The basis of equity theory is the fact that individuals will have a higher level of motivation if a perceived equity or justice applies when they compare their input and output to those of others (Tseng & Kuo, 2014). Inputs are contributions that get some return or output (Miles, Cromer, & Narayan, 2015). These contributions can be in the form of time, motivation, skill, or determination (Miles et al., 2015). When the ratio of input and output is equal, there is a perception of equity or fairness (Tseng & Kuo, 2014). When there is a perception of equity, positive reactions and performance occur (Burrai, Font, & Cochrane, 2015). When the ratio of input and output is not equal, an inequity exists which can lead to tension (Lovegrove & Fairley, 2017).

Goal-setting theory. The main assumption of the goal-setting theory is that developing specific goal will yield greater results when compared to nonspecific goals (Nebel, Schneider, Schledjewski, & Rey, 2016). Goal-setting theory helped to inspire extensive research on the motivation behaviors in organizations (Berson, Halevy, Shamir, & Erez, 2015). The development of goals provides a cognitive explanation for the

motivation of an individual (Neubert & Dyck, 2016). A specific goal will include

descriptions of tasks and end results which can lead to a feeling of achievement when an

individual or group achieves the goal (Nebel et al., 2016). This feeling of achievement

can lead to an increase in motivation (Nebel et al., 2016).

Goal setting is important as individuals will create goals and then develop action

plans on how to achieve these goals (Dalton & Spiller, 2012). The more specific and

difficult to accomplish the goals are, the more motivated the workforce will be to achieve

them (Bronkhorst, Steijn, & Vermeeren, 2015). Specific goals lead to a greater level of

focus and greater commitment by the individual (Berson et al., 2015). When a leader sets

goals and creates a vision, a greater level of commitment exists. Goal setting and

creating a vision complement each other and creates a greater commitment to achieving

the goal as creating the vision explains the goal and why it is important (Berson et al.,

2015).

Types of Motivation

Intrinsic motivation. Intrinsic factors can help to motivate the workforce in both

public and private sectors (Rahman & Nurullah, 2014). Intrinsic motivation occurs when

a worker feels internal reward and satisfaction for completing a task or job (Muckaden &

Pandya, 2016). For example, an individual who shows motivation by intrinsic factors

will perform a task to gain a feeling of pride. Workers with high intrinsic motivation

tend to find purpose and meaning in their jobs and look to establish close relationships

with their leader and coworkers (Tu & Lu, 2016).

There are many diverse types of intrinsic motivational factors. Intrinsic

motivational factors include skill diversity, task identity, task importance, independence

(Mangi et al., 2015), growth, recognition, and responsibility (Chaddha & Rai, 2016).

When the workforce is intrinsically motivated, they complete tasks based on interest and

enjoyment of the activity itself (Güntert & Wehner, 2015).

Extrinsic motivation. Leaders need to be able to motivate their workforce, either

by intrinsic or extrinsic factors, to achieve better their organizational goals (Mangi et al.,

2015). Extrinsic motivation occurs when a human demonstrates a behavior based on the

expected gains or outcome (Ünlü & Dettweiler, 2015) or when a worker engages in an

activity for instrumental reasons such as fame and glory (Muckaden & Pandya, 2016).

For example, an employee motivated by extrinsic factors will perform a task to gain

recognition. There are many different types of extrinsic motivation factors. Extrinsic

motivational factors include salary and job security (Mangi et al., 2015), policies, and

physical working conditions (Chaddha & Rai, 2016). When the workforce members are

extrinsically motivated, they are not interested or challenged by the activity itself

(Güntert & Wehner, 2015).

Autonomous motivation. Autonomous motivation exists when an individual has

a genuine interest in his or her work and work output and has fun while performing these

functions (Tadić Vujčić, Oerlemans, & Bakker, 2017). With autonomous motivation, the

workforce will work and behave with a feeling of choice and volition (Gillet,

Fouquereau, Lafrenière, & Huyghebaert, 2016) due to finding enjoyment, personal

interest, and personal conviction in the work (Radtke & Rackow, 2014). Autonomous

motivation does not mean that individuals will enjoy every aspect of their work daily. An

individual who gains motivation through autonomous factors may not like to go to work

every day, but finds the importance of completing the work on a daily basis and finds

personal significance in his or her work activities, even when he or she finds these tasks

uninteresting (Tadić Vujčić et al., 2017). A leader can support autonomous motivation

by providing autonomy, competence, and relating to the workforce (Garaus, Furtmüller,

& Güttel, 2016).

Autonomous motivation can lead to an increase in the achievement of work-

related goals. Autonomous motivation leads to positive work outcomes because the

individual will feel his or her work is in alignment with his or her values and beliefs

which will allow the individual to fully partake in the work tasks and increase work

outputs (Gillet et al., 2016). Autonomous motivation also leads to greater behavioral

persistence and goal alignment (Radtke & Rackow, 2014).

Controlled motivation. Controlled motivation includes motivation from external

regulations or introjected regulations (Chanal & Guay, 2015). External regulation

motivation occurs when an individual performs to avoid punishment, obtain rewards, or

to meet expectations from others (Mih & Mih, 2016). Introjected regulation motivation

occurs when an individual puts the pressure to perform on themselves by feeling anxiety,

guilt, shame, or pride (Mih & Mih, 2016). Leaders can associate negative outcomes with

controlled motivation. Individuals who feel motivation by controlled factors will

experience pressure to think, feel, or behave in ways that might not be in alignment with

their values and interests (Gillet et al., 2016). There is a collation between controlled

motivation and an increase in prejudicial beliefs, less contact with other individuals, and a decrease in the desire to have contact with other individuals (Fousiani, Dimitropoulou, & Michaelides, 2016).

Factors Affecting Motivation

      Communication. Communication means the transferring of data and consists of the sender of the data, the receiver of the data, and the data or message (Matani, Sarkamaryan, Amari, Akson, & Asharouznia, 2015). Communication is a key driver because it pertains to the motivation of the workforce. In an organization, communication leads to an increase in the motivation of the workforce (Matani et al., 2015). Individuals who feel their leaders communicate by providing feedback and listening have higher levels of engagement, work performance, and motivation (Men & Hung-Baesecke, 2015). All leaders in organizations need to provide their workforce with work-related information, such as performance feedback (Schneider, Maier, Lovrekovic, & Retzbach, 2015).

      Communication can take many forms, which include face-to-face, written, verbal, electronic, and nonverbal. Face-to-face verbal communication conveys the greatest amount of data (O'Neill, Hodgson, & Al Mazrouei, 2015) and is the most valuable because it contains both verbal and nonverbal cues that enable the receiver of the message to better comprehend the information (Mishra, Boynton, & Mishra, 2014). Nonverbal cues are not utilizing words to deliver messages (Stegaroiu & Talal, 2014). Traditional written communications are more impersonal than verbal communication and less effective (Men & Hung-Baesecke, 2015) unless when describing details in a

technical fashion (Stegaroiu & Talal, 2014). Traditional written communication is slow,

but the speed of traditional written communication has increased with the inception of e-

mail and social media (Stegaroiu & Talal, 2014). E-mails and social media also increase

the span of influence a leader has. Distance no longer is a barrier to effective

communication and leadership (Neufeld, Wan, & Fang, 2010). Identifying workforce

members' preferred type of communication from their leader will provide leaders with a

road map on how to best reach their audience (Men, 2014a).

Motivation is important in any organization because motivation encourages the

workforce to achieve the goals of the business leaders (Ramadanty & Martinus, 2016).

Using motivating language to communicate is one way leaders can increase the

motivation of their workforce. Motivating language has two different subgroups. These

subgroups include direction-giving communication and the second subgroup is

empathetic communication (Sun, Pan, & Ho, 2016). Direction-giving communication

occurs when an individual gives direction to reduce confusion and to clarify instructions

(Sun et al., 2016). Empathetic communication occurs when a leader expresses his or her

emotions through feelings, praise, and coaching opportunities (Sun et al., 2016).

The performance appraisal. The performance appraisal is one of the most

important human resource functions that a leader in an organization can perform

(Kumari, 2014). The performance appraisal is one tool leaders can use to motivate their

workforce. Performance appraisals are necessary for leaders to determine the input and

output of the workforce, to motivate the workforce, and to ensure the effectiveness of the

workforce (Chander, 2016). The performance appraisal is a formal and structured system

for assessing an individual's characteristics, behaviors, and work performance (Kirovska & Qoku, 2014). The focus of the performance appraisal needs to be assessing and improving the current work performance of the individuals while assessing their future potential (Sastry Akella & Venketeswara Rao, 2016). During the performance appraisal, the leader's role is to provide the individual with recognition for his or her excellent work, to provide feedback on areas that the individual needs to improve, and to provide support to the individual to ensure success (Sastry Akella & Venketeswara Rao, 2016).

The performance appraisal also provides the leaders with a vehicle for leader–follower communication. Performance appraisals are also a way for the leader to formally communicate with his or her workforce (Kirovska & Qoku, 2014). Providing performance feedback to the workforce is one of the key functions of a leader (Kingsley Westerman & Smith, 2015). Leaders need to be able to provide negative feedback in a way that does not come off as negative to receive a favorable reaction (Kingsley Westerman & Smith, 2015). The feedback provided during a performance appraisal serves the purpose of developing the workforce and improving performance (Kingsley Westerman & Smith, 2015).

Performance appraisals are a great tool that leaders can use to assist in achieving organizational goals. The success of organizational leaders in achieving their goals is dependent on their ability to provide feedback on performance in a way that builds trust, openness, and a positive relationship (Kingsley Westerman & Smith, 2015). Performance appraisals also help to show how successful an individual is completing the work and specific tasks that a job requires (Kirovska & Qoku, 2014). Performance

appraisals are essential for the effective management and evaluation of the workforce, but leaders need to focus on judging the performance and not the individual (Chander, 2016). Performance appraisals have been known to motivate the workforce while making them aware of the job requirements (Chander, 2016).

If a leader does not use a performance appraisal properly, it can lead to demotivation and dissatisfaction. When an individual view a performance appraisal as unfair, bias, political, or inaccurate, it can dissatisfy the individual receiving it (Kumari, 2014). When an individual believes the performance appraisal to be biased, it can also lead to a decrease in performance (Chander, 2016).

Respect. Being respectful is another tool that leaders can use to motivate their workforce. Respect is one of the variables that can increase or decrease the moral of an individual (El-Said, 2014). Social respect is one of the major aspects that influence the job motivation of an individual (Zarei, Najafi, Rajaee, & Shamseddini, 2016). One definition of respect is the feeling of acceptance, recognition, and appreciation (El-Said, 2014). When leaders treat their workforce with dignity and show them value, they are also respecting these individuals (El-Said, 2014). Leaders who show respect create an environment where the motivation of the workforce increases to a level at which they act in a way that benefits their coworkers and the organization (El-Said, 2014).

Recognition and rewards. Recognition and rewards are other tools leaders can use to motivate their workforce. Proper utilization of recognition and rewards can enhance the motivation of individuals (Zeb, Jamal, & Ali, 2015). The less accessible and achievable a rewards and recognition program is the less effective it will be (Graves,

2015). The difference between rewards and recognition is that rewards are tangible and intangible incentives that leaders offer to the workforce members after they accomplish their goals, while recognition is the public praise of an individual's contribution to the workplace (Zeb et al., 2015).

A recognition program can include various factors. Recognition can include praise, positive feedback, appreciation, and encouragement (Zeb et al., 2015). Because recognition programs do not include any financial rewards, it is a low-cost option to implement. Recognition is an effective tool to motivate the workforce but is less costly when comparing it to rewards, which can be beneficial to the organization's financial health in the long run (Lourenço, 2015). Placing a greater emphasis on recognizing the workforce will have a positive impact on their motivation levels while increasing performance and decreasing turnover (Rawat, Khugshal, & Chaubey, 2015).

A rewards program can include several factors. Rewards can include salary, promotional opportunities, job security, relationships, and working conditions (Zeb et al., 2015). A financial incentive or reward program can lead to increased performance and motivation (Graves, 2015). When an individual receives a financial reward too frequently, the individual may consider it as part of his or her normal compensation and can lead to lower motivation and higher work dissatisfaction if the leader removes this financial reward (Graves, 2015).

Trust. Trust is essential in the leader–follower relationship and will influence how the followers will perceive and view the working environment (Engelbrecht, Heine, & Mahembe, 2014). A leader must build trust over time, but trust can fail very quickly

(Agarwal, 2014). Individuals will learn to trust or not trust a leader while observing the way their leader is treating them as well as observing the way their leader is treating his or her peers (Agarwal, 2014).

There are many ways leaders can build trust with their workforce. Regular communication, including providing explanations for decisions are strategies that can help to maintain trust (Agarwal, 2014). Open communication, vision sharing, empowerment of the workforce, and the promotion of social justice and morality can also help to build trust (Engelbrecht et al., 2014). When an individual has trust, it represents the level of confidence he/she has in another individual to act in an ethical, fair, and predictable manner (Yozgat, Serim, & Dikmen, 2014).

An increase in trust can lead to an increase in motivation and performance outcomes. When the workforce trusts the leaders in an organization, they will have higher levels of motivation to engage in their work tasks (Agarwal, 2014). Individuals who trust in their organizational leaders will have a higher level of productivity while fulfilling organizational obligations and commitments along with higher levels of competence (Yozgat et al., 2014). An increase in trust can reduce the number of mistakes that take place in an organization while increasing the morale of the workforce (Panagiotakopoulos, 2014). Trust in organizational leaders will help to build empowerment, teamwork, and commitment from the workforce (Yozgat et al., 2014). Individuals who trust their organization will spend less time questioning their leaders and more time committed to their work which will increase their production (Agarwal, 2014).

Individuals can view trust in different ways. Trust can include fair working conditions including policies and procedures and fairness (Agarwal, 2014). When the workforce members trust their leader, the workforce will believe their leaders will be there to protect them, work in their favor, and have a sense of safety which motivates them to want to invest their energy into their work (Agarwal, 2014).

Emotional intelligence. Identifying with and understating your emotions and the emotions of your workforce are an important function of any leader. Managing personal emotions, adapting them to the current situation, and the recognition and understating of the emotions of others are important characteristics that leaders exhibit (Valeriu, 2017). Emotional intelligence is one set of skills leaders can use to understand emotions. Emotional intelligence is a connection between feeling and thinking (Njoroge & Yazdanifard, 2014). Emotional intelligence is also the ability to perceive, understand, and use one's emotions to lead effective performance (Njoroge & Yazdanifard, 2014). Emotional intelligence includes self-regulation, self-awareness, self-motivation, empathy, and social skills (Mohamad & Jais, 2016).

Leaders who exhibit high levels of emotional intelligence possess many skills that will benefit their workforce. Leaders with high emotional intelligence show an openness to innovative ideas, empathy to their workforce, honest feedback, encouragement, and takes responsibility for mistakes instead of passing blame (Huggins, White, & Stahl, 2016). Leaders with high emotional intelligence find a way to make time for their workforce which makes them in tune to the needs of the workforce (Njoroge & Yazdanifard, 2014). Leaders who have high emotional intelligence can make more

accurate, deliberate, and instinctual decisions (Huggins et al., 2016). Leaders with high

emotional intelligence provide regular communication and feedback on performance

which provides the workforce with the opportunity to improve (Njoroge & Yazdanifard,

2014). Leaders with high levels of emotional intelligence also show high levels of

enthusiasm, curiosity, optimism, and positive relationships which will add to the

motivation and overall success of their workforce (Huggins et al., 2016).

Leaders who show emotional intelligence are also able to increase the motivation

and work performance of their workforce. Emotional intelligence can lead to better work

motivation (Magnano, Craparo, & Paolillo, 2016). Leaders who have high levels of

emotional intelligence can have a positive impact on the job satisfaction, work attitudes,

self-efficiency, ability to adapt to change, and leadership potential of the workforce

(Njoroge & Yazdanifard, 2014). As emotional intelligence increases so do the trust,

motivation, and job performance of the workforce (Huggins et al., 2016). Emotional

intelligence leads to an intellectual process that leads to the feeling of motivation and

achievement (Njoroge & Yazdanifard, 2014).

Emotional intelligence is an effective way to identify leadership potential.

Decision making, openness to change, and the empowerment of others are characteristics

of effective leaders and components of emotional intelligence (Valeriu, 2017). To

increase the emotional intelligence of a leader, training programs with a focus on

improving emotional intelligence can be developed (Mohamad & Jais, 2016). Emotional

intelligence leads to an increase in human capital which leads to a high performing

workforce (Mohamad & Jais, 2016).

Leadership Styles and Motivation

      Authentic leadership. Authentic leadership is one of the leadership styles that leaders can use to motivate their workforce. Authentic leadership motivates individuals to display positive attitudes and behaviors (Ling, Liu, & Wu, 2016). Authentic leadership consists of four different constructs including self-awareness, internalized moral perspective, relational transparency, and balanced processing (Fusco, O'Riordan, & Palmer, 2016). When an individual is self-aware, he or she has an understanding of his or her values, motives, and feelings (Kiersch & Peters, 2017). Individuals have internalized moral perspective when they have reflective discussions to ensure the upholding of the internal values, standards, and ethics of the team and the leader (Lyubovnikova, Legood, Turner, & Mamakouka, 2015). Relational transparency refers to an individual who shows others his or her true self and does not distort his or her identity for others (Datta, 2015). Balanced processing occurs when an individual analyzes all information and data before coming to a conclusion or decision (Datta, 2015).

      There are many beneficial leadership traits associated with authentic leaders. Traits associated with authentic leadership include integrity, humility, and reliability (Ling et al., 2016). Authentic leaders also create and develop trust in the workforce they are leading (Ling et al., 2016). The workforce members view authentic leaders as respectful, keeping their best interest in mind, enabling autonomy, and protecting their dignity (Al Sahi AL Zaabi, Ahmad, & Hossan, 2016). The traits that authentic leaders display motivate their workforce to perform better. Authentic leaders consistently model

and demonstrate the behaviors which provide the workforce a positive working experience which in turn results in an increase in self-confidence and motivation (Jacques, Garger, Lee, & Ko, 2015).

Autocratic leadership. The autocratic leadership style is another style that leaders may use. A leader who demonstrates autocratic leadership will be controlling, direct, and looking to control the decision-making process (De Hoogh, Greer, & Den Hartog, 2015). In autocratic leadership, the leader does not look for participation and looks to control the decision-making process (Huda, 2014). Autocratic leadership has drawn mixed reviews as it pertains to the motivation of the workforce and job outcomes. Under certain conditions where there are high levels of power struggles, leaders who use the autocratic leadership style show to decrease the psychological safety and job performance of the workforce (De Hoogh et al., 2015). The autocratic leadership style has an association with a disheartenment of the workforce (Huda, 2014). Under certain conditions where there are low levels of power struggles, leaders who use the autocratic leadership style create an environment that is psychologically secure and can improve team performance (De Hoogh et al., 2015).

Laissez-faire leadership. Laissez-faire leaders can have either a positive or negative impact on the motivation levels of their workforce (Yang, 2015). Leaders who demonstrate the laissez-faire leadership style provide their workforce with the tools, resources, and freedom to make decisions (Zareen, Razzaq, & Mujtaba, 2015) but many can have the viewpoint that laissez-faire leadership is the avoidance or inaction of leadership (Skogstad, Hetland, Glasø, & Einarsen, 2014). A laissez-faire leader leads

with a hands-off approach (Yang, 2015) and laissez-faire leadership has an association

with noninfluence and even non-leadership (Skogstad et al., 2015).

Workforce members that have a leader who demonstrates the laissez-faire

leadership style might have mixed feeling. In some cases, the workforce members view

laissez-faire leadership as negligent, or ignorance on the part of the leader or the

workforce members can view this leader as respectful depending on the situation (Yang,

2015). Laissez-faire leadership can be beneficial when many decisions need to take

place; when the decisions are relatively easy in nature; when rules, policies, and

regulations dictate the decision; and when tasks are routine (Zareen et al., 2015).

Laissez-faire leadership is not beneficial when the workforce lacks the knowledge,

experience, or expertise to perform the tasks or when they are unwilling or unable to

make the decisions on their own (Zareen et al., 2015).

Leaders displaying the laissez-faire leadership style can motivate their workforce

to perform better and achieve organizational goals. Workforce members will have high

levels of motivation when they are involved, allowed to make decisions, and see the

positive outcomes of their decisions (Zareen et al., 2015). These are characteristics that

laissez-faire leaders display. Laissez-faire leaders support their team throughout the

decision-making process by utilizing their competencies, developing their capabilities,

and having the chance to learn from their mistakes (Zareen et al., 2015).

Participative leadership. The leaders who demonstrate participative leadership

will consult with their workforce before implementing a decision thus inspiring the

participation of the workforce (Vincent, 2016). Participative leadership means the leader

will give up, delegate, or share some of his or her decision-making power and control to the team (Lam, Huang, & Chan, 2015). Participative leaders help to create learning opportunities while encouraging innovation (Sagnak, 2016). The level of participative leadership will vary depending on the leader. A participative leader can either not take any action without involving the workforce to a leader who makes the decision but does not implement the decision until involving the team (Vincent, 2016).

There are many assumptions associated with participative leadership. The first assumption is that the workforce is more committed when involved in the decision-making process (Huda, 2014). The next assumption is that the workforce is more corporative when working on joint goals (Huda, 2014). The final assumption is the fact that multiple minds will generate better decision than just one mind (Huda, 2014).

Participative leaders can inspire and motivate their workforce. Participative leadership has a positive relationship on the intrinsic motivation of the workforce (Sagnak, 2016) and organizational performance (Kim & Schachter, 2015). The positive relationship between participative leadership and intrinsic motivation means that as participative leadership increases so does the intrinsic motivation of the team. Participative leadership also helps to develop and instill trust in the leader from the workforce (Newman, Rose, & Teo, 2014). Although many recognize participation from the workforce as a motivator, some leaders do no implement participation to its fullest potential (Lam et al., 2015).

Situational leadership. The premise of situational leadership is that the leader will adapt his or her leadership style to the need of the follower (Thompson & Glasø,

2015). When a leader demonstrates situational leadership, he or she will treat his or her workforce as individuals and will adapt to each situation differently (Thompson & Glasø, 2015). Situational leadership theory suggests that all leadership styles are effective for motivating the workforce and increasing performance (Zigarmi & Roberts, 2017).

Situational leaders look to develop, inspire and motivate their workforce in many ways. Employees in lower level positions benefit from extra support and direction while higher self-directed employees would benefit from receiving greater freedom to perform (Thompson & Glasø, 2015). Situational leaders also look to motivate their workforce by building the confidence and skills of their workforce (Thompson & Glasø, 2015). Situational leaders will look to develop their workforce by assessing the performance, competencies, and commitment of the workforce, being flexible, and partnering with the workforce to remove barriers and improve performance (Lynch, 2015). Situational leadership is a beneficial leadership style when working with smaller teams, but in larger teams, the leader might face time constraints which will prohibit true effectiveness (Thompson & Glasø, 2015).

Servant leadership. Servant leaders put people first (Beck, 2014) and emphasize moral behaviors (Bande, Fernández-Ferrín, Varela-Neira, & Otero-Neira, 2016). Servant leaders look to understand the abilities, needs, desires, goals, and potential of their workforce (Mahembe, Engelbrecht, Chinyamurindi, & Kandekande, 2015). Servant leaders serve their workforce by forming quality relationships with them while also helping them learn and grow (Liu, Hu, & Cheng, 2015). A servant leader will demonstrate the following behaviors an altruistic calling, emotional healing, wisdom,

persuasive mapping, and organizational stewardship (Beck, 2014). Servant leaders are

positive role models who look to remove the motivational barriers of their workforce

(Lacroix & Pircher Verdorfer, 2017).

There are many ways that servant leaders motivate their workforce. Servant

leaders motivate their workforce by placing value on appreciating and valuing their

workforce (Bande et al., 2016). Servant leaders also create a sense of community, which

develops trust with their followers (Bande et al., 2016). Servant leaders foster a culture

of service and instill a positive view of being a leader (Lacroix & Pircher Verdorfer,

2017). Servant leaders also install hope and courage in others (Bande et al., 2016).

Servant leaders motivate their followers to take on new challenges and to learn new skills

(Rai & Prakash, 2016).

Servant leaders show a genuine caring and compassion for their followers, which

helps to instill trust. Servant leaders show empathy while listening to their workforce

because listening will help to develop their other skills (Beck, 2014). Servant leaders

commit to the well-being and growth of their followers Rai & Prakash, 2016). Servant

leaders instill trust in their workforce by showing concern for their workforce and

installing confidence in them (Lacroix & Pircher Verdorfer, 2017).

Servant leaders look to develop and empower their followers. Servant leaders

also empower their followers by providing them with opportunities to use their skills and

talents, which allow their followers to learn how to solve problems on their own (Lacroix

& Pircher Verdorfer, 2017). Servant leaders show respect to their workforce while

enhancing their self-esteem which makes them respected and valued by their workforce (Liu et al., 2015).

Servant leaders look to give back to their community. Servant leaders believe that organizations and businesses have a role in society and the community and achieve motivation by giving back to improve the community (Beck, 2014). When the workforce replicates the qualities and behaviors of their servant leaders, they are more likely to perform good acts for the community (Liu et al., 2015).

Transactional leadership. Transactional leaders base their leadership style on the use of power. Transactional leaders base their leadership on a system of rewards and penalties (Brahim, Riđić, & Jukić, 2015). Transactional leaders use contingent rewards to motivate their workforce (Masa'deh, Obeidat, & Tarhini, 2016). Contingent rewards are when positive exchanges between the leader and his or her followers exist after the individual accomplishes the goal (Brahim et al., 2015). Transactional leaders can also use coercive power to motivate (Brahim et al., 2015). Coercive power occurs when a leader uses different forms of punishment to gain the desired results (Brahim et al., 2015). Transactional leadership does not produce long-lasting changes (Martin, 2015) and creating innovation is not a strength of transactional leaders (Martin, 2015).

Transactional leaders set the standards of performance (Martin, 2015). Many transactional leaders focus more on task completion instead of motivating. Transactional leaders set objectives, assign tasks, and clarify expectations to ensure leaders can achieve the desired organizational outcomes (Martin, 2015). The workforce will either receive a reward for the completion of the task or punishment for not completing the task.

Transactional leaders provide the workforce with distinct targets and will provide a

reward or punishment based on the outcome of these targets (Rawung, Wuryaningrat, &

Elvinita, 2015). A transactional leader bases his or her relationship with followers on

reward or punishment, which does not promote a true relationship. Transactional leaders

are capable of establishing only a short term leader–follower relationship (Rawung et al.,

2015).

Charismatic leadership. Charismatic leaders use many techniques to motivate

their workforce. Charismatic leaders inspire and motivate their followers by speaking

positively about the future and instilling positive ideas in their followers (Shao, Feng, &

Wang, 2017). Charismatic leaders use clear communication including clear expectation

setting to motivate their workforce (Horn, Mathis, Robinson, & Randle, 2015).

Charismatic leaders also have self-confidence, empower their workforce, and share a

vision (Ponsombut, Kanokorn, & Sujanya, 2014). When a workforce has a charismatic

leader as a leader, they will be more engaged and fully committed to their job duties

(Horn et al., 2015).

Ethical leadership. Ethical leaders will lead with honesty, integrity, and

trustworthiness (Bouckenooghe, Zafar, & Raja, 2015). Ethical leaders promote effective

interactions between themselves and their workforce by focusing on ethical behaviors in

the workplace (Engelbrecht et al., 2014). Ethical leadership leads to valuable

organizational outcomes and employee engagement (Engelbrecht et al., 2014). Followers

of ethical leaders will emulate the behaviors of their leader and in turn make ethical

decisions (Tu & Lu, 2016). The workforce develops trust for their leaders when they

demonstrate ethical behaviors, which will also turn into trust for the organization (Engelbrecht et al., 2014).

There are many ways that ethical leaders motivate their workforce. Ethical leaders instill confidence in their followers and motivate them to work harder (Tu & Lu, 2016). Ethical leaders also provide their workforce with the tools to complete their jobs including effective performance appraisals (Engelbrecht et al., 2014). Ethical leaders provide their workforce freedom to complete their tasks (Engelbrecht et al., 2014).

Transformational leadership. Transformational leaders create and communicate a vision for the future which causes the followers to respect, trust, and identify with them (Breevaart et al., 2014). The transformational leader makes ordinary people have extraordinary results by instilling trust, confidence, and a high ethical and moral standard (Rao, 2014). Four main characteristics make up transformational leadership: (a) idealized influence or when leaders earn trust and respect from their followers due to their actions, (b) inspirational motivation or when leaders establish high expectations for their followers, (c) individualized consideration or when leaders provide specific attention to the needs of their followers (Caillier, 2014), and (d) intellectual stimulation or motivating the workforce to find innovative ideas and solutions to problems (Teymournejad & Elghaei, 2016).

Transformation leaders use many techniques to motivate and inspire their workforce. Transformational leaders inspire and motivate their workforce to exceed their work expectations by setting demanding goals, acting as role models, providing personalized attention and assistance, and helping them to align their values with those of

the organizational leaders (Bottomley, Mostafa, Gould-Williams, & León-Cázares,

2015). Transformational leaders inspire their followers to work as a team for the

common good but require a focus on motivating their followers (Bussy & Paterson,

2012). Transformational leaders also develop their workforce to accomplish the goals of

the organization (Rao, 2014). Transformational leaders are role models for the behaviors

that the organizational leaders desire as the mission and vision (Bottomley et al., 2015).

Transformation leaders exhibit excellent communication skills. Transformational

leaders communicate by listening as well as telling, building relationships, and instilling

trust (Men, 2014b). Proper facilitation of meetings is an ideal way for managers to show

their leadership and communication skills. Utilizing transformational leadership and

focusing on solution-focused communication are ways to improve the dynamic of team

meetings (Lehmann-Willenbrock, Meinecke, Rowold, & Kauffeld, 2015).

Transformational leaders motivate their workforce to be innovative. Workers

who are motivated can be very creative, innovative, and will not stop trying or work hard

(Teymournejad & Elghaei, 2016). Followers of transformational leaders have higher

levels of motivation, will challenge the status quo, and develop innovative solutions to

common problems (Bottomley et al., 2015).

Pseudo-transformational leadership. The opposite of transformational

leadership is pseudo-transformational leadership. A pseudo-transformational leader uses

transformational leadership but with highly manipulative intentions (Lin, Huang, Chen,

& Huang, 2015). The leader–follower relationship will suffer when the followers

perceive their leader as pseudo-transformational (Christie, Barling, & Turner, 2011).

Pseudo-transformational leaders are unethical because they look to exploit their followers (Blair, Helland, & Walton, 2017).

The workforce of transformational leaders does not always view their leader as a role model. The workforce of a pseudo-transformational leader perceives them to be more abusive than other leadership styles (Christie et al., 2011). Pseudo-transformational leaders shut down the independence of their followers and also neglect to stimulate the intellect of their followers (Christie et al., 2011). Pseudo-transformational leaders give the perception that they care about the workforce but only care for their gains (Blair et al., 2017). Pseudo-transformational leaders create a vison-based on their interests and not the interests of their followers and use the power of their position to achieve their goals (Christie et al., 2011).

Pseudo-transformational leaders may inspire and motivate their workforce. Pseudo-transformational leaders will enact self-fulfilling goals, discourage creative thoughts of the workforce, and exploit the workforce but will demonstrate strong inspirational talents, inspiration, and motivation to achieve their goals (Christie et al., 2011). Pseudo-transformational leaders show favoritism and foster competition between the workforce to influence and motivate the workforce (Blair et al., 2017).

Some pseudo-transformational leaders may also cause their workforce to be unmotivated, disengaged, and uninspired. Pseudo-transformational leaders are ineffective at motivating their workforce because of their high manipulative intentions (Lin et al., 2015). The workforce members of a pseudo-transformational leader are less likely to respect their leader due to their leader's motives (Christie et al., 2011). Pseudo-

transformational leadership may disengage the workforce (Lin et al., 2015). The

workforce of pseudo-transformational leaders also has more job insecurity and are more

fearful and obedient to their leader when compared to other leadership styles (Christie et

al., 2011).

Motivation in Nonprofit Organizations

Nonprofit organizations employee individuals from all business sections including

nurses, computer programmers, teachers, lawyers, and scientists (Gazzola & Amelio,

2015). Different factors will help individuals decide on their place of employment.

Individuals choose their place of employment based on the financial success of the

organization, the reputation of the organization, and the ability to positively affect the

community (Word & Park, 2015). Individuals also choose their place of employment

based on their needs, values, and motivation of the individual (Word & Park, 2015).

Individuals who choose careers in nonprofit organizations have intrinsic motivation and

consider helping others as a priority in life (Word & Park, 2015). Ensuring the individual

is a fit with the culture of the company is necessary to the success of any company (Word

& Park, 2015).

The motivation of nonprofit employees is an important function of the leadership

team because it can lead to the success of the business. Understanding the factors that

motivate individuals in a nonprofit organization is vital to the success of that organization

(Word & Park, 2015). Leaders in nonprofit organizations use intrinsic motivation,

identified motivation, introjected motivation, external motivation, and motivation to

motivate their workforce (Chen, 2014). Individuals who choose to work in nonprofit

organizations need to share a common vision with the nonprofit organization which is to make a different (Gazzola & Amelio, 2015). Job advancement is not usually a motivating factor for employees who choose to work in nonprofit organizations (Word & Park, 2015). Individuals gain motivation to work for nonprofit leaders and organizations because of past experiences, interests, and community ties (Nencini, Romaioli, & Meneghini, 2016).

Motivation of Volunteers

Volunteers will take on many roles within an organization including planning and organizing of events (Lockstone-Binney, Holmes, Smith, Baum, & Storer, 2015). Many leaders of nonprofit organization use volunteers to help balance their workforce. The retaining of volunteers is a crucial factor in the success of a nonprofit organization (Sefora & Mihaela, 2016). Motivating volunteers is a significant role of nonprofit leadership because volunteers provide benefits to both themselves and the organizations they serve. Volunteering opportunities are valuable to both the organization and the volunteer because the organization benefits from cost savings on labor while the volunteer benefits from helping the community in which they serve (Bachman, Norman, Hopkins, & Brookover, 2016).

There are many different factors that can motivate volunteers. Volunteering includes both altruism and personal gain motivations (Stelzer & Lang, 2016). The motivation of individuals to volunteer include the strengthening of their ties to the community and their fellow volunteers (Otoo & Amuquandoh, 2014). Visibility, networking, building relationships, recognition, visibility, improving your resume,

developing your skills, and the feeling of pride and satisfaction are additional motivations

for volunteering (Pelczarski, 2016). Socialization is also another motivation to volunteer

(Otoo & Amuquandoh, 2014). When volunteers are motivated, they are more willing to

devote more time and effort to their volunteering responsibilities (Alfes, Shantz, &

Saksida, 2015).

The Link Between Motivation and Organizational Outcomes

  Organizational performance and motivation levels. Interesting work motivates

people to work harder (Menges, Tussing, Wihler, & Grant, 2017). An individual with

high levels of motivation will also have high levels of work output or performance. The

level of motivation an employee has will determine the level of commitment the

employee will display to his or her performance and achieving his or her goals

(Kuranchie-Mensah & Amponsah-Tawiah, 2016). Individuals with high levels of

motivation are more likely to keep a high level of effort and performance than those with

a low level of motivation (Lohmann, Houlfort, & De Allegri, 2016). Promoting

motivational techniques and programs will, in turn, improve performance (Corcaci,

2016).

  The higher the level of workforce motivation is, the greater the chance of the

organizational leaders achieving their goals will be. The likelihood of organizational

leaders achieving their business goals is based on the skills and motivation of the

workforce (Corcaci, 2016). Organizational leaders need good motivational procedures to

achieve organizational goals (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Motivation is a technique that business leaders use to ensure their workforce is

performing consistently (Corcaci, 2016). There is a potential for higher motivation in the workforce when a true relationship exists between the work performance and the outcome of the work (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Leaders can use policies and other strategies to motivate their workforce to achieve their goals, but the leaders need to consider the uniqueness and individualism of the workgroup (Corcaci, 2016). Effective motivational programs can also lead to a favorable organizational culture (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

      Employee engagement. There is no universal way to increase the engagement or to motivate a workforce so that they will be more productive, creative, and active (Stoyanova & Iliev, 2017). When employees have higher levels of engagement, they will work harder and be more productive. When an employee has high levels of engagement, he or she is more willing to increase his or her efforts to ensure the success of the organization (Stoyanova & Iliev, 2017). Employees who have high levels of engagement will have higher levels of motivation and interest to improve the organization in which they work (Macauley, 2015). High levels of employee engagement will help to drive higher levels of performance (Lavigna, 2015). The opposite is true for employees with low levels of engagement. Employees with low levels of engagement do not worry or care about the productivity, safety, profitability, or quality of the organization in which they work (Harshitha, 2015). Employees with low levels of engagement are difficult to identify because they are not hostile or disruptive but do not put forth the level of effort that employees with high levels of engagement would (Harshitha, 2015).

When leaders of an organization have a greater number of employees who have high levels of engagement, they will be able to achieve their organizational goals better. Engaged employees will work together to improve their job performance for the benefit of the organization (Karumuri, 2016). When employees display high levels of engagement, they will perceive the success of the organization as their success (Stoyanova & Iliev, 2017). Engagement levels of an employee will have an impact on many drivers of performance including job satisfaction, commitment, employee turnover, employee motivation, and productivity (Karumuri, 2016). Employees who have high levels of engagement also have good working relationships with their leaders and attribute this relationship to engagement and motivation levels (Macauley, 2015). When leaders are more involved with their workforce, the workforce will have a higher level of engagement (Stoyanova & Iliev, 2017).

Employee turnover. Voluntary employee turnover has a negative impact on an organization (Kessler, 2014). Dissatisfied employees are more likely to leave an organization. Lack of satisfaction leads to higher rates of absenteeism, employee turnover, and lower rates of commitment (Kessler, 2014). To reduce employee turnover, increase loyalty, commitment, and satisfaction, leaders must motivate their workforce (Kessler, 2014). When leaders know the factors that motivate their workforce, they can implement strategies and policies to increase the motivation of their workforce which will also improve work performance and retention rates (DiPietro, Kline, & Nierop, 2014).

Transition

In Section 1, I discussed the background of the study, the problem statement, the purpose statement, the nature of the study, the research and interview questions, the conceptual framework, operational definitions, the assumptions, limitations, and delimitations of the study, the significance of the study, and a review of the literature. In the review of the literature, I explored the theories of various professional and reliable authors directly relating to concepts of motivation. In Section 2, I will expand on the role of the researcher, the qualitative method, the case study research design, the population and sampling of the study, conducting ethical research, data collection instruments and techniques, data organizing techniques and analysis, and the reliability and validity of the study.

Section 2: The Project

In Section 1, the focus of the literature review was about motivational theories, factors affecting motivation, leadership styles affecting motivation, the motivation in nonprofit organizations, the motivation of volunteers, and the link between motivation and organizational outcomes. In Section 2, I will restate the purpose of the study, and provide descriptions of how I plan on conducting the study. In this section, I will also describe the role of the researcher, the research methods, the research question, the study population, the data collection, the data analysis, and the reliability and validity of the study.

Purpose Statement

The purpose of this qualitative case study will be to explore the strategies nonprofit leaders use to motivate the volunteer workforce to achieve their organizational goals. The sample population for the study will be leaders from a nonprofit organization in the Midwest region who have demonstrated the ability to motivate their workforce. The results of this study could contribute to positive social change by enhancing the understanding of the strategies used by nonprofit leaders to create a focus on high performance that engages the entire workforce. The lack of volunteer services to schools, healthcare environments, and other organizations would disrupt the activities of the communities in which such organizations operate (Stukas et al., 2016). All organizational leaders need motivated workers, paid or unpaid, to accomplish their goals and to make the organization successful (Jyothi, 2016). Many nonprofit leaders include social change principles into their work to improve empowerment, engagement, and

partnerships (Cohen, 2010). As nonprofit leaders motivate volunteers, they will continue to employ more volunteers. Increasing the numbers of volunteers in nonprofit organizations can lead to a greater number of social change programs, which could lead to greater participation, thus enriching the lives of the people in the community.

Role of the Researcher

The role of the researcher in a case study has two main responsibilities which are: (a) to collect, present, and analyze data in a fair way and (b) to bring the study to closure (Yin, 2014). To be able to start the collection of data, I will need to first develop the research questions. To develop these questions, I used my past experiences. I have been in a leadership position for over 10 years; one of my main responsibilities is to motivate my workforce. Working in a role in which I need to motivate individuals to achieve results will assist me in determining the appropriate questions to ask the participants. I am currently a director of a large nonprofit medical center; I have a combination of paid employees and volunteers. The paid employees make up the majority of my workforce that I need to motivate. Although my volunteer workforce is small, I still need to motivate them to achieve organizational goals. Working for a nonprofit organization in which I lead and motivate both a paid and unpaid workforce is the relationship I have with my topic.

Researchers must put the participant first without feeling pressure to complete the research if the participant feels uncomfortable with the research (Aluwihare-Samaranayake, 2012). According to the Belmont Report (1979), my main ethical responsibilities are to ensure respect for the person, to ensure beneficence, and to ensure

justice. To ensure I was acting in a manner that would meet the above-stated

requirements, I provided the participants with a consent form to ensure I informed the

participants about the study. Qualitative research requires ethical guidelines, which

outline the different nuances of participating (Aluwihare-Samaranayake, 2012). Through

this consent form, I provided an outline of the interview process, the voluntary nature of

the study, the risks and benefits of the study, the privacy of the study, and contact

information in case the participants had questions. To complete the interview, I will be

using an interview protocol. Researchers who use an interview protocol can obtain more

details from the participants versus those researchers who do not use an interview

protocol (Benia, Hauck-Filho, Dillenburg, & Stein, 2015).

Avoiding personal bias is one part of conducting ethical research (Yin, 2014).

The first way I will avoid my bias is to admit I have biases. I have been leading and

motivating a workforce for many years, which gives me a different perspective on this

topic. Implementing member checking will ensure I am not inputting my biases into any

of the transcriptions. Member checking refers to allowing the participants to read and

provide additional information or to correct data if needed (Morse, 2015). Using member

checking will help to ensure I did not input any of my biases into the research analysis.

Ensuring the questions I use do not contain bias is another way to ensure my research

does not contain any bias. Utilizing questions without bias will help to reduce

unconscious bias (Morse, 2015). I will use an interview protocol to ensure I am asking

all of the participants the same questions in the same order. An interview protocol

provides the interviewer with a step-by-step guide to conducting the interview (Benia et

al., 2015). Following this protocol will help to ensure I have the ability to ask the same questions to all of the participants.

Participants

The participants from my study will be leaders in a nonprofit organization in the Midwest region who have demonstrated the ability to motivate their workforce. To be eligible for this study, the participants need to have active employment as leaders at this specific nonprofit organization and have had success at motivating their workforce. It is valuable to provide descriptions of the selection process, characteristics, culture, and context of the participants (Elo et al., 2014). Qualitative researchers usually deal with a specific set of participants (Sarma, 2015). The participants need to be appropriate and be knowledgeable of the research topic (Elo et al., 2014).

Unlike traditional students, I am a scholar-consultant who is completing a consulting capstone project. As part of this consulting capstone project, I had the organization and client leaders assigned to me. I gained access to these leaders because leaders from Walden University assigned the organization and the client/leaders to me through their research partnership. I obtained access to the participants of this study after I received IRB approval. Once I received the IRB approval, I contacted the participants via e-mail with a copy of the consent form. I established a working relationship with the participants by learning about their organization, being flexible on my time, and being there to answer any questions they might have. The purpose of this study is to explore the strategies nonprofit leaders use to motivate the volunteer workforce to achieve their organizational goals. The participants of this study all work in a nonprofit organization,

have success at motivating their volunteer workforce, and have proven to be able to

achieve their organizational goals. The reasons I stated above, make these individuals the

ideal participants for this study.

<div align="center">**Research Method and Design**</div>

Research Method

The nature of this study is a qualitative, single-case study. The goal of qualitative

research is to understand and explore the accounts, similarities, and differences of

multiple social events and has a focus on applied and theoretical findings (Park & Park,

2016). Researchers often complete qualitative research with a small sample size that is

not a representative sample of any population which makes the results different to

generalize in other settings (Sarma, 2015). Qualitative research requires an in-depth

analysis of people's lived experiences without the use of standardized and predetermined

categories of analysis (Yilmaz, 2013). Based on these reasons, I chose to use the

qualitative research method.

The goal of quantitative research is to use the testing of hypotheses to accomplish

the research goals in a controlled environment (Park & Park, 2016). The findings of

quantitative research can explain phenomena using numerical data which researchers

analyze using statistics (Yilmaz, 2013). Researchers use quantitative research to test

theories during confirmatory studies (Venkatesh, Brown, & Bala, 2013). Based on these

reasons, I will not use the quantitative research method.

Researchers often conduct mixed method research as part of an interdisciplinary

team, so researchers who are skilled in qualitative research will work with researchers

who are skilled in quantitative research (Starr, 2014). Mixed method researchers have an appreciation of both the quantitative and qualitative research methods to develop a deeper understanding of the phenomenon the researcher is studying (Venkatesh et al., 2013). Researchers who use mixed method research do not choose between quantitative and qualitative research but learn how to use the strengths of both research methods in one study (Molina-Azorin, Bergh, Corley, & Ketchen, 2017). Based on these reasons, I will not use the mixed method. I will apply the qualitative method because my purpose will be to explore the strategies nonprofit leaders use to motivate their volunteers by using interviews and data reviews.

Research Design

The research design I have selected for the study is a single-case study. Researchers who use the case study research design are interested in understanding the complexities and habits of a bounded system worth of analysis (Park & Park, 2016). Researchers who use the case study method use a small number of cases to conduct their analysis, but the researchers collect detailed information while utilizing different collection methods (Starr, 2014). Researchers who use case study research focus on specific situations but look to research every aspect fo those situations (Cronin, 2014). Based on these reasons, I chose to use the case study design.

Researchers who use phenomenological research use verbal data to research the lived experiences of their participants (Gill, 2014). Phenomenological research is the study of how things appear in our experiences (Kaivo-oja, 2017). In phenomenological

research, the researcher can use bracketing to validate the research (Nazir, 2016). Based on these reasons, I will not use the phenomenological research design.

Researchers who use the ethnographic research design are interested in culture and how people interact with each other (Park & Park, 2016). Researchers who use the ethnographic research design include extended observations of their participants and their communities (Starr, 2014). Researchers who use the ethnographic research design spend time with their participants to understand how they experience the world (Hallett & Barber, 2014). Based on these reasons, I will not use the ethnographic research design.

Data saturation will help to ensure the validity of my study. Without data saturation, qualitative research lacks accuracy and may not be valid (Kornhaber, de Jong, & McLean, 2015). To reach the point of data saturation, I will choose a sample size where I do not receive new data or new themes. A researcher reaches data saturation when he or she reaches a point of receiving no new data and no new themes (Fusch & Ness, 2015). I will also make sure I choose a sample size that will provide me with the opportunity to reach data saturation. Researchers cannot assume they reached data saturation because they exhausted all resources (Fusch & Ness, 2015). Researchers need to select a sample size that is large enough to provide them the best opportunity to reach data saturation (Fusch & Ness, 2015).

Population and Sampling

The population for this qualitative study includes a purposive sample of three leaders from a nonprofit organization in the Midwest region who have demonstrated the ability to motivate their workforce. Purposive sampling is a strategy some researchers

use to ensure that particular samples are present in a study (Robinson, 2014). Purposive or selective sampling serve specific goals which distinguish it from other sampling methods (Roy, Zvonkovic, Goldberg, Sharp, & LaRossa, 2015). When researchers use purposive sampling, they must also provide a reason for selecting the participants which align with the purpose of the research (Palinkas et al., 2015).

I will examine a sample size of three participants who are leaders in a nonprofit organization in the Midwest region who have demonstrated the ability to motivate their workforce. Researchers who use the qualitative research method focus on the generalizability or the ability to ensure the findings of the study is a representation of the population of the study (Palinkas et al., 2015). An interviewer with experience and a well-defined research topic can produce relevant information for analysis with a small number of selected participants (Cleary, Horsfall, & Hayter, 2014). Purposeful sampling in qualitative research provides the researcher an opportunity to select a small sample of participants that will provide a wealth of information for analysis (Yilmaz, 2013).

The concept of data saturation is hard to define (Fusch & Ness, 2015), but ensuring data saturation is important in any research. A researcher will achieve data saturation when he or she does not receive any new information from the participants (Oberoi, Jiwa, McManus, & Hodder, 2015). A researcher also receives data saturation when the participants repeat similar concepts and ideas (Sharp et al., 2014). The fact that a researcher can achieve data saturation by receiving quality data from a small sample contradicts the need for a large sample size (Roy et al., 2015).

The participants for this study met the eligibility criteria, which are: (a) work for the assigned nonprofit organization in the Midwest region, (b) have shown the ability to motivate their workforce, (c) have shown the ability to achieve their organizational goals, and (d) are in agreement to participate in an interview for this study by providing their consent. Providing informed consent in a comprehensible language is the main component of obtaining informed consent (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). Having an informed consent process is one way to show respect to the participants (Bromley, Mikesell, Jones, & Khodyakov, 2015). Informed consent is an important part of ethics in research (Sanjari et al., 2014). Providing informed consent allows a competent individual to decide to participate or not to participate in a study (Beskow, Check, & Ammarell, 2014). These nonprofit leaders include the executive director, the programs, and marketing manager, and development and communications assistant of a single nonprofit organization in the Midwest region.

The participants of this study will respond to a semistructured, in-depth interview with open-ended questions which I will conduct over the telephone. The qualitative research, the researcher uses interviews and narratives to collect data to produce a description of the experiences of the participant (Sanjari et al., 2014). In-depth interviews refer to researchers having in-depth discussions with the participants (Starr, 2014). Conducting interviews is one way in which a researcher can obtain data saturation (Fusch & Ness, 2015). I will interview the participants from a private office to ensure their confidentiality.

Ethical Research

After receiving Walden University IRB approval, I began the research process. The approval number for this study is 11-30-16-0650497. This study represents the ethical guidelines set forth by Walden University and the ethical standards outlined in the Belmont Report (1979). I will send informed consent letters to the prospective participants I selected via e-mail. I used the informed consent letters to explain the intent of this study.

The participants can withdraw from the study at any time by contacting the researcher directly. To withdraw from the study, the participants can contact me directly either via phone or e-mail. The participants can withdraw from this study even after the conclusion of the data collection. During the informed consent process, the researcher should provide the participants with information on how they can withdraw from the study at any time (Ketefian, 2015). If a participant wants to withdraw, I will remove all of his or her recordings and interview notes from this study by erasing all electronic materials and shredding any printed materials. There are downsides associated with the offering of monetary incentives. Offering monetary incentives can lead to a participant fabricating information to receive the incentive (Robinson, 2014). To reduce the potential of fabricated information, there will be no monetary incentives for participating in this study.

I will select the participants that respond to my e-mail. I will then contact the participants via e-mail to schedule their interview for a day and time that was ideal for them. I will also advise the participants that their participation is voluntary in this study.

Once the participant agreed to participate in this study, I established a relationship with

them through follow-up e-mails until I conducted phone interviews. As part of Walden's

DBA consulting capstone program, I received preapproval from the members of the IRB.

The members of the IRB provided specific types of data sources that I could use for my

data collection, which included the use of interviews. To protect myself, my client, and

Walden University I will be conducting my interviews via the telephone as to adhere to

the conditions of my IRB approval. A limitation of a telephone interview is the fact that

it is harder to build a relationship between the interviewer and the interviewee but a

positive is the fact phone interviews are convenient for both parties (Sharp et al., 2014).

When I conducted the interviews, I was in a private office to protect the privacy of the

participants. I had all participants voluntarily consent to the recording of the interview.

The recordings of the interviews, along with the written transcripts will be available to

the participants upon request. Transcribing the interview verbatim from the recording

will enable the interviewer to become familiar with the data and to begin the process of

data analysis (Sharp et al., 2014). I will provide my client leader with a redacted version

of my case study. Before publishing my case study, my client leader will need to review

and approve the case study.

     Protecting the privacy of the participants of a study is a key tenant of ethical

research (Morse & Coulehan, 2015). I will ensure confidentiality of all the participants

by issuing alphanumeric codes from Participant 1 to Participant 3 to prevent disclosure of

the participant's identity. I will also assign the company with a fictional name to keep

the identity of the organization private. I will store all recordings of interviews,

transcripts of interviews, and company documents on a password-protected flash drive for five years after the publication of the study to ensure nobody except myself will have access to the information. I will store this flash drive in a lockable storage box in which only I have the key. After the 5th year, I will destroy the password-protected flash drive. To reduce the risk of violating the confidentiality of the participants, researchers should not publish the names, age, gender, company, or any other information that might enable a third party to identify a specific participant (Morse & Coulehan, 2015).

Data Collection Instruments

In this qualitative single-case study, I am the primary data collection instrument. Interviews require the researcher to become the research instrument (Yilmaz, 2013). I will collect data from open-ended interview questions, interview notes, and company documents that the client organization will provide. Researchers use interviews the most in collecting data for qualitative research (Venkatesh et al., 2013). The objective of the interviews is to explore the strategies nonprofit leaders use to motivate the volunteer workforce to achieve their organizational goals. Upon receiving approval from the IRB, I am conducting semistructured interviews following an interview protocol (see Appendix B). Interviewers who use interview protocols consistently ask more open-ended questions than those who do not use protocols (Benia et al., 2015).

In this study, I will focus on the strategies nonprofit leaders use to motivate the volunteer workforce to achieve their organizational goals. I will use the Baldrige Performance Excellence Program (2015) as the basis of my interview and analysis. More specifically, I will use the 2015-2016 Baldrige Excellence Framework and the criteria

provided in this framework to collect data from my client leaders to complete the case study. I will then use this framework to assess and analyze the information my client leader provided in the following categories (a) leadership; (b) strategy; (c) customers; (d) measurements, analysis, and knowledge management; (e) workforce; (f) operations; and (g) results.

I will also incorporate six open-ended interview questions about the strategies nonprofit leaders use to motivate the volunteer workforce to achieve their organizational goals (see Appendix A) into my interviews with my client leaders. Interviews are an efficient way to collect rich, empirical data (De Massis & Kotlar, 2014). Interviewers should ask closed-ended questions only after all open-ended questions have been used (Benia et al., 2015). I will also interview two other leaders from my client's organization. These interviews will have a 45-minute time limit, but extra time, up to 60 minutes, will be provided if necessary. Longer interviews have the opportunity to build a relationship between the interviewer and the interviewee (Yin, 2014). The central research question will be the basis for the six interview questions with the two additional leaders.

Researchers use multiple sources of data which can include interviews with executives and document reviews when they conduct case study research (Starr, 2014). I will also use multiple sources of data which will include the analyzing documents that the client organization will provide for this study and the analyzing of the previously mentioned interviews. Using multiple data sources in case studies provides the researcher with both objective and perceptual data (De Massis & Kotlar, 2014). Interviews can include bias, poor recall, or inaccurate articulation, which is why a

researcher should use interviews in conjunction with data from other sources (Yin, 2014).

To obtain these documents, the leaders of this nonprofit organization will e-mail the

documents to me. I will also use online documents via websites and social media sites as

part of my document review.

Researchers developed member checking as a way to assess the validity of a study

(Madill & Sullivan, 2017). I will ask the participant to member check the transcripts for

accuracy. Member checking is a way for researchers to ask the participants to check and

clarify the information the participants provided (De Massis & Kotlar, 2014). I will

provide the participants' information back to each of the three participants so they can

look it over and provide any additional information or corrections. Member checking

covers a range of activities including returning of the interview transcript or analyzed

data to the participant for his or her review (Birt, Scott, Cavers, Campbell, & Walter,

2016). I will use member checking with my client leader so he or she can assess the

validity of my analysis. I will provide the client leader with a redacted copy of the case

study that the leader will review and approve prior to publication.

Data Collection Technique

Upon receiving my IRB approval, I will begin the data collection. Because the

primary data collection techniques are semistructured interviews and document analysis,

I will not conduct a pilot study. Interviews allow the researchers to explore complexities

in greater depth than document reviews or literature reviews (Bishop & Lexchin, 2013).

Recording interviews is a common tool researcher use for verification and quality control

(McGonagle, Brown, & Schoeni, 2015). Different interview participant may have

different experiences on the same topic which will allow the researcher to compare and

contrast the results (Gale, Heath, Cameron, Rashid, & Redwood, 2013). During the

interview, the participants will respond to six open-ended interview questions (see

Appendix A) in accordance with the interview protocol (See Appendix B). I will ask

clarifying questions as I need more details. I will also record the responses to interviews

to assist with the transcription.

   There are many advantages to using an interview as the data-collection technique.

When researchers use open-ended interview questions, they allow the participants to

elaborate on areas they feel are important, which is an advantage (Bishop & Lexchin,

2013). When the interviewer records the interview, the interviewer is more likely to

follow the interview protocol (McGonagle et al., 2015). Interviews allow for spontaneity,

flexibility, and responsiveness to the participants (Carter, Bryant-Lukosius, DiCenso,

Blythe, & Neville, 2014).

   There are also many disadvantages of using an interview as the data-collection

technique. Interviewing is a highly skilled activity, and the researcher must allocate

resources for the training of the interviewer (Gale et al., 2013). Conducting the

interview, transcribing the interview, and analyzing the interview take much time and

effort (Carter et al., 2014). Even researchers who have experience in interviewing fail to

use interview best practices from time to time (Benia et al., 2015).

   I will also analyze organizational documents, including performance outcomes

data, as part of this case study. I will work with my client organization to obtain the data

I will need to analyze. I will also conduct online searches to obtain additional

information about my client organization. There are many advantages to the analysis of

business documents. The more the researcher analyzes data, the more his or her skills

will improve (Gale et al., 2013). When the analysis is complete, the researcher will have

a summary of themes that emerged (Cope, 2014). Data analysis will help the researcher

develop themes that will help to shed light on the phenomenon the researcher is

researching (Gale et al., 2013).

There are many disadvantages to the analysis of business documents. As with any

analysis, the document analysis is not a purely technical process, and the research can

influence it (Gale et al., 2013). The data analysis is not always objective, and the

researcher can add his or her impressions of the data (Sarma, 2015). Not all researchers

have experience in managing the analysis of large sets of qualitative data (Gale et al.,

2013).

I will use member checking to ensure my interview interpretation, and document

analysis is accurate. An important step in the qualitative analysis that enhances

credibility is member checking (Cope, 2014). Member checking occurs when the

participants check and evaluate the final research report to determine if the themes are

accurate (Yilmaz, 2013). After I analyze the interviews, I will provide the participants

with the analysis of their interviews. Providing the analysis of these interviews will

provide the participants with the opportunity to provide feedback on any area they find

requires an adjustment. The researcher will incorporate the feedback of the participants

into the final analysis (Dubé, Schinke, Strasser, & Lightfoot, 2014). After I finish the

document analysis, I will provide my client leader with the information and analysis.

Providing the analysis of these documents will provide my client leader with the opportunity to provide feedback on any area he or she finds that requires an adjustment. I will also provide the client leaders with a redacted copy of the case study, which they will review and approve before publication.

Data Organization Techniques

I will use reflective journals to keep track of my data and to compile my thoughts on various topics. Reflective journaling occurs when the researcher creates written documents on various concepts, topics, interactions, and events that will provide insight into self-awareness and provide learning opportunities (Thorpe, 2004). Using a reflective journal can assist the researcher in ensuring data dependability (Cope, 2014). Reflective journaling is becoming popular as both a teaching and learning tool (Davies, Reitmaier, Smith, & Mangan-Danckwart, 2013).

I will store the above-stated data on a password-protected flash drive, and I will retain all hard copies in a lockable cabinet for 5 years in accordance with the IRB and Walden University requirements. An individual can easily hack files stored on a computer (Marshall & Rossman, 2014), which is my reason for using a password-protected flash drive. I will store the hard copies and the electronic copies for 5 years. Individuals can never fully destroy files that they save to a server, and these files will always be accessible (Marshall & Rossman, 2014), which is another reason I will be using a password-protected flash drive. I will be the only person at my place of residency that will have access to all of the data. Safeguarding access is a way to protect sensitive data when an individual store the data for an extended period (Fein & Kulik, 2011).

After the fifth year, I will destroy both the hard copies by shredding them and the flash drive by physically destroying it.

Data Analysis

The data analysis process I will use for this single-case study is methodological triangulation. Methodological triangulation is a qualitative research strategy that researchers can use to gain a comprehensive view of a phenomenon while analyzing multiple data sources (Cope, 2014). After I complete data collection and member checking, I will triangulate the interview data and the company documents. Methodological triangulation may use data from interviews, field notes, and observations (Carter et al., 2014; Cope, 2014).

I will organize the data from this study using an electronic organization system. The use of software programs has improved the opportunities of analyzing the narrative information in systematic ways (Starr, 2014). I plan on utilizing the NVivo® 11 software for the analysis of the interviews. I will use the NVivo® 11 software to apply coding to the interview transcripts (Bishop & Lexchin, 2013). This software will also assist with the coding and the compiling of the interview data into themes. A researcher can use the NVivo® 11 software for coding, accessing texts, displaying the completed codes, writing memos, and displaying the results in the form of graphs and tables (Oliveira, Bitencourt, dos Santos, & Teixeira, 2015).

Reliability and Validity

Reliability

Reliability refers to the consistency of the research data (Yilmaz, 2013). I will address dependability through the member checking process. Debriefing, member checking, reflective journaling, and triangulation are all methods that researchers can use to ensure data dependability (Carter et al., 2014). To ensure dependability in my study, I will use triangulation and member checking. Triangulation allows researchers to use different data collection methods to document a consistency in findings increasing the confidence levels of the findings (Gibson, 2017). If researchers are going to encourage the participant to participate in member checking, the researcher needs to present the analyzed data in a meaningful way (Birt et al., 2016).

Validity

Validity refers to the accuracy of the research data (Yilmaz, 2013). I will follow the data collection process and include methodological triangulation, member checking, and data saturation to increase the validity of this study. The perspectives of qualitative research are credibility and trustworthiness (Cope, 2014). I will enhance credibility by incorporating member checking of the data, by using methodological triangulation, and by using an interview protocol. Member checking enhances credibility in qualitative research (Cope, 2014). Using participant checks can help to increase credibility (Hoover & Morrow, 2015). Researchers can increase credibility by describing their experiences as a researcher and verifying the research finding with the participants (Cope, 2014).

The researcher can demonstrate transferability if he or she can produce a study that has meaning to individuals who are not part of the original study (Cope, 2014). Researchers can address transferability in a qualitative study by providing adequate information about the participants, and the research context so readers can decide how the findings of the study will be relevant in other situations (Hoover & Morrow, 2015). Rich descriptions of settings, contexts, actions, and events can help a researcher to demonstrate transferability (Yilmaz, 2013).

A researcher can demonstrate confirmability by carefully tying together the data, the analytic process, the findings, and by tracking these processes during an audit trail (Hoover & Morrow, 2015). Researchers can demonstrate confirmability by providing rich quotes from the participants that help to describe emerging themes (Cope, 2014). Researchers can also demonstrate confirmability by basing their findings on the analysis of collected data while being utilizing an auditing process (Yilmaz, 2013). I will enhance conformability by incorporating member checking after the interviews and using triangulation.

I will use an interview protocol, I will stick to the data collection and analysis techniques for this research design, and I will ensure data saturation. Without data saturation, qualitative research does not have thoroughness and others may view the research as invalid (Kornhaber et al., 2015). A researcher reaches data saturation when new participants start to provide the same information as the previous participants (Crescentini & Mainardi, 2009). If a study is unique, a researcher might be able to reach data saturation with only a few participants (Kornhaber et al., 2015).

Transition and Summary

In Section 2, I presented an in-depth view of the study design and the study plan. I also provided additional details on the plan for the research design by reinstating the purpose statement of the study and describing the role of the researcher, the research participants, the research method and design, the population and sampling for the study, the ethical research of the study, the data collection instruments, data collection techniques, data organization techniques, reliability of the study, and the validity of the study.

In Section 3, I will include interview data and company documents with my analysis, interpretations, and presentation of key findings, themes, and patterns. In Section 3, I will also include detailed findings on the organizational profile of my client organization, a breakdown of his or her leadership, strategy, customers, workforce, and operations. Finally, I will discuss the results of my client organization and an executive summary of key themes.

Section 3: Organizational Profile

Key Factors Worksheet

Organizational Description

Client 1 is a regional arts service and marketing organization. Building on support earned by its valley-wide programming, the leaders at Client 1 have embraced a bold regional vision: to make Valley X a nationally recognized arts destination. To this end, the leaders at Client 1 create cross-promotional opportunities, visibility-raising marketing, and partnerships within, and beyond, the arts sector. Memberships, individual gifts, ticket sales to events, donations from community and business patrons, and by grants from foundations and corporations support the work of Client 1. The goals of the leaders of Client 1's are to continue to be a stable, evolving, growing organization that connects the community to the arts through artist resources, experiential programming, audience development, and information.

There are currently 4,000 nonprofit organizations in Minnesota, segmented into the following categories based on total revenue: $0-$100,000 (13%), $100,001-$200,000 (9%), $200,001-$500,000 (23%), and over $500,000 (55%). Client 1 is currently in the total revenue range of $100,001-$200,000. Out of the 4,000 nonprofit organizations in Minnesota, 8% deal with the arts and culture. Client 1 falls into the arts and culture category.

Organizational environment.

Product offerings. Client 1 is the only arts organization in the lower Valley X area in which the leaders provide network building, communication, promotion, and

artistic opportunities for both artists and the greater public. The leaders of Client 1 host

events in literary arts (The Big Read and literary workshops), performing arts, and the

visual arts (exhibits and pop-up programming). The leaders of Client 1 host, produce,

promote, and participate in bringing the arts to people and people to the arts. The leaders

of Client 1 work at the intersection of arts and nature in Valley X through promoting and

producing events for children and adults both indoors and out: art exhibits, concerts,

literature, and other art events. The leaders at Client 1 also offers professional

development and other resources for established and emerging artists. For 25 years, the

leaders of Client 1 have grown the business from an ad hoc group of art enthusiasts to an

organization that directly reaches more than 20,000 people annually.

The leaders of Client 1 fulfill the organization's mission of connecting

communities and the arts through six artistic and service programs, which are the

exhibition gallery, the Client's Web Site, the Mobile Art Gallery, Take Me to the River,

Navigate, and the Big Read. The work is designed to include artists and arts

organizations as stakeholders, partners, and beneficiaries. The leaders at Client 1 offers

core artistic programs including a gallery exhibition program and a literary arts program.

The leaders of Client 1 ensure all programs are multidisciplinary, valley wide, and

accessible to all. The leaders of Client 1 do not vary requirements and expectations

among market segments, customer groups, and stakeholder groups.

Client 1 is a nonprofit organization based on building awareness of the arts in the

Valley X. The leaders of Client 1 use a mixture of different mechanisms to deliver

products; such mechanisms include web-based media, social media, traditional print

media, and on-site and off-site community events. Web-based media includes Client 1's
websites, e-mails, and Constant Contact, which is the organization's electronic
newsletter. The leaders of Client 1 are active on social media including Facebook,
Twitter, Instagram, and LinkedIn. The leaders of Client 1 also use print collateral in the
way of bookmarks, postcards, brochures, photography, and business cards to deliver its
products (see Appendix C). Client 1's on-site community events include the Galleries
and some of the Big Read programs. Client 1's off-site community events include the
Mobile Art Gallery, information booths, pop-up shows, and the Take Me to the River
program. Many press releases are written about Client 1 to gain coverage in regional
weeklies, dailies, and online news blogs.

Table 1 outlines the six major programs in which the leaders of Client 1 operate.

Table 1

Six Major Programs

Six Major Programs
-Valley Reads or The Big Read
-The Galleries
-Take Me to the River (TMttR)
-Client's Web Site
-Navigate: Communities Connected by Art and Nature
-The Mobile Art Gallery

A grant from the National Endowment for the Arts funds the Valley Reads (aka
The Big Read). Client 1 is one of only 75 organizations in the nation to receive this
funding. The leaders who program the Big Read continues to bring partners and readers
together with multidisciplinary public programs. The goal of The Big Read is

community building through the literary arts. In 2016, The Big Read had a budget of 19% of the programming budget.

The Client 1 Galleries are the most visible program at Client 1's location. Every 6 weeks, a new exhibit displays the work of artists from the Valley X. The visual arts program also consists of The Pop-Up Mobile Art Gallery exhibitions and Holiday Gift Gallery. These pop-up galleries and shops provide a space for the artists associated with Client 1 to show and sell their art inventory outside of the traditional gallery. The goal of The Pop-Up Mobile Art Gallery and Holiday Gift Gallery is to introduce thousands of holiday shoppers to the arts in the valley and to support artists with commission payments. In 2016, the visual arts program had a budget of 30% of the programming budget, while The Mobil Art Gallery had a budget of 12%.

Client 1 powers Take Me to the River (TMttR) and encourage people to hop around the valley to experience the unique arts fairs and to discover more artists. TMttR increases the visibility of events and showcases the St. Croix region as a destination for the arts. In 2015, TMttR achieved 1.5 million media impressions, and over 38,000 visitors attended one of the events. The goal of TMttR is to build awareness of Valley X as an arts destination. TMttR had a budget of 13% of the programming budget in 2016.

The website is an online calendar that drives the event calendars on six different websites. The syndication of the information on Client 1's website increases the value since more people can view the event listings. Client 1's website also makes it easier for the hosts because they only need to enter the event data onto one website, not six. Client 1's website has over 30,000 unique visitors each year, featured over 2,109 events, and

engaged almost 300 organizations who hosted or produced events and activities. The

goal of Client 1's website is to be the go-to resource for finding out what is happening in

Valley X. Client 1's website had a budget of 20% of the programming budget in 2016.

Navigate: Communities Connected by Art and Nature received funds from an

Arts Midwest Strategic Advancement Grant. The leaders who program Navigate

propelled the conversation about what it means to meaningfully work at the intersection

of arts and nature in Valley X. Leaders goals for the goal of Navigate were to develop

cross-sector partnerships, collaborations, and common goals for the future of the Valley

by imagining the possibilities around working at the intersection of arts, nature, and

sustainable communities. Navigate: Communities Connected by Art and Nature had a

budget of 8% of the programming budget in 2016. Navigate was a one-time program and

is not an ongoing commitment.

The Mobile Art Gallery is a roadside stand or a pop-up performance venue.

Client 1 leaders are imagining and building the Mobile Art Gallery to be another creative

and surprising way to "take the show on the road" throughout Valley X. The leaders of

Client 1 funded the Mobile Art Gallery through grants from the Valley X Foundation and

the MidWestOne Foundation. Additional grants will be sought for ongoing Mobile Art

Gallery programming.

Mission, vision, and values. Table 2 shows the mission, vision, and values of

Client 1.

Table 2

Mission, Vision, Regional Vision, and Values

Mission
-To connect communities and the arts.
Vision
-To make the Valley X a nationally recognized destination for the arts.
Regional Vision
-To make Valley X a nationally-recognized arts destination. To this end, Client 1 connects communities and the arts in the scenic Valley X by raising the visibility of the arts that happen here.
Values
-We embrace and proactively communicate the mission of Client 1 as an arts capacity-building and catalyst organization; -We cultivate surprise and originality in all facets of our work; -We advocate for and build partnerships between artists and community resources; -We strive for accessibility and high quality in all facets of our work.

Client 1 is a nonprofit organization whose leaders are dedicated to connecting the Valley X community and visual, literary, and performing arts. The leaders of Client 1 are partners in community art events, supports the work of artists and other arts organizations, and provide art leadership within the Valley X community.

The leaders of Client 1 divide the organization's core competencies into four different sections: (a) system knowledge, (b) knowledge of arts and programs, (c) people-based, and (d) value-based. The system knowledge competencies involve inventory control, credit card processing, sale reporting competencies, and traditional computer programs. The knowledge of arts and programs competencies involve the set-up and running of art galleries and public programs. The people-based competencies involve connecting and the motivating of different levels of the organization including the artists,

the volunteers, the board, and colleagues across the different sectors. The final

competency is value-based and consists of a positive outlook, tenacity, inspiration, and

respect. All of these competencies are key to the leaders of Client 1 fulfilling the

organization's mission statement to connect communities and the arts.

Workforce profile. The paid workforce of Client 1 comprises an executive

director (1 FTE), programs and marketing manager (.6 FTE), development and

communications assistant (.4 FTE), and a bookkeeper, which is a contract position at 3

hours per week. A board of directors governs Client 1. The board members each serve

up to 2 terms as members at large. Client 1's workforce also includes more than 40

volunteers. The leaders of Client 1 determine the key drivers of workforce engagement

are recognition, constant appreciation, their self-evaluation process, and ensuring the

work motivates them.
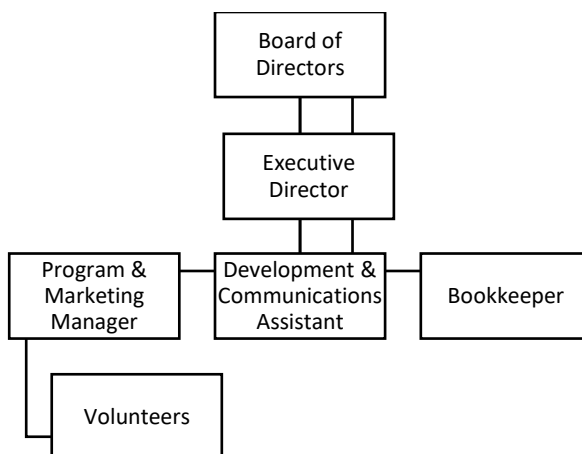
Figure 1. Client 1's organizational chart.

Assets. The main assets of Client 1 are the facilities and technologies. The

leaders of Client 1 have no major equipment that they consider an asset. Figure 2 shows

the sum of the assets and liabilities of Client 1 from 2011 to 2016.

Assets and Liabilities
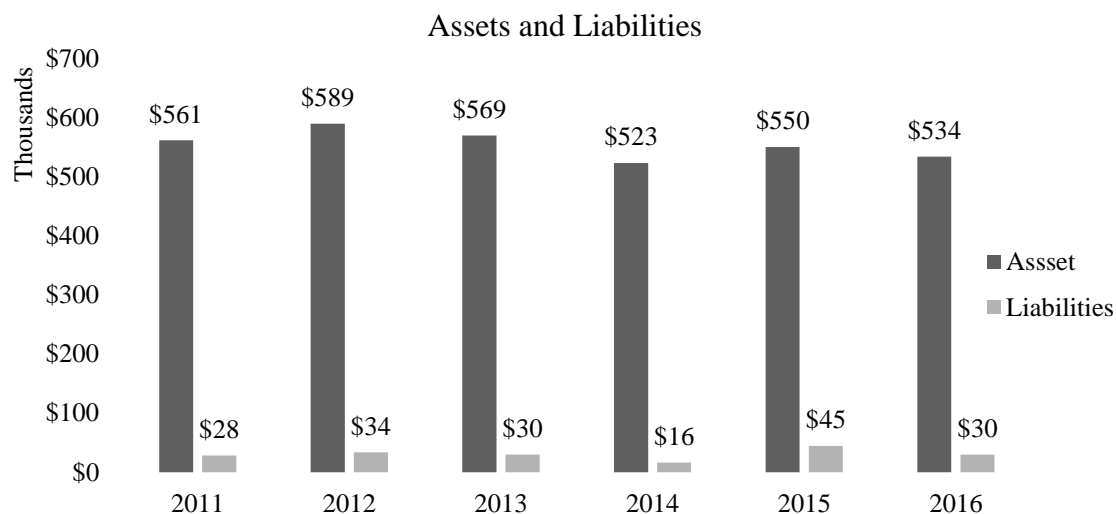
Figure 2. Client 1's assets and liabilities, FY2011-FY2016.

Client 1's first facility asset is the Client 1 Galleries. The Galleries at Client 1 features the work of local and regional artists in rotating exhibits. In 2015, the Client 1 Galleries hosted seven exhibitions including the Annual Members' Show. These shows included multiple media from photography and paintings to printmaking and ceramics. The 2015 Members Show included work by 53 artists from all over Valley X. The visual arts program also consists of the Mobile Art Gallery that the leaders of Client 1 operate.

Client 1's second facility asset is the fact that the leaders own the building in that they operate and approximately half an acre of land. The leaders use this building for office space and to rent to other organizations for classroom and office space. This facility is a revenue generator for Client 1.

Client 1's first technological asset is its website. Client 1 is a founding partner for this website, which is an online event calendar that raises the visibility of what is

happening in Valley X. The leaders of Client 1 use the website to advertise diverse types of events. The website allows small and often all-volunteer-run organizations to reach audiences with its event details on a single website. The leaders of Client 1 syndicate the website data to other websites such as DiscoverStillwater.com.

Regulatory requirements. There are many regulatory requirements within which the leaders of Client 1 must operate. Although there are no specific regulations that Client 1 operates under, the leaders of this organization ensure all of the Minnesota state labor standards are adhered to as well as all Occupational Safety and Health Administration (OSHA) requirements. The leaders of Client 1 maintains its charitable registration through the Minnesota Attorney General's Office.

The leaders of Client 1 adhere to all the requirements of a charitable organization including the completion of a 501(c)(3) and a 990-tax form. The leaders of Client 1 also adheres to standards set in the Principles & Practices for Nonprofit Excellence which the Minnesota Council of Nonprofits publishes. The Principles & Practice for Nonprofit Excellence provides a tool for strategic planning, support for the growth and quality of the nonprofit sector, and an increase in public understanding of the role and contributions of the nonprofit sector.

Table 3

Organizational Requirements

Workforce Requirements	-Occupational Safety and Health Administration Standards -Minnesota State Labor Standards
Charitable Organization Requirements	-501(c)(3) -990 Tax Form -Principles & Practices for Nonprofit Excellence

Organizational relationships.

Organizational structure. The organizational structure of Client 1 consists of the board of directors (BOD), an executive director, a program and marketing manager, a development and communications assistant, a bookkeeper, and volunteers. The governance system for Client 1 consists of the board of directors (BOD), an executive director, a program and marketing manager, and a development and communications assistant.

Customers and stakeholders. Client 1's constituencies are artists, arts organizations, tourists, community members, and local and regional business communities. Client 1 key market segments vary depending on the program the leaders are promoting. For example, the leaders of Client 1 target women who live in the lower Valley X, the Twin Cities Metro, Eau Claire, Des Moines, and Chicagoland areas with their Facebook ads about Take Me to the River. The leaders of Client 1 also market to individuals who have searched for information about weekend getaways in Door County and use other targeted marketing searches as applicable.

Table 4

Customers, Stakeholders, and Market Segments

Customers and Stakeholders
-Artists
-Art Organizations
-Tourists
-Community Members
-Local Business Communities
-Regional Business Communities
Market Segments
-Lower Valley X
-The Twin Cities Metro
-Eau Claire
-Des Moines
-Chicagoland
-Individuals Who Searched for Weekend Getaways in Door County

Suppliers and partners. The leaders of Client 1 partners are artists, arts organizations, tourism organizations, libraries, environmental organizations, national and state parks, and local and regional business communities including local media.

Client 1's suppliers are artists, graphic designers, printing houses, musicians, Office Max, and the Artsopolis Network. Client 1 is a visual organization, and every decision the leaders make is based upon providing materials that are pleasing to the eye. The leadership at Client 1 will pass all program decisions through a strategy screen (see Table 5) to ensure the decision meets the mission, vision, and values of Client 1. The artist's loan the leaders of Client 1 their art, which the leaders will display. When the art sells, the leaders provide the artists with a commission.

Client 1 is a nonprofit organization based on building awareness of the arts in the Valley X. The leaders of Client 1 use a mixture of different mechanisms to deliver the organization's products and services, including web-based media, social media, traditional media, print collateral, and on-site and off-site community events. Web-based media includes its websites (Client 1's Website), e-mail messages, and Constant Contact, which is its electronic newsletter. The leaders of Client 1 pitch stories to traditional media outlets such as newspapers and magazines and use print collateral such as bookmarks, postcards, brochures, photography, and business cards to deliver its products (see Appendix C). The leaders of Client 1 use these modes of communication to communicate with suppliers, partners, and collaborators.

All the suppliers, partners, and collaborators of Client 1 assist in contributing and implementing innovations. The artists contribute its work, which is innovative and creative by nature. A committee designs the program for the Big Read, which includes the selection of the book. The Artsopolis Network provides technology upgrades and innovations that benefit Client 1. The leaders of Client 1 prefer to work with artists and suppliers from Valley X whenever possible.

The leaders of Client 1 have eight active fiscal-agency partnerships. In these fiscal-agency partnerships, Client 1 is the fiscal receiver of the grant funds provided to individuals or informal art groups who are producing and programming the events. The leaders of Client 1 receive the grant funds and then manage the expense payments by the funder's agreement and the project budget. In return, Client 1 receives a 5% service fee.

Organizational Situation

      Competitive environment.

      Competitive position. Client 1's regional focus and bistate work are defined by a river that the leaders of Client 1 use to unite the arts and the communities of lower St. Croix by attracting both artists and outdoor enthusiasts. Through programs such as Client 1's website and Take Me to the River, the leaders of Client 1 create partnerships, increase the visibility of the arts in the area, and build an outlook where the leaders of Client 1 can lead with their strengths, and all parts of the creative sector can benefit. As a network weaver, the leaders of Client 1 build on the notion that Client 1 can collectively do things that stakeholders cannot do alone. Although the leaders of Client 1 espouse a noncompetitive business model, the leaders of Client 1 compete with other organizations for media coverage and qualified board members. Figure 3 shows the funding sources of Client 1 from 2011 to 2016.
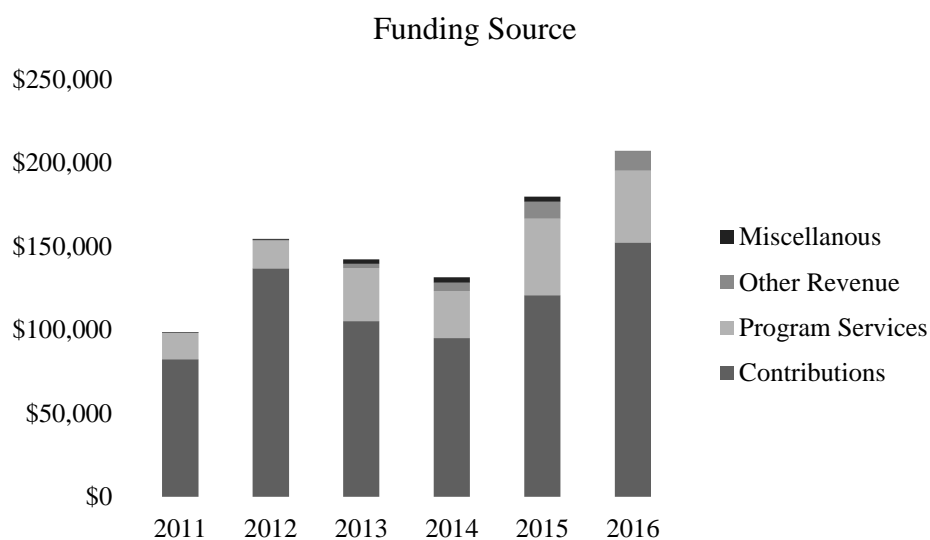

Figure 3. Client 1's funding sources, FY2011-FY2015.

Competitiveness changes. There are several key changes that are affecting the leaders of Client 1. The first change is an upgrade to the Artsopolis Network. This upgrade should make the Artsopolis Network easier to use and more mobile-friendly. There is also a new bridge that connects Western Wisconsin and the Twin Cities. This bridge will increase the population in Valley X, which can potentially bring more patrons for Client 1. The final change deals with the perception of Client 1 in the community. The leaders of Client 1 have been able to change its perception in the community to become one of making progress and building momentum.

Comparative data. The key sources of competitive data for Client 1 are The Minnesota Council of Nonprofits, Minnesota Creative Report (creativemn.org), Minnesota Citizens for the Arts, and Data Arts. Client 1 does not compare its data to data from outside the arts and culture nonprofit industry. The limitations that affect the ability of Client 1 are the access to updated information and the ability to develop plans based on the information. Although the information is available there is a lack of understanding of how the data and trends will impact the work of Client 1. For example, data are available on the amount of attendees at different exhibits, but the increase or decrease can be due to the programming, the timing of the event, or the venue of the event.

Strategic context. The key strategic challenges for Client 1 is the fact that the local media is fragmented with limited television and radio coverage and the tight margin in which Client 1 operates. Client 1's tight margin makes it difficult to take risks and to grow programs since one failure could be disastrous for Client 1. The key strategic advantages for Client 1 are being advanced in social media marketing, the availability of

free and low-cost professional development through funders and service organizations,

and having highly qualified people willing to work and volunteer at Client 1. Another

advantage is Client 1 owns the building in which it operates. Owning this building will

ensure Client 1 can operate for many years to come as the leaders have a building to

showcase the artwork of their artists.

Table 5

Key Strategic Challenges and Advantages

Challenges
-Fragmented Local Media
-Tight Margins
Advantages
-Social Media Marketing Skills
-Availability of Free/Low-Cost Professional Development Volunteers
-Building Ownership

Performance improvement system. Monthly, the leaders of Client 1 report to

the BOD on budget information and key analytics including the number of visitors and

the Client's website webpage views. Although Client 1 assesses and monitors

performance on a consistent basis and was educated on the use of the *Real-Time Strategic*

Planning Cycle (RTSPC), there is not a formal process for assessing performance

improvement.

Leadership Triad: Leadership, Strategy, and Customers

Leadership

Senior leadership. The executive director and BOD develop the mission, vision,

and values of Client 1 and the BOD approves them. The mission, vision, and values were

last revamped 8 years ago, but the leaders and BOD re-commit to them every year at one of the board meetings. The leaders of Client 1 demonstrate legal and ethical behavior by their daily actions. The employees of Client 1, along with the BOD, read and sign a conflict of interest form annually. Recently, the leaders of Client 1 received The Meets Standards® seal by the Charities Review Council. Only leaders of companies that demonstrate responsibility, integrity, and transparency receive The Meets Standards® seal.

The leaders of Client 1 developed and used a strategic action plan for 2016-2018. Part of this action plan was to increase grant research to obtain new and relevant funding resources. Another goal was to strengthen the infrastructure of Client 1 to be able to sustain the business for the future. The leadership team at Client 1 also uses a strategy screen (see Table 6) to assist in the decision-making process. The leadership at Client 1 will pass all program decisions through this strategy screen to ensure the decision meets the mission, vision, and values of Client 1, to ensure the decision reinforces the competitive advantage of Client 1, and to ensure the leaders can accomplish the decision with the current resources available.
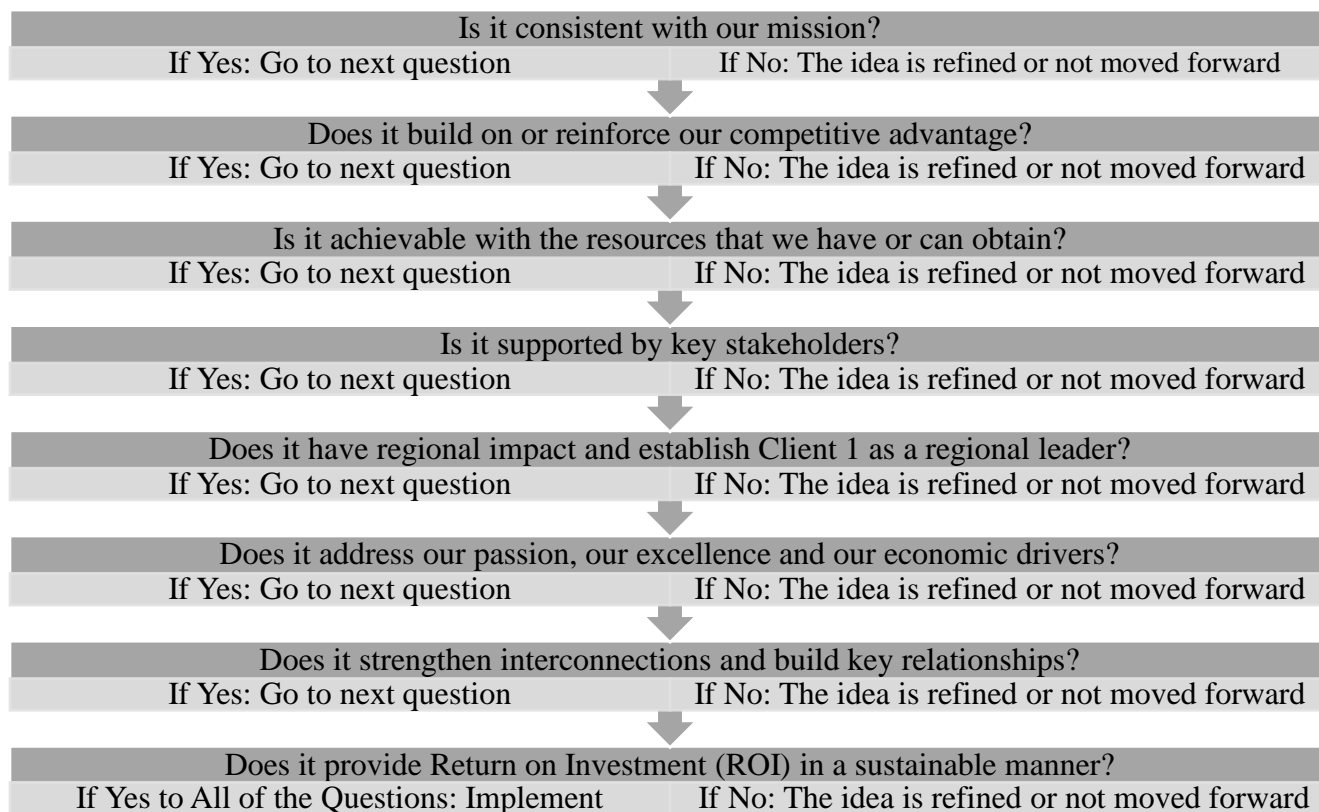
Is it consistent with our mission?	
If Yes: Go to next question	If No: The idea is refined or not moved forward

Does it build on or reinforce our competitive advantage?	
If Yes: Go to next question	If No: The idea is refined or not moved forward

Is it achievable with the resources that we have or can obtain?	
If Yes: Go to next question	If No: The idea is refined or not moved forward

Is it supported by key stakeholders?	
If Yes: Go to next question	If No: The idea is refined or not moved forward

Does it have regional impact and establish Client 1 as a regional leader?	
If Yes: Go to next question	If No: The idea is refined or not moved forward

Does it address our passion, our excellence and our economic drivers?	
If Yes: Go to next question	If No: The idea is refined or not moved forward

Does it strengthen interconnections and build key relationships?	
If Yes: Go to next question	If No: The idea is refined or not moved forward

Does it provide Return on Investment (ROI) in a sustainable manner?	
If Yes to All of the Questions: Implement	If No: The idea is refined or not moved forward

Figure 4. Strategy screen.

The primary approach to communication used for the workforce and customers of Client 1 are e-mail, phone conversations, text messages, and traditional print. Other technologies for scheduling include doodle poll and volunteer signup genius. The leaders of Client 1 create a focus on action by developing their strategic action plan. As part of their communication, the leaders of Client 1 also hold monthly BOD meetings and weekly staff meetings to ensure they are making progress on this plan.

Governance and societal responsibilities. The leaders of Client 1 ensure responsible governance by having a nominating committee to identify and recruit new board members. The criteria for being on the BOD is being located in the geography so

the individual is available for the various meetings and events and have a background that will bring diversity to the organization such as finance, arts, or marketing.

There is also an intensive orientation the new board member receives, which includes an introduction to the bylaws of Client 1. The leaders of Client 1 also review the minutes of the monthly meetings on site. The BOD of Client 1 evaluates the executive director on an annual basis. The executive director evaluates the other members of the workforce on an annual basis. The BOD completes self-evaluations, which are based on their job descriptions and the bylaws.

The BOD meets 11 times during the year, hosts a board retreat yearly, and hosts a board picnic yearly. The BOD approves monthly financial reports and meeting minutes. Client 1 also has ad hoc board committees including the nomination committee and the fund development committee. Other programming committees include the birdhouse auction committee, the visual arts committee, and the Big Read committee. All committees have staff members as an active part of the committee to share their thoughts and ideas, and the executive director reports the accomplishments of the committees to the BOD.

The leadership team at Client 1 anticipates public concerns by discussing possible concerns at the monthly board meetings. The leaders also proactively look to mitigate risks and avoid any potential public concerns such as moving loud activities off-site. The leaders demonstrate legal and ethical behavior by their daily actions. The employees of Client 1, along with the BOD, read and sign a conflict of interest form annually.

Client 1 considers the well-being of society by providing many of their events free to the public. All events are also accessible to individuals with disabilities. The key communities affiliated with Client 1 are the artists and the arts organizations. The leaders of Client 1 support the artists by sharing information with them, supplying venues for their work, raising visibility, and listening to and responding to their needs. The leaders of Client 1 support the art organizations by being a partner with them, working with them on projects, providing industry-related research, and developing audiences for their art.

Strategy

Strategy development. To conduct strategic planning, every 3 years the leaders at Client 1 hosts a half-day strategic planning retreat that includes BOD, program committee members, and the entire workforce including volunteers and key stakeholders. Leaders develop the strategic plan during this annual retreat. BOD members approve the strategic plan. The leaders at Client 1 revisit and brainstorm the big questions. See Appendix F for a list of the big questions. These leaders of Client 1 developed the list of high-level questions they are addressing, which include topics such as, "How can we be truly valley wide?" These brainstorming events lead to different initiatives of Client 1 such as the Mobile Art Gallery and helps to keep the mission and vision of Client 1 at the forefront.

The leaders at Client 1 analyze information on budgets but also uses their instincts and intuition about what is going well. There is currently not a process in place for regular data collection and analysis or key work systems.

The two main strategic pillars at Client 1 are arts marketing and arts leadership. Under each of these pillars lies the strategic initiatives that the leaders of Client 1 are currently working on completing. The leaders at Client 1 have a concentrated effort to limit their focus to programs that will improve their art leadership and art marketing and use the questions on the strategy screen to ensure they are developing programs that will fulfill their mission. The leaders at Client 1 also work on educating the public about their product offerings. The leaders of Client 1 also educate the public on the products they do not offer, but they do supply a list of many alternative programs and organizations that offer services they do not. By providing this list, the leaders of Client 1 can increase their partnerships and collaboration with other nonprofit organizations.

Strategy implementation. The leaders of Client 1 transform the strategic goals and objectives into smaller actionable items. The leaders of Client 1 base shorter-term items around the annual calendar of events such as the pop-up galleries, Take Me to the River, The Big Read, etc. The goal of Client 1 leaders is to build awareness of the arts, to connect to nature, and encourage active, engaged art appreciators in the valley. The 3-year strategic plan drives the longer-term items. All levels of the organization develop and agree upon the action plans. The leaders of Client 1 review these plans monthly at staff meetings and the BOD meetings. On an annual basis, the leaders of Client 1 host a retreat during which the BOD and staff of Client 1 recommit to the strategic plan.

The success of the leaders of Client 1 relies on a diversified income including general operating support, earned income through pop-up shops, and donations from individuals and local businesses. Increasing the communication plans of Client 1 has had

a positive effect on the donations received. The leaders at Client 1 do not have a

workforce plan, but there is a plan in place for annual merit increases for the workforce.

The volunteers support the shorter-term action plans by serving on committees to develop

the ideas. The volunteers also support the shorter-term action plans by assisting in

implementing the idea or program.

The key performance indicators that the leaders of Client 1 track are: (a) retention

rate of donors, (b) attendance at various events, (c) website views and analytics, (d)

media coverage, (e) income expense sheets, and (f) open rates of the electronic

newsletter. The leaders of Client 1 build the financial performance projections into the

annual budget but do not make other financial projections.

Table 6

Key Performance Indicators

Key Performance Indicators
-Retention Rate of Donors
-Attendance at Various Events
-Website Views and Analytics
-Media Coverage
-Income Expense Sheets
-Open Rates of the Electronic Newsletter

Customers

Voice of the customer. The leadership at Client 1 considers artists and arts

organization as their customers. Two times per year, the leaders at Client 1 host a

meeting for anchors event artists/employees for their Take Me to The River program in

which the attendees ask questions and present their ideas. The leaders of Client 1

verbally ask these individuals what is working at their art fair/open studio and what they

are most proud of. The responses are manually recorded with the goal of helping to

create innovative ideas. They also look for what is not working well from the standpoint

of the hosts, audience, and artists. The leaders at Client 1 also collect surveys from art

fair attendees. The questions on this survey are more demographic and solicit

information about how they heard about the art fairs rather than gathering information

about program offerings. The event hosts (e.g., art fair and open studio hosts) dictate

many aspects of their fairs and open studios so incorporating ideas is not always easy.

Client 1 is a service and marketing based organization. The leaders work is designed to

include the artists and arts organizations as stakeholders, partners, and beneficiaries with

core artistic programming being a gallery exhibition program and a literary arts program.

The leaders at Client 1 work hard to manage expectations of the programs they

offer which aid them in setting the tone for their customers. The leaders at Client 1 can

determine satisfaction by analyzing their mailing list, event attendance, social media

activity, e-mail activity, and donations. A satisfied and engaged customer base will show

an increase in the areas mentioned above. The leaders at Client 1 do not obtain

information on customer's satisfaction relative to other organizations.

Customer engagement. The leaders at Client 1 use their strategic action plan

and strategy screen to determine product and service offerings. The grants and donations

received dictate many programs offered by the leaders of Client 1. The leaders at Client

1 enable customers to seek information and support through their website and personal

resources such as phone calls and e-mails. The leaders at Client 1 also use these venues to connect customers to existing services.

The leaders at Client 1 determine the customer groups based on geographic location and the type of program. The customer groups are segmented by zip code (north, central, or south St. Croix region), whether they are inside or outside Valley X, whether they are rural or urban, and whether they are in the Minnesota or Wisconsin area. The leaders at Client 1 also group their customers based on the program interest area such as the performing arts, visual arts, and literary arts.

The leaders at Client 1 build and manage customer relationships through their communications. The leaders of Client 1 have many communication techniques which are highlighted in the suppliers and partners section. The leaders at Client 1 also use different touch points such as art openings and gallery visits to provide additional communication to their customers. The leaders at Client 1 receive few complaints. One reason for not receiving many complaints is because the leaders at Client 1 try to anticipate complaints. In the event a complaint is received, the leaders at Client 1 will try to educate on the issue, determine a plan of action, and inform the members of the BOD of the decision. The members of the BOD have the opportunity to provide input on the decision as they see fit. An example of this process is when the leaders at Client 1 received a complaint that a piece of art was controversial. The executive director spoke to the person who made the complaint and showed the background of the art. After being educated on the background of the art, the person making the complaint withdrew the

complaint. Still, the executive director reported the complaint and its resolution to the BOD.

Results Triad: Workforce, Operations, and Results

Workforce

   Workforce environment. The leaders at Client 1 assess the capability of their paid workforce by having a self-evaluation process. After the employee completes the self-evaluation, the employee and their supervisor use the self-evaluation to inform their direct report about their review which is conducted through an in-person meeting and discussion. The leaders of Client 1 assess the capacity of the paid workforce during staff meetings. The team uses these meetings to discuss current projects and any programs that might need review.

   The leaders at Client 1 do not have a formal process for assessing the capability of their volunteer workforce. The leaders at Client 1 train their volunteers and make sure that when they are assigning tasks, which the volunteer assigned to the task have been trained and have an interest in that area. The ability of the volunteers determines the capacity of the volunteers themselves and the number of programs in operation. If capacity becomes an issue, the leaders at Client 1 seek to recruit additional volunteers.

   The leaders at Client 1 recruit their paid workforce through official job postings and use word-of-mouth advertising to recruit volunteers. The leaders at Client 1 have formal job descriptions for their paid workforce, interns, and volunteers. The paid workforce, interns, and volunteers must interview to obtain their positions. The leaders at Client 1 retain their workforce, both paid and volunteer, through flexible work schedules,

appreciation and recognition programs, and bringing on staff who find the work personally rewarding. The leaders of Client 1 are aware that money will not be a motivator for their volunteer workforce, so they provide opportunities for their volunteers to build on their love and esteem needs.

Client 1 added the development and communications assistant position in 2016. Client 1 received a grant to hire a 15-hour-per-week employee as an outreach coordinator for the Mobile Arts Gallery from May to October in 2017. Client 1 does not have any employee groups or segments. There are also no educational requirements for its positions. Education is a preference, but years of experience can offset this preference. A union does not represent the employees of Client 1.

The leaders at Client 1 use an organizational chart that outlines the reporting structure (see Appendix I). The leaders at Client 1 use their project plan to manage their workforce. The leaders of Client 1 base this project plan on the strategic action plan, grant requests, and programming calendar. The work is task-oriented and collaborative. A discussion on the type of work and collaborative nature of the organization takes place during the interview process. The volunteers use an online calendar to schedule their hours.

The leaders at Client 1 reprioritize their workload as needed. They look to find efficiencies in their work which enables them to be more productive. For example, the leaders at Client 1 will build all the media for their various sites (e.g., web page, Facebook, banners, postcards) at one time.

Since 2011, the leaders at Client 1 have been able to change the outlook of their volunteer workforce. They have been able to educate the volunteers on the fact that Client 1 is a Valley-wide and multidisciplinary organization. This education has made the volunteers better ambassadors for the organization.

The leaders of Client 1 provide workers compensation, paid time off (PTO), a medical benefit stipend, and flexible scheduling to ensure the health of its workforce while the volunteers have flexible work hours. To provide safety, the leaders of Client 1 use a security code to secure the main building. This security code changes every 6 months. The leaders of Client 1 insure the various pieces of artwork against theft.

The executive director of Client 1 is the only paid employee who receives medical benefits via a medical stipend. The primary employee benefits are paid time off, flexibility in scheduling, and free educational opportunities as part of professional development from the industry.

There is a limited amount of human resource policies that the leaders of Client 1 have developed and implemented, and no formal policy manual exists for their paid or volunteer workforce. Each employee receives a contract and a job description that outlines behaviors and responsibilities. A policy manual is currently in draft form.

Workforce engagement. The executive director of Client 1 has an open office and hosts weekly staff meetings to foster open communication. The key communication process that the leaders of Client 1 provide to the volunteers is via e-mail. The leaders of Client 1 determine the key drivers of workforce engagement are recognition, constant appreciation, their self-evaluation process, and ensuring the work motivates them. The

leaders at Client 1 start the engagement process during the interview by asking the

potential volunteer probing questions to determine what motivates them. Since

volunteers are unpaid, the leaders of Client 1 know that money will not be a motivator.

Through the interview process, the leaders of Client 1 can start developing their

relationships with the volunteers and start to meet their love and belonging needs.

The leaders at Client 1 do not formally assess volunteer engagement through

surveys but do have different metrics which shows engagement exists. These metrics

include the longevity and tenure of the workforce, referral of volunteers, the number of

shifts missed, and the enthusiasm for the work. Currently, no workforce management

systems or learning development systems exist at Client 1. Client 1 does budget for

professional development, and the workforce takes advantage of scholarships and free

professional development opportunities including webinars.

There is no systematic process to manage career progression at Client 1. The

leaders at Client 1 support career growth on a case-by-case basis. When a member of the

workforce, paid or unpaid, is interested in career growth, the leaders at Client 1 provide

the support necessary.

The leaders of Client 1 use multiple strategies to motivate their workforce. The

first strategy the leaders use to motivate their workforce is the constant showing of

appreciation. The leaders of Client 1 host an annual party for their volunteers, usually in

February, and an annual retreat for the BOD and paid staff. During the rest of the year,

the leaders of Client 1 serve treats, including coffee and snacks, during their onsite and

offsite meetings. Another strategy the leaders of Client 1 uses to motivate their

workforce is ensuring the workforce is working in the area that will fulfill them. When

the leaders have their volunteer workforce working in an area that will fulfill them, the

volunteers are motivated to work harder because they feel a personal connection to the

work.

The leaders of Client 1 interview every volunteer before they start. This interview

process helps the leaders to start building a relationship with the volunteer. The

interview process also helps the leaders determine the desires and interests of the

volunteers so they can place them to work in the program they will enjoy. Having the

volunteers work in programs they will enjoy helps the volunteers to fulfill their belonging

and esteem needs.

The leaders of Client 1 offer flexible work hours to motivate their workforce. The

leaders of Client 1 offer the benefit of flexible work hours to both their paid and unpaid

workers. The leaders of Client 1 use an online volunteer scheduling tool to schedule their

volunteers. This online volunteer schedule is free and provides the volunteers with an e-

mail reminder for their scheduled shift. The leaders of Client 1 use the e-mail reminder

to reduce the number of missed shifts from their volunteers.

All of the motivational strategies used by the leaders of Client 1 help to fulfill the

esteem and love needs of the individuals who volunteer for them. Volunteers are unpaid

so it can be assumed that their psychological and safety needs have already been

achieved. When the leaders of Client 1 offer the different rewards, parties, and show they

care for the volunteers by building relationships, they are working to fulfill the esteem

and love needs of the volunteers. The leaders of Client 1 do not administer any employee

satisfaction or engagement survey, but the tenure of their volunteers shows their

engagement and motivation. Figure 5 outlines the strategies the leaders of Client 1 use to

motivate their paid and unpaid workforce.

Figure 5. Client 1's strategies used to motivate volunteers.

Operations

     Work processes. The leaders of Client 1 determine the key products and work

process requirements, which they base off legal requirements of the grants or the

requirements of operating as a nonprofit organization. The leaders of Client 1 also learn

and emulate the nonprofit best practices. The Minnesota Council of Nonprofits publishes

these best practices in the Principles & Practices for Nonprofit Excellence. The leaders at

Client 1 benchmark and track their accomplishments through a national web-based multi-

year research project called data arts. The leaders of Client 1 also complete a formal

contract (see Appendix D) with their artists to set up their exhibitions.

The leaders of Client 1 divide day-to-day operational work to ensure the leaders

are meeting all requirements for the organization. The leaders of Client 1 use a

marketing checklist (see Appendix E) to ensure they are advertising their programs

properly. The leaders are also aware of all grant deadlines to ensure they submit the

grant proposals promptly. The leaders at Client 1 improve their work processes by

finding efficiencies in their workload but do not have a system in place to find these

inefficiencies. The leaders strive to reduce the duplication of efforts and use staff

meetings to discuss work and to ensure assignments do not overlap. The leaders of Client

1 also use a dropbox to share files instead of using hard copies to reduce paper, to save

time in filing, and to make the files accessible to all. The leaders of Client 1 manage for

innovation by consistently evaluating and adjusting their products and offerings even

though leaders do not use a systematic approach to performance improvement. The

programs of Client 1 are ongoing, so the leaders need to tweak, evaluate using the *Real-*

Time Strategic Planning Cycle, the criteria, and adjust the different programs while the

program is in operation.

Operational effectiveness. To control costs, the executive director at Client 1

approves all orders and purchases. All the staff at Client 1 manage their hours within

each pay period which helps to control the salary costs. Client 1 uses donations from the

community and volunteers to operate. Many of the programs at Client 1 are grant

funded. All the programs have separate budgets. The leaders know the benchmark of

costs which allows them to stay within the set budget. When the grant funding runs out, the leaders will look for further funding or the program will end.

The supply chain of Client 1 consists of the designers for the development of their websites and the designers and printers of their postcards. The supply chain of Client 1 also consists of the artists themselves. The artists provide the leaders of Client 1 with the art which they will show and sell at the different venues.

The leaders at Client 1 follow OSHA guidelines throughout their organization to ensure a safe operating environment. The leaders also ensure the outside areas are free of any hazards such as snow and ice during inclement weather. If a worker accident does take place, the leaders document it and submit it for worker's compensation. The property of Client 1 is equipped with fire alarms, a sprinkler system, crash bars on doors, and fire extinguishers in case of a fire. Although the leaders of Client 1 have contingency plans in the event of an emergency, they did not need to use these plans in 2016 or to date in 2017.

The leaders at Client 1 maintain an emergency contact list of all their staff, summer interns, and volunteers. The biggest emergency or disaster that would affect Client 1 would be a loss of data. To help prevent this, all the leaders store the data on a cloud-based drop box system. In addition to the cloud-based drop box system, all the bookkeeping information is backed-up at an offsite location. The leaders at Client 1 have a line of credit and cash reserves to cover operating expenses if needed. Currently, cash reserves exceed one-month operating expenditures with the goal of growing the reserve to cover three months.

Measurement, Analysis, and Knowledge Management

Measurement, analysis, and improvement of organizational performance.

The leaders at Client 1 use information from data arts, their monthly financial statements, and KPI's (see strategy section) to track overall performance. The leaders at Client 1 do not use comparative data or information. The leaders of Client 1 do not conduct many surveys of their customer base since this was a criticism in the past. The leaders of Client 1 use the annual retreat, different committee meetings, and planning meetings to develop programs for the communities they serve. The leader of Client 1 also relies on the feedback they receive from both the artists and art organizations they serve.

When the leaders at Client 1 need rapid change, they will mobilize and motivate their workforce, both paid and unpaid, to come together and assist. If funding becomes an issue, the leaders at Client 1 will try to find other funding methods. They will also manage the expectations of their clients on what programs are sustainable or not sustainable. The leaders at Client 1 reviews the organization's performance and capabilities through their annual report, the annual 990-tax form report, their grant reporting, and their staff and board self-evaluations.

The leaders at Client 1 share best practices by speaking and presenting at different venues. The executive director has presented at St. Croix Summit, Arts Lab, and the Americans for the Arts Conference. The leaders at Client 1 also have an informal mentoring program to assist new and starting nonprofit organizations.

The leaders at Client 1 use their annual retreat to set up the goals for the following year. They also use the strategic action plan document to keep their projects on track.

Grants fund many of Client 1's programs, so if a grant does not get approved, the program may not happen. The leaders at Client 1 have a "big question" document that they review at each annual retreat. This discussion ensures the topics remain relevant. The leaders at Client 1 also reflect on their past performances to see if and how they can perform better. By trying to streamline and prioritize, they can innovate.

Information and knowledge management. The leaders at Client 1 manage organizational knowledge through their Identity in a Nutshell document (see Appendix F), BOD orientation notebook, strategic action plan, informal mentoring program, monthly reports, meeting minutes, websites, and social media. The leaders at Client 1 have a professional development budget which affords the team to use paid time to attend seminars and conferences. When the team returns from the seminars and conferences, they report out best practices at a staff meeting and look to implement the new ideas where possible.

The leaders at Client 1 verify and ensure the quality of their organizational data by compiling it themselves and reporting on it at the monthly BOD meetings. The leaders at Client 1 ensure the availability of their organizational data and information by having their 990-tax form available online and to those who request it. The Client 1 Guide Star profile is also available to the public.

The leaders at Client 1 ensure their hardware and software are reliable, secure, and user-friendly by contracting with third-party companies, such as Artsopolis. They also use wordfence.com for website protection, perform virus scanning on a regular basis, and have different IT professionals available if the need arises. The leaders at Client 1

ensure their hardware, software, data, and information is available and secure in the event

of an emergency by storing all their data on a cloud-based drop box system. In addition

to the cloud-based drop box system, all the bookkeeping information is backed-up at an

offsite location.

Collection, Analysis, and Preparation of Results

Product and Process Results

In 2017, the leaders of Client 1 raised their artist membership fees from $35 to

$40 per artist per year. While the leaders of Client 1 increased their artist membership

fees, it is too early to know the full impact of this change. To date, Client 1 has not heard

of any artist members who are unwilling or unable to pay the increased annual fee.

In 2016, the leaders of Client 1, have seen over 1.4 million different instances of

print media coverage with an additional 19 public and local radio spots, 19 online blog

mentions, and 154 specific posts in social media. Figure 6 shows the media coverage

breakdown for Client 1 in 2016.
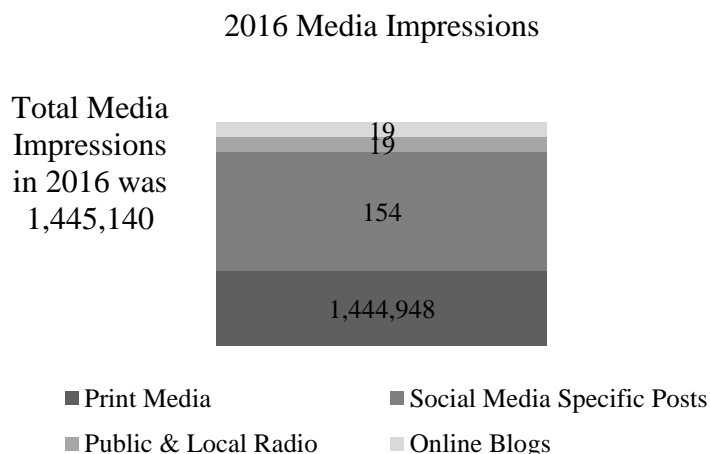
2016 Media Impressions

Total Media
Impressions
in 2016 was
1,445,140

19
19

154

1,444,948

■ Print Media   ■ Social Media Specific Posts
■ Public & Local Radio ■ Online Blogs

Figure 6. Client 1's 2016 media impressions.

Customer Results

The leaders of Client 1 are always looking to improve processes to serve the

needs of their customers even though there is no systematic approach in place. In 2017,

the leaders of Client 1 redesigned the Take Me to the River brochure, upgraded the

website to be fully responsive, and maintained gallery hours at 22 hours per week. In

2016, the leaders of Client 1 averaged 45 visitors at their 10 exhibition openings. In

2017, the leaders of Client 1 achieved 300 guests at a new exhibition program at the state

parks. In 2017, the leaders of Client 1 also achieved 185 guests at a new performance
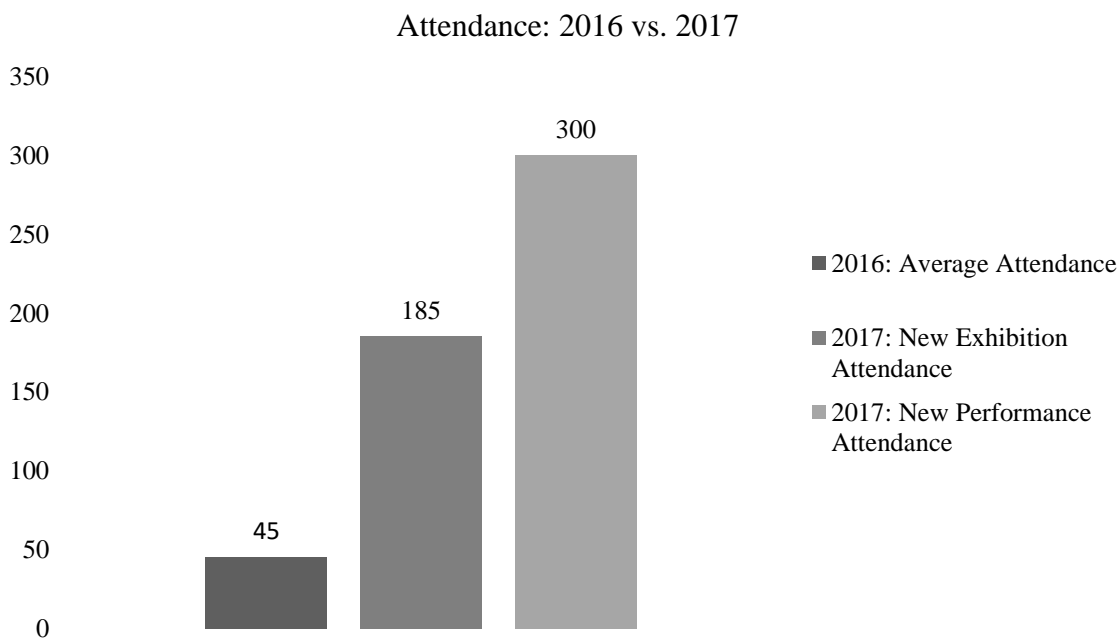
program at the state parks.

Figure 7. Client 1's attendance: FY2016-FY2017.

Table 7 shows a summary of the results the leaders of Client 1 achieved in 2015.

Table 7

2015 Accomplishments

2015 Accomplishments
-The Client 1 Galleries are the most visible program at Client 1's location and attract over 250 visitors per month.
-Take Me to the River achieved 1.5 million media impressions, and over 38,000 visitors attended one of the events.
-The website has over 30,000 unique visitors in 2015, featured over 2,109 events, and engaged almost 300 organizations who hosted or produced events and activities.
-The leaders of Client 1 hosted seven exhibitions in their galleries including the Annual Members Show. These shows included multiple media from photography and paintings to printmaking and ceramics. The 2015 Members Show included work by 53 artists from all over the Valley X.
-DiscoverStillwater received 387,792 page views from 95,004 unique visitors.

Table 8 and Figure 8 through Figure 10 below show the results the leaders of

Client 1 achieved in 2016.

Table 8

2016 Accomplishments

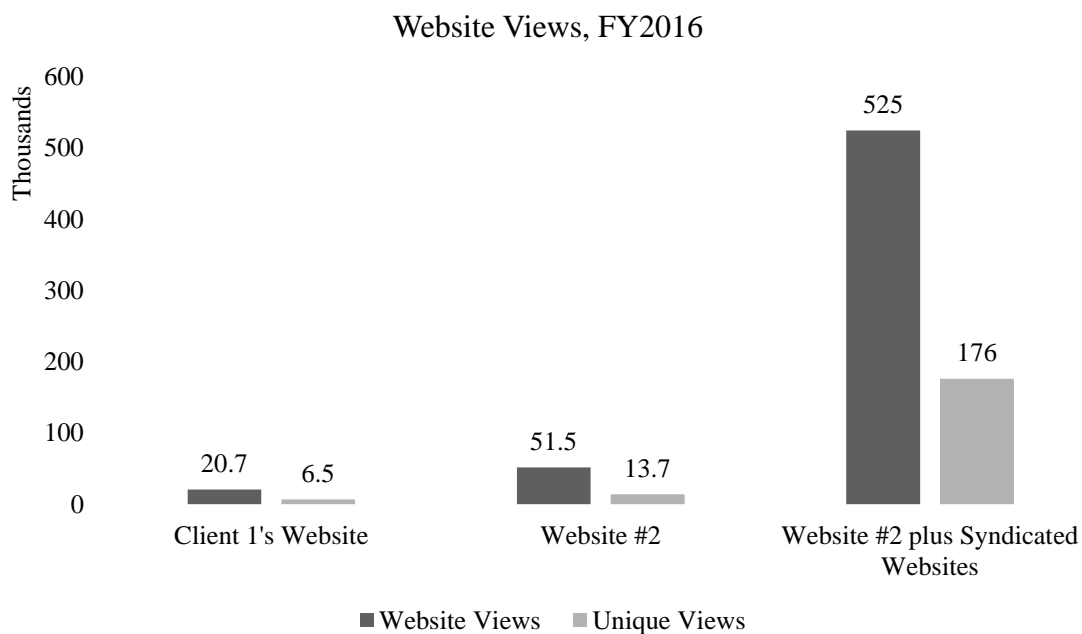| 2016 Accomplishments |
|---|
| -Website achieved 51,500 views from 13,700 unique visitors |
| -Website and syndicated websites received 525,000 views from 176,000 unique visitors |
| -Client 1's website received 207,000 views from 6,500 unique visitors |
| -Over 22,000 Constant Contact newsletters were distributed to 2,250 individuals with an open rate of 42.5% |

Website Views, FY2016

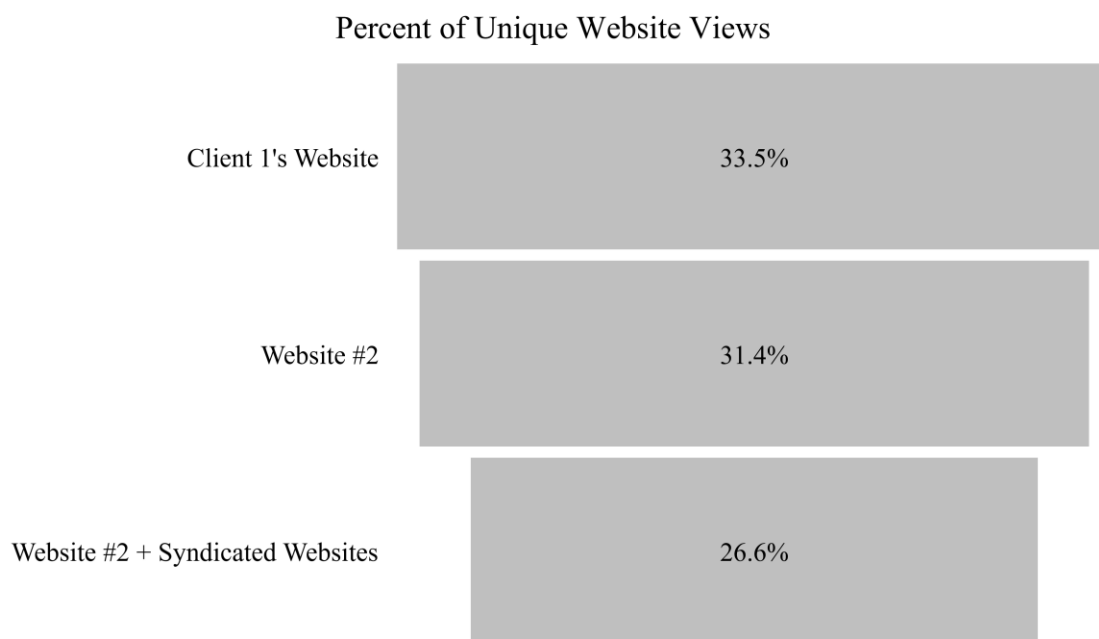*Figure 8.* Client 1's Website views, FY2016.

Percent of Unique Website Views

Figure 9. Client 1's percent of unique website views, FY2016.

2016 Newsletter Statisticts

Average Newsletter Open Rate is 42.5% with a low of 29.9% and a high of 58.3%

2,250

22,261

37

■ Total Newsletters Sent ■ Newsletter Contacts ■ Number of Unique Newsletters Sent

Figure 10. Client 1's newsletter statistics, FY2016.

Workforce Results

The leaders of Client 1 have many positive results as it pertains to their workforce. The leaders of Client 1 have seen a 59% increase in the volunteer workforce since 2014.
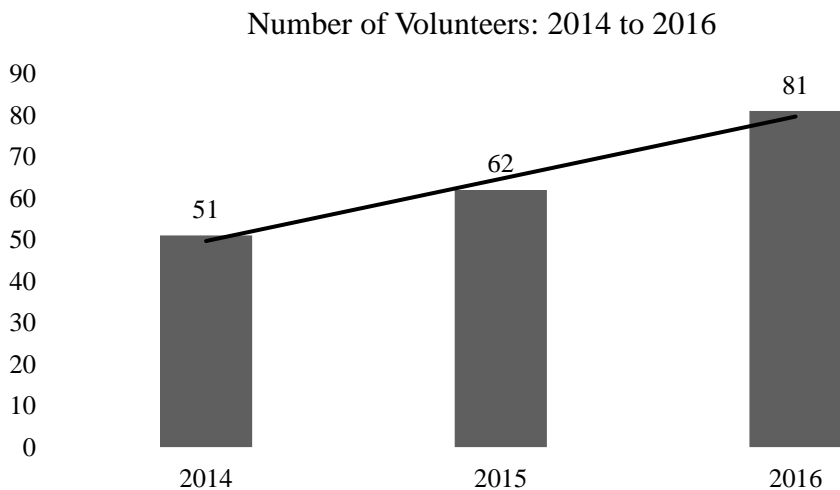
Number of Volunteers: 2014 to 2016

51

62

81

2014   2015   2016

Figure 11. Client 1's number of volunteers, FY2014-FY2016.

Figure 12 shows the tenure of the volunteer workforce of Client 1 for 2016 by

individual and Figure 13 shows the tenure of the volunteer workforce by the percentage.
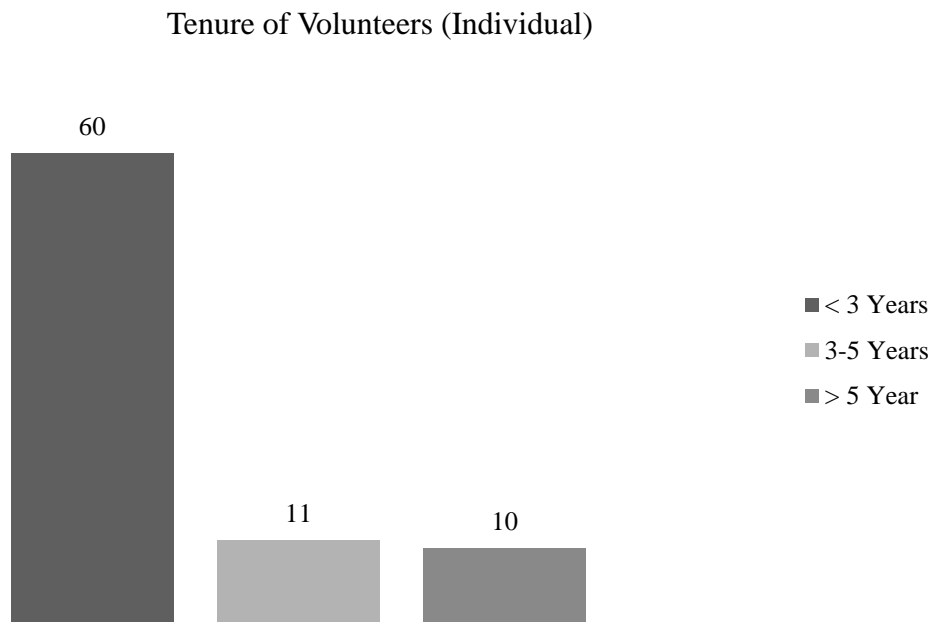
Tenure of Volunteers (Individual)

Figure 12. Client 1's tenure of volunteers (by individual), FY2016.

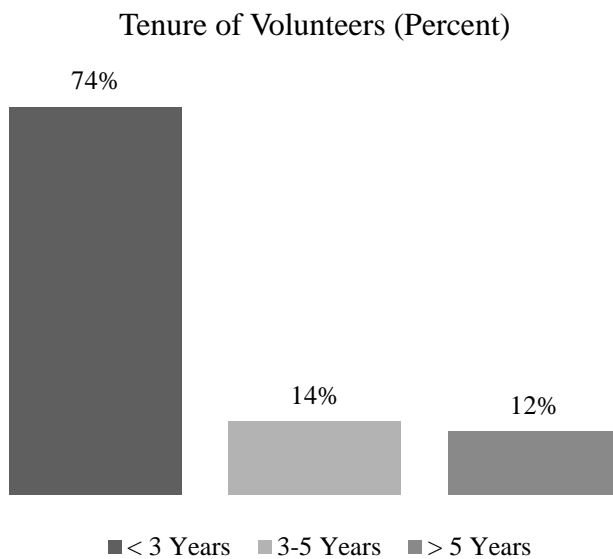Tenure of Volunteers (Percent)

Figure 13. Client 1's tenure of volunteers (percent), FY2016.

The leaders of Client 1 were also able to increase their paid workforce by adding a part-time position. The leaders of Client 1 continue to host one to two interns during their summer internship program. Even with the growth of the paid and unpaid workforce, the leaders of Client 1 did not have to file and workers compensation cases or workers injuries. Finally, the executive director celebrated her 5-year anniversary in 2016 and the programs and marketing manager celebrated her 5-year anniversary in 2017.

Table 9

Workforce Engagement Strategies

Workforce Engagement Strategies
-Weekly staff meetings
-Monthly BOD meetings
-Annual employee review process
-Annual volunteer thank you party
-Annual BOD picnic
-Provided opportunities to attend conferences
-Provided opportunities to attend workshops

Leadership and Governance Results

In 2016, the leaders of Client 1 developed a 3-year strategic plan, and they continue to work through the actionable items on this plan. The leaders of Client 1 submit their 990-tax form and 501(c)3 charitable registration on an annual basis which is a regulatory requirement of being a nonprofit organization. The 990-tax forms of Client 1 are also available online at www.GuideStar.org. In 2017, the leaders of Client 1 received a National Endowment for the Arts grant for the fourth consecutive year. In

2017, the leaders of Client 1 also submitted a grant application to the National

Endowment for the Arts for cultural tourism marketing. The leaders of Client 1 are

awaiting the results of this grant application.

In 2016, the leaders of Client 1 received a Meets Standards® seal from the

Charities Review Council by completing the Charities Review Council's Accountability

Wizard® review process. Through the review process, the leaders of Client 1

demonstrated responsibility, integrity, and transparency to donors as well as the public.

Financial and Market Results

The leaders at Client 1 have achieved many positive financial results. In 2017,

the leaders of Client 1 increased cash reserves to 1 month of their operating costs. Since

reaching this goal, the leaders at Client 1 increased their goal to 3 months. The leaders of

Client 1 had money to pay their workforce every pay period, which was a problem in the

past. The leaders of Client 1 self-insured their sculpture tour in 2017 and did not have to

use their line of credit at all during the 2016 fiscal year. Other financial results the

leaders of Client 1 achieved was launching the "Fund a Need" campaign during the

Spring fundraiser and raising $1,750 in its inaugural year (even though they did not meet

their target), and the leaders of Client 1 exceeded their target of $4,000 in business

sponsorships for the fundraiser which was an increase from 2016 of $2,000. Other

accomplishments the leaders of Client 1 achieved is continuing to act as a fiscal agent for

some informal organizations and independent project while receiving a 5% service fee for

these services. The leaders of Client 1 increased their active donors from 164 in 2016 to

278 in 2017 with a 49% retention rate (see Figure 14).

Client 1's Active Donors
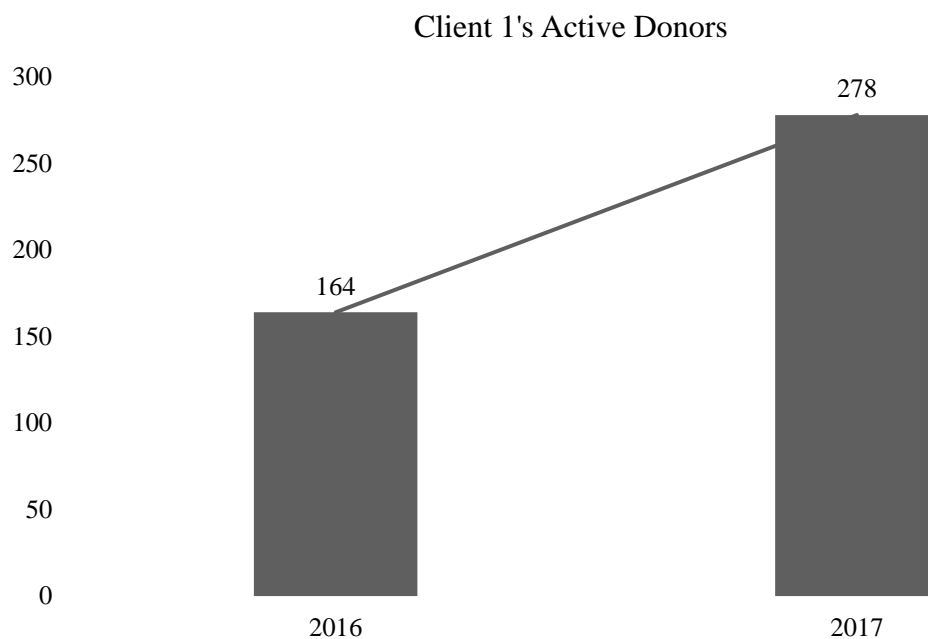
Figure 14. Client 1's active donors, FY2016-FY2017.

Figure 15 represents the percent of Minnesota nonprofit organizations by total

revenue, Figure 16 shows a summary of the revenue and expenses of Client 1 from 2011

to 2016, and Figure 17 shows the liquidity ratio of Client 1 from 2011 to 2015.

Percent of Minesota Nonprofit Organizations by Total Revenue

← **Client 1**

■ $0-$100,000 ■ $100,001-$200,000 ■ $200,001-$500,000 ■ Over $500,000
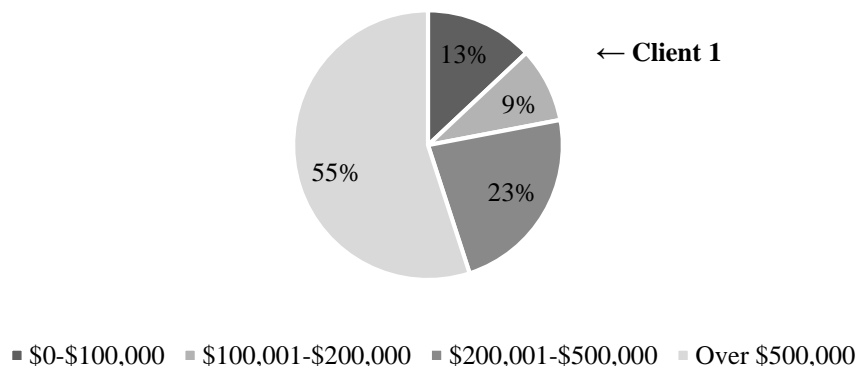
Figure 15. Percent of Minnesota nonprofit organizations by total revenue.

Revenue and Expenses

■ Revenue   ■ Expenses

	2011	2012	2013	2014	2015	2016
Revenue	$99	$155	$142	$132	$180	$207
Expenses	$90	$132	$159	$164	$181	$209
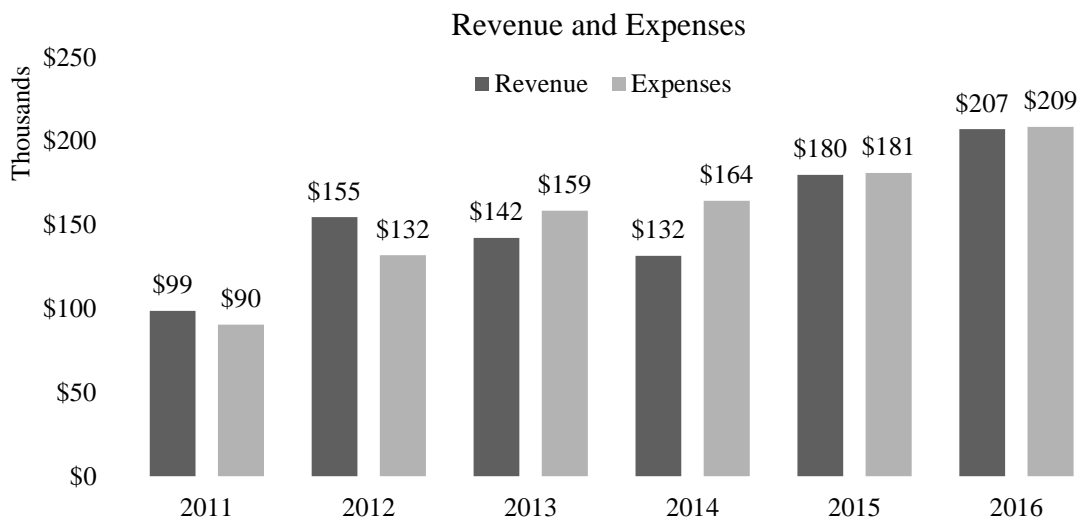
Figure 16. Client 1's revenue and expenses, FY2011-FY2016.

Liquidity Ratio

2011	2012	2013	2014	2015
1.8	1.28	1.38	1.36	1.7

Figure 17: Client 1's liquidity ratio, FY2011-FY2015.

Table 10

Financial Accomplishments

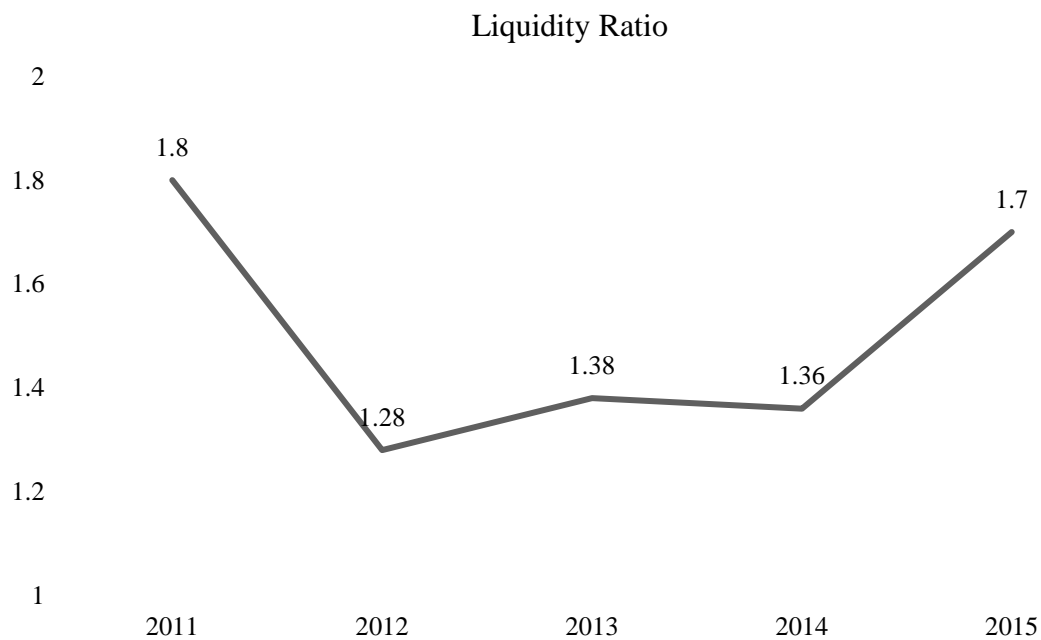| Financial Accomplishments |
| --- |
| -Increase the cash reserves to 1 month of operating costs |
| -Money to pay their workforce every pay period |
| -Self-insured the sculpture tour |
| -Did not use the line of credit during the 2016 fiscal year |
| -Increasing active donors to 278 |
| -Launching the "Fund a Need" campaign and raising $1,750 in its inaugural year |
| -Exceeding the target of $4K in business sponsorships for the birdhouse auction |
| -Acting as the fiscal agent for a number of informal organizations and independent project while receiving a 5% service fee for these services |
| -Owning the building outright |

Figure 18 shows the costs of core programs in dollars and Figure 19 shows the

costs of core programs as a percentage for Client 1 in 2015.

Cost of Core Programs (Dollars)

Figure 18. Client 1's costs of core programs (dollars), FY2015.
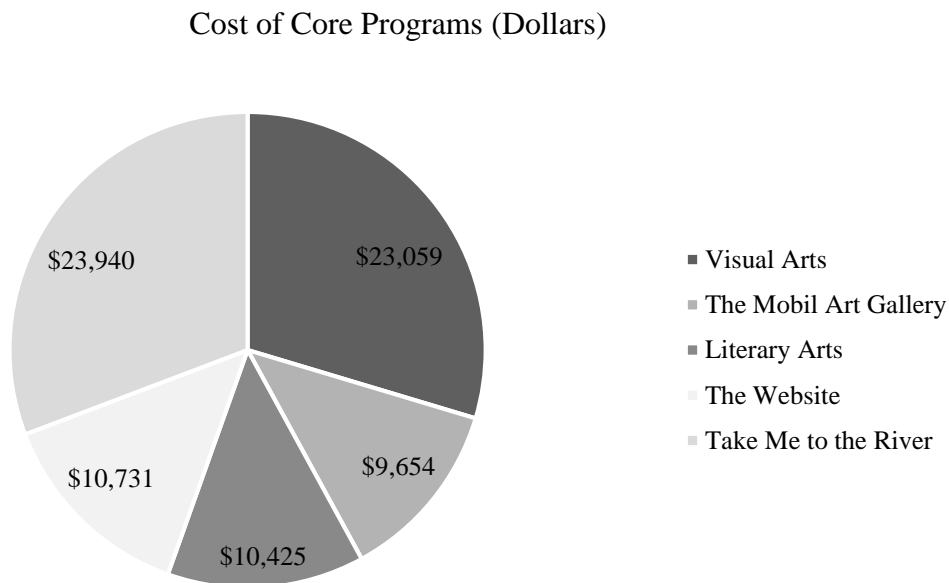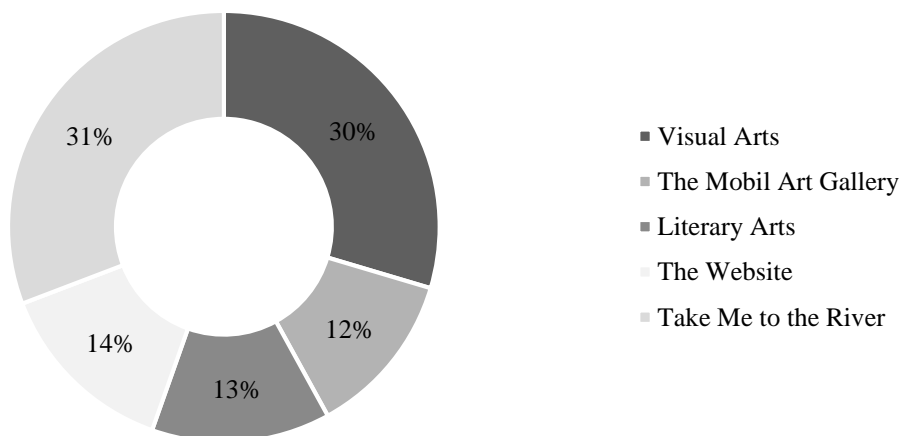
Cost of Core Programs (Percent)

Figure 19. Client 1's costs of core programs (percent), FY2015.

Although the leaders at Client 1 shown a net loss for 2016, they have made

significant improvements when compared to 2013 and 2014. Figure 20 summarizes the

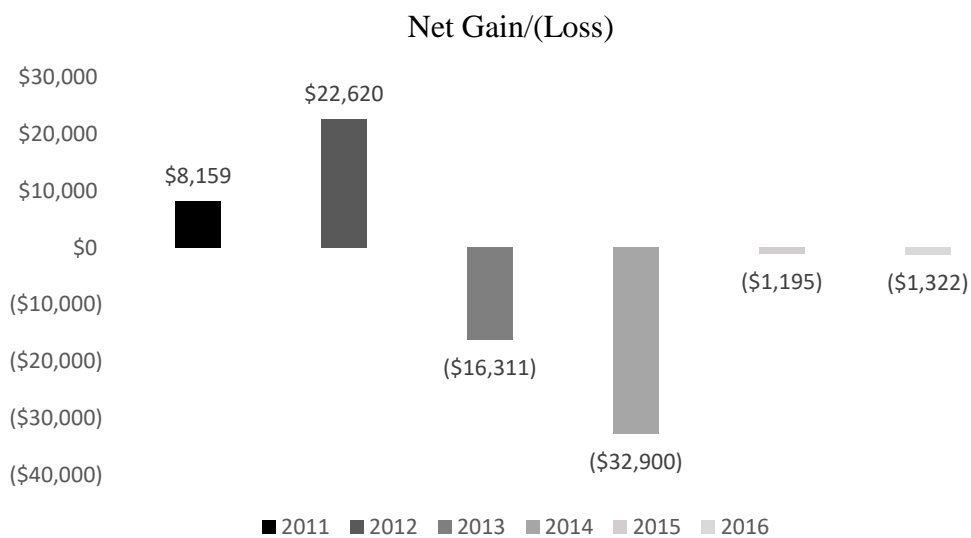net gain/(loss) of Client 1 from 2011 to 2016.

Figure 20. Client 1's net gain/(loss), FY2011-FY2016.

Key Themes

      Process strengths. The first theme to emerge was the process strengths of Client 1. The process strengths identified in categories 1-6 of the 2015-2016 Baldrige Excellence Framework are (a) leaders' communication with the workforce, (b) leaders' recognition of the volunteers, and (c) leaders' engagement of their workforce. These process strengths are important components of motivating a workforce of volunteers. The leaders of Client 1 use basic business communication to communicate with their workforce that includes e-mail, weekly and monthly meetings, and an open office. Business communication refers to a leader's ability to express themselves effectively and efficiently, so others will understand them (Boarcăs, 2017). The leaders of Client 1 interview most volunteers before they start to work. This interview process allows the leaders to start communicating the expectations with the volunteers and to determine what type of work the volunteer would enjoy.

      Another process strength of the leaders of Client 1 is their recognition of the volunteers. When organizational leaders link recognition and rewards to performance, the individuals receiving the recognition understands how their behavior contributes to the values of the organizational leaders (Posner, 2015). The leaders of Client 1 use field trips, off-site meetings, annual retreats, and constant appreciation to recognize their volunteers. Another process strength of the leaders of Client 1 is the way they engage the workforce. Work engagement refers to individuals who are energetic and identify with their work and organization (Ho, Park, & Kwon, 2017). The leaders of Client 1 start the engagement of their workforce during the interview process. The interview process starts

to build the relationship between the leader and volunteer and helps the leaders to

determine the proper assignments for the volunteers. The leadership of Client 1 also use

their benefits to engage the workforce. The paid workforce has medical benefit stipend,

paid time off, and flexible work hours. The volunteer workforce has flexible work hours

as an engagement builder.

Process opportunities. The second theme to emerge was the process

opportunities for improvements for Client 1. The process opportunities for improvement

identified in Categories 1-6 of the 2015-2016 Baldrige Excellence Framework are (a) the

lack of a systematic approach to implementing policies and procedures and (b) the lack of

a defined performance improvement system. The leaders of Client 1 have developed

some policies and procedures, but they do not have a formal manual or process for

distributing these policies. The manual is currently in a draft form, but the leaders have

not implemented the manual. The leaders of Client 1 can also turn the policy and

procedure manual into a training program for both the paid workforce and volunteers.

The leaders of Client 1 have been educated on the use of the *Real-Time Strategic*

Planning Cycle, but currently, do not have a formal process for assessing performance

improvements. Developing a formal process for performance improvements will allow

the leaders of Client 1 to the structure to analyze their performance. This analysis will

provide the leaders of Client 1 the opportunity to determine if their performance

improvement efforts are truly successful.

Results strengths. The third theme to emerge was the strength of performance

outcomes for Client 1. The results strengths identified in Category 7 of the 2015-2016

Baldrige Excellence Framework are (a) programming of events, (b) fiscal management,

(c) workforce retention, and (d) donor retention. The programming of events is a strength

of the leaders of Client 1 as evidenced by their performance outcomes for attendance and

by their increase in attendance rates (see Figure 7). Fiscal management has proven to be

another result strength for the leaders of Client 1. Since 2013, the leaders of Client 1

have seen many fiscal successes. The leaders of Client 1 were able to increase their

funding (see Figure 3), increase their liquidity ratio (see Figure 17), and increase their

revenue (see Figure 16). The revenue increased from $99,000 in 2011 to $207,000 in

2016 which is a 109% increase (see Figure 16).

Performance outcomes for workforce retention and donor retention are other

strengths of the leaders of Client 1. The leaders of Client 1 also seen their volunteer

workforce increase from 51 volunteers in 2014 to 81 volunteers in 2016 which is a 59%

increase over this time (see Figure 11). The executive director and the programs and

marketing manager celebrated their 5th year anniversary in 2016, which also speaks to the

tenure of the paid workforce. Finally, the leaders of Client 1 have been able to increase

their active donors from 164 in 2016 to 278 in 2017 with a 49% retention rate (See Figure

14). The increase in donors translated into a 14.3% increase in donor contributions.

Results opportunities. The fourth theme to emerge was the results opportunities

for improvements for Client 1. The results opportunities for improvement identified in

Category 7 of the 2015-2016 Baldrige Excellence Framework are (a) unknown levels of

customer satisfaction and (b) lack of availability of data. Since 2011, the leaders of

Client 1 have seen an increase in their attendance levels and programs over the past years,

but have no true data to show for customer satisfaction. Although many guests are

coming to the events, there is no data on the satisfaction levels of the customers when

they are at the events. The leaders of Client 1 could implement a simple event survey as

another way to quantify customer satisfaction with their events. The leaders of Client 1

have impressive results in many areas as noted above, but data are lacking or not readily

available.

Section 4: Executive Summary of Key Themes

Project Summary

Many nonprofit organizations need the support of volunteers to supplement their lean workforce. A volunteer workforce is vital to the successful operation of a nonprofit organization (Newton, Becker, & Bell, 2014). This study focused on the motivational strategies nonprofit leaders use to motivate their volunteer workforce. Nonprofit leaders can use the data that I gathered and analyzed during this single-case study to develop their strategies for motiving their unpaid workforce.

The results of the data validate all aspects of the leadership; strategy; customers; measurement, analysis, and knowledge management; workforce; operations; and organizational results. Leaders of other nonprofit organizations who read this research will be better informed of the strategies they can use to motivate their volunteers. This research may equip nonprofit leaders to better develop their motivational strategies. The results of motivated volunteers are an increase in the leaders exceeding their expected organizational outcomes.

Contributions and Recommendations

Implications for Social Change

The implications for positive social change from the findings of this study could include the potential for better educational opportunities and community programs provided by nonprofit organizations. These educational opportunities and community programs can enrich the lives of the people in the community. As more nonprofit leaders can motivate their volunteers and meet their organizational goals, nonprofit organizations

could continue to grow and employ more volunteers. Increasing the numbers of volunteers employed by nonprofit organizations can lead to a greater number of social change programs that the community can use, thus enriching the lives of the people who live there.

The motivational strategies established in this study may assist the leaders of nonprofit organizations in developing a highly motivated volunteer workforce. The findings of this qualitative single-case study could bring forth positive social change by providing nonprofit leaders with the strategies to motivate their workforce. A motivated workforce can lead to an increase in the leaders of the organization achieving their goals. The more the leaders achieve their goals, the longer the nonprofit will be able to stay in business, continue to employee volunteers, and continue to provide much-needed programs for the communities in which they operate.

Recommendations for Action

Throughout this study, I found positive, evidence-based themes and results related to the leaders of Client 1. These positive themes and results include leaders' communication with the workforce, recognition of the volunteers, the engagement of their workforce, their programming of events, fiscal management, workforce retention, and donor retention. As with any organization, the leaders of Client 1 have opportunities to improve. These opportunities to improve include creating a policy and procedure manual, implementing a systematic approach to assessing performance improvement, developing a process to obtain customer satisfaction, developing a process to have data readily available, and expanding volunteer opportunities outside of the art world. Below

are some next steps the leaders of Client 1 can use to help improve their opportunities for improvement.

Policies and procedures are important in organizations of all sizes. The leaders of Client 1 currently have a policy and procedure manual in draft form. I recommend reviewing these policies for accuracy, updating the policies as necessary, and implementing the manual. The leaders of Client 1 can use this policy and procedure manual to help set expectations and as a guide for the paid workforce, volunteers, board members, and interns. To deploy this policy and procedure manual, the executive director can first present the manual to the BOD. After the BOD signs off on the manual, the executive director can present the manual to the other leaders of the organization during a staff meeting. Finally, the executive director can present the manual to the volunteer workforce. The entire workforce can sign a form stated they received, read, understand, and will adhere to the policies and procedures. When new members of the workforce join Client 1, the policy and procedure manual can be provided to the new team members and the same form can be signed. An annual refresher on the policy and procedure manual can be presented annually by the executive director or designee.

Assessing performance improvement is important in any organization, and there are many effective tools available. There are many tools available which could aid the leaders of Client 1 in assessing their performance improvements including the define, review, identify, verify, and execute method or DRIVE method and the define, measure, analyze, improve, and control method or DMAIC method. When leaders use the DMAIC

method, they also help to create a collaborative environment and team approach to

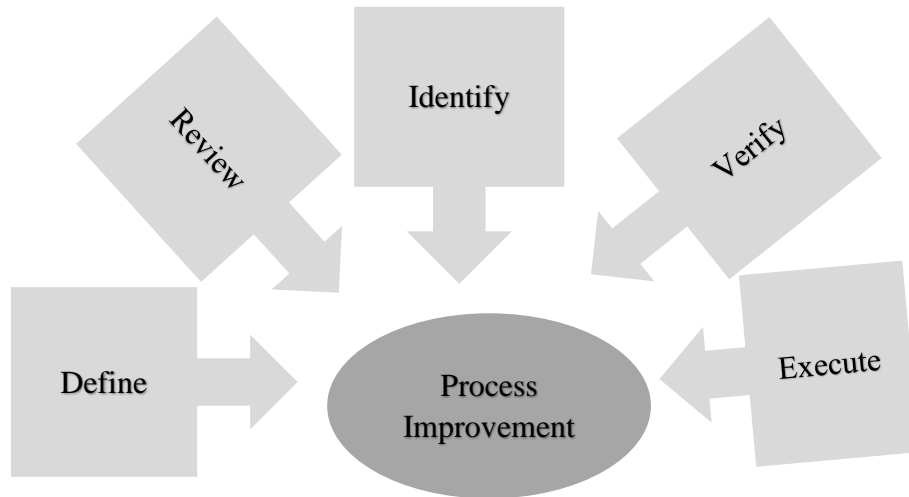continuous improvement (Karakhan, 2017). Figure 21 outline the DRIVE method.

Figure 21. DRIVE method.
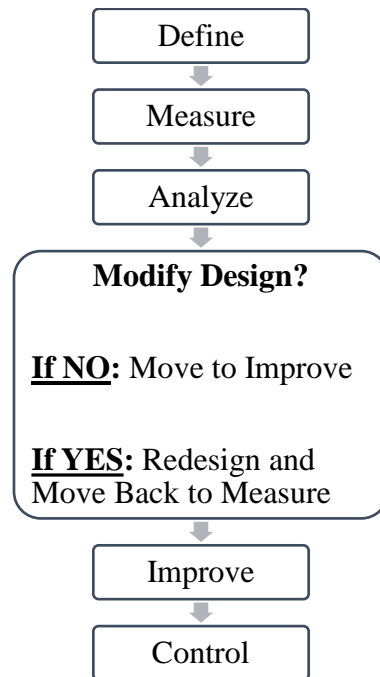
Figure 22 outline the DMAIC method.

Figure 22. DMAIC method.

Developing a process to obtain customer satisfaction is another opportunity for improvement for the leaders of Client 1. Customer satisfaction information is important in an organization as the information will provide the leaders with information to improve the customer's experience (Fornell, Morgeson III, & Hult, 2016). The leaders of Client 1 have many statistics that show the quantitative results of their events, but they do not currently track the voice of their customers. I recommend creating and implementing an event survey that the leaders of Client 1 can use for each event. This survey can be used by the leaders of Client 1 to ask questions on the customer's perception of the event. I included a sample customer satisfaction survey in Appendix G. The leaders of Client 1 could distribute this survey as hard copies at the event or through an online survey tool. There are many free online survey tools available where the leaders can e-mail the link to the visitors after the event or the leaders could set up a tablet for the customers to take the survey right at the event. Once the customers complete the surveys, the leaders of Client 1 can compile and analyze the data to determine the satisfaction of the event.

The leaders of Client 1 gather much data, which is either reported to the BOD or publicly. It does not appear that the leaders of Client 1 compile this data on a regular basis. I recommend developing a process to have data readily available by creating a monthly or quarterly executive dashboard. A dashboard provides the reader with the most important performance indicators and measures that the business leaders of a company are monitoring (Firican, 2017). This executive dashboard could include information on the key performance indicators of Client 1, which include the retention

rate of donors, the attendance at various events, website views and analytics, media

coverage, income expense sheets, and open rates of the electronic newsletter. The leaders

can update this executive dashboard monthly or quarterly. Unlike operational

dashboards, leaders can update executive dashboards weekly, monthly, quarterly, or

yearly (Firican, 2017). Appendix H shows a sample monthly dashboard.

The leaders of Client 1 employ many volunteers who help them with their

different exhibits and programs. Most of these volunteers are interested in the arts, which

are why they volunteer and find value in their time volunteering. In addition to the arts

programming, the leaders of Client 1 also operate a successful business with many

positive financial results. Expanding the volunteer experience to those who are interested

in business can be a benefit to the volunteer since he or she can gain valuable experience

in the field of business. Expanding the volunteer experience can also be a benefit to the

leaders of Client 1 since this volunteer could also help to remove some of the time-

consuming data collection, data entry, data compiling, and grant writing tasks from the

leaders. The leaders of Client 1 would still need to be the final checkpoint for these

tasks, but this would take less time than having to complete all the tasks themselves.

Partnering with a local college or university that offers a business degree could be a way

to ensure individuals who are interested in volunteering to obtain real-life business

experience.

Researchers who follow my research might want to conduct a multiple-case study

involving more than one nonprofit organization. Conducting additional qualitative and

quantitative research in could provide additional information on the strategies leaders can

use to motivate their volunteers. Researchers could replicate this research in nonprofit

and for-profit organizations of various sizes including paid and unpaid workforces in

their research. Because of this research potential, the results of this study could be

disseminated in academic literature. This information can also be disseminated at

conferences via lectures or poster sessions.

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Appendix A: Interview Questions

The interviews will consist of the following questions:

1. What strategies do you use to motivate volunteers who are members of your organization's workforce?

2. What strategies to motivate volunteers have achieved outcomes that meet/exceed performance goals?

3. How do you assess the effectiveness of your strategies to motivate volunteer workers?

4. What challenges did you encounter when you deployed these strategies?

5. How do you overcome these challenges?

6. What else would you like to add about your strategies for motivating workforce members who are volunteers?

Appendix B: Interview Protocol

Interview Title: Examining the Strategies Used by Nonprofit Leaders to Motivate

Volunteers

1. The interview protocol begins.

2. I will introduce myself to the participant.

3. The participants of the study will have previously read the informed consent form

   and provided their consent via e-mail, agreeing to participate in this research.

4. I will thank the participant for his or her agreement to participate in this research

   study.

5. I will provide the participant with the information on how to withdraw from the

   study.

6. I will also provide information regarding the member checking process, which is

   after the transcript interpretation, I will schedule time with the interview

   participants. During this time with the participants, they will review the analyzed

   data for the member checking process to assist with ensuring the reliability and

   validity of the data.

7. I will turn on the audio recorder, and I will note the date, time, and location of the

   interview. I will also have writing utensils ready to take notes on the responses.

8. I will introduce the participant to his or her alphanumeric code for identification

   (I.E. Participant 1, Participant 2, Participant 3) on the audio recording and on a

   copy of the consent form.
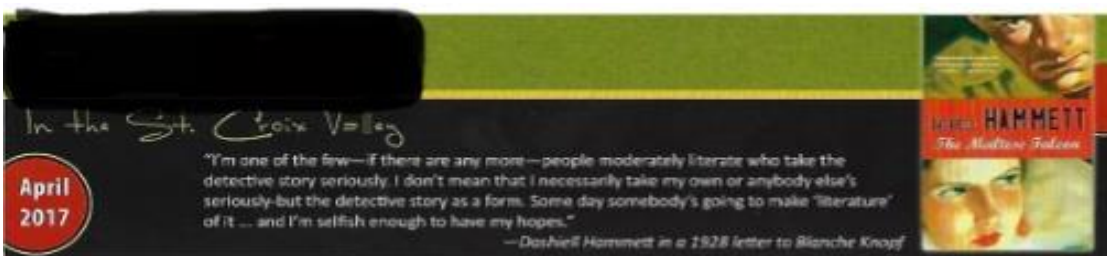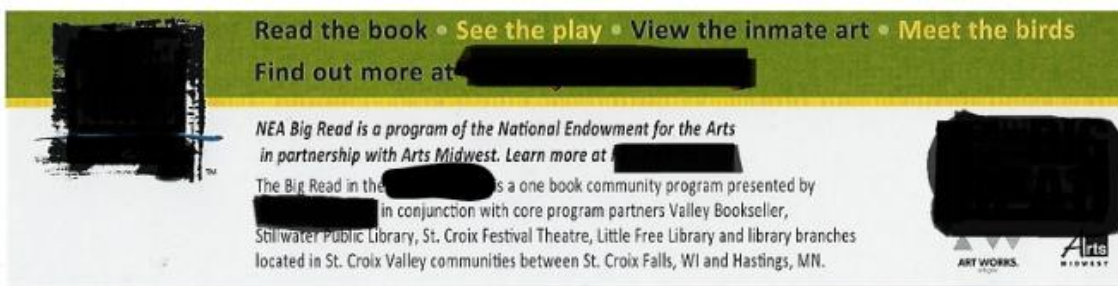
9. I will begin the interview.

10. The interview will begin with question #1 and will follow through to the final

    question (See Appendix B).

11. I will end the interview sequence.

12. I will thank the participant for his or her time and participation in this study.

13. I will reiterate my contact information for follow up questions and any concerns

    from the participants.

14. The interview protocol ends.
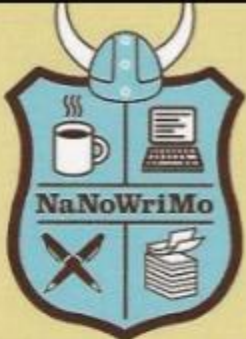
Appendix C: Print Media Examples

Examples of business cards.

Examples of bookmarks.

Read the book • See the play • View the inmate art • Meet the birds
Find out more at

NEA Big Read is a program of the National Endowment for the Arts in partnership with Arts Midwest. Learn more at

The Big Read in the _____ is a one book community program presented by _____ in conjunction with core program partners Valley Bookseller, Stillwater Public Library, St. Croix Festival Theatre, Little Free Library and library branches located in St. Croix Valley communities between St. Croix Falls, WI and Hastings, MN.

In the St. Croix Valley

April 2017

"I'm one of the few—if there are any more—people moderately literate who take the detective story seriously. I don't mean that I necessarily take my own or anybody else's seriously-but the detective story as a form. Some day somebody's going to make 'literature' of it ... and I'm selfish enough to have my hopes."

—Dashiell Hammett in a 1928 letter to Blanche Knopf

Examples of brochures.

National Novel Writing Month (NaNoWriMo)
is a fun, seat-of-your pants approach to novel
writing – 50,000 words – in one month!

Bring your enthusiasm and determination.
We supply the deadline, snacks and copious
amounts of coffee. NaNoWriMo is for anyone
who has ever thought about writing a novel.

Write-Ins will be held at
Mondays in November 5-9 pm
and on Wednesday, November 30 until the
final word count at 11:59 pm.

Each week you'll refuel during the 7 o'clock
stretch with yoga poses, a pep talk and some
good ol' commiserating.

Welcome & Info Session • October 17 at 6pm

Send RSVP or questions to

Register at

Keep your fingers on the pulse of the
Valley with   an
online event calendar for the Valley.

Find out what is happening at our Valley's
professional theaters. Discover the live music
scene. Gain a new perspective through the
visual arts experiences. Venture out to our
nature centers for family programs.

Covering events and activities from
**Hastings to St. Croix Falls including those in
Stillwater and Hudson** and the rivertowns in
between, StCroixSplash.org will have you on
the road to discovery!

Special Thanks to our Splash Partners:
St. Croix Valley Foundation,
Hugh J. Andersen Foundation, agapé arts, Discover-
Stillwater.com, The Phipps Center for the Arts, St.
Croix Festival Theatre,
and Water Street Inn

**To find out what's going
on in the Valley visit**

█████████████ **Contract**

Gallery agreement between ████████ and

_____ artist.

Artist Address   _____

_____

Telephone Number/e-mail address

_____

████████ is interested in presenting the artwork of the named artist(s) in the ████████ under the following terms:

1. Duration: The artist's work will be displayed from _____ to _____. Delivery of artwork will be on _____ unless other arrangements are made by _____. Work will be removed on _____.

2. The artist is responsible for the delivery of the artwork to the ████████ galleries and for picking up the artwork on termination of the contract. Members of the ████████ Visual Arts Committee will install the artwork on _____.

3. The artist's work will be held on consignment with ████████ and offered for sale at the retail price listed by the artist on the inventory sheet. ████████ will receive 35 percent of the retail price and the artist will receive 65 percent. At least 75 percent of the artist's work on display should be available for sale.

4. The artist will be paid for all artwork sold within 30 days of the end of the contract.

5. All artwork is insured while at ████████. Artwork is not insured in transit. In the case of loss or irreparable damage to the art, and insurance claim will be made.

6. ████████ will not negotiate with prospective buyers to lower the price of the artwork.

7. The artist will deliver artwork that is the same or similar to that reflected in submitted slides.

8. ████████ will receive a 10 percent finder's fee for all commissions that result from the exhibition.

9.   ███████ has permission to use images of the artist's work in promotional materials for this exhibition, both print and digital.

10. This contract constitutes the entire agreement between both parties. Any changes in this contract must be in writing, dated, and signed by both parties.

_____   _____

Artist   Date   ███████, Executive Director

Appendix E: Marketing Checklist

Event:
Dates:
Location:

Media/Marketing
☐ Press Release: Grant Announcement
☐ Press Release: Read and Release
☐ Press Release: Sculpture Tour
☐ Press Release: Full Calendar
☐ Press Release: Exhibition/Kick-off
☐ Press Release: Theatre
☐ Press Release: Totally Criminal Cocktail Party

☐ NEA: Events Entered
☐ NEA: Submit Events

☐ ██████████ : Theme Page Updated
☐ ██████████ : Theme Page Button – created
☐ ██████████ : Theme Page Button – upload request
☐ ██████████ : Events entered
☐ ██████████ : Events linked to theme page

☐ ████████████ : General Page Updated
☐ ████████████ : Read & Release
☐ ████████████ : Ticket link created/uploaded
☐ ████████████ : Event link created/uploaded
☐ ████████████ : General web banner
☐ ████████████ : TCCP web banner
☐ ████████████ : Exhibition web banner
☐ ████████████ : Theatre web banner

☐ Postcard: back created
☐ Postcard: send to printer
☐ Postcard: mailed

☐ Postcard: distribution

☐ Bookmark: designed & printed
☐ Bookmark: distribution
☐ Poster: Template (for River Falls)
☐ Poster: Theatre Tour
☐ Poster: TCCP

☐ ePostcard: created
☐ ePostcard: distributed

☐ Facebook Banner: created
☐ Facebook Event: created for Kick-off/Opening
☐ Facebook Event: created for Theatre
☐ Facebook Event: created for Club Book
☐ Facebook Event: created for Radio Play
☐ Facebook Event: created for TCCP
☐ Facebook: Read & Release
☐ Facebook: Book Discussions
☐ Facebook: Sculpture Tour
☐ Facebook: Daily Posts during Big Read

☐ Constant Contact: Read & Release
☐ Constant Contact: Full Events/Sculpture Tour
☐ Constant Contact: Book Discussions
☐ Constant Contact: Kick-off/Opening
☐ Constant Contact: Theatre
☐ Constant Contact: Club Book
☐ Constant Contact: TCCP

☐ Google AdWords: create new ad group

☐ Retractable Banner: Order
☐ Retractable Banner: install in holder

Appendix F: Identity in a Nutshell

▮▮▮ Identity in a Nutshell

. . . a work in progress for May 2015 Board Retreat

Mission Statement

▮▮▮ connects communities and the arts in the scenic St. Croix River Valley.

Organizational Overview

Building on support earned by its valley-wide programming, ▮▮▮ has embraced a bold regional vision: to make the ▮▮▮ Valley a nationally recognized arts destination. To this end, ▮▮▮ creates cross-promotional opportunities, visibility-raising marketing and partnerships within, and beyond, the arts sector.

Vision Statement

The ▮▮▮ Valley becomes a nationally recognized destination for the arts.

Core Values

- we embrace and proactively communicate the mission of ▮▮▮ as an arts capacity-building and catalyst organization;
- we cultivate surprise and originality in all facets of our work;
- we advocate for and build partnerships between artists and community resources;
- we strive for accessibility and high quality in all facets of our work.

Strategic Focus

To implement a thorough arts marketing plan with a theme of telling stories of the arts in the lower ▮▮▮ Valley.

Hedgehog

What are you most deeply passionate about?
Celebrating the scenic ▮▮▮ Valley's people, creativity and nature.
What can you be the best in the world at?
Sharing the confluence of arts, culture and nature that give the region its unique identity.
What drives your economic engine?
Connecting visitors to a sense of place and residents to a sense of home.

What We Do

▮▮▮ is a regional arts service and marketing organization. The work is designed to include artists and arts organizations as stakeholders, partners and beneficiaries. We also offer core artistic programs including a gallery exhibition program and a literary arts program.

Where We Work

The scenic ▮▮▮ Valley, a six county region from Hastings to Taylors Falls in Minnesota and from Prescott to ▮▮▮ in Wisconsin.

How We Are Funded

- 47% Contributed Foundations
- 20% Earned Revenue
- 16% Government
- 10% Contributed Individuals
- 6% Contributed Corporations

Who We Serve

Our constituencies are artists, arts organizations, tourists, community members, and local and regional business communities.

Who We Partner With

- Local chambers, visitors bureaus, the ▮▮▮ Valley Foundation
- National Park Service and the St. Croix River Association
- Agencies and businesses attentive to economic devel. and tourism
- Many of the most active arts organizations, including Franconia Sculpture Park, St. Croix Festival Theatre, The Phipps Center for the Arts, Hastings Prescott Area Arts Council, among others.

Competitive Advantage

▮▮▮ regional focus and bi-state work are defined by a river that unites the arts and the communities of the lower ▮▮▮. Through programs such as ▮▮▮ and Take Me to the River, ▮▮▮ creates partnership, increases the visibility of the arts in the area and builds an outlook where we can lead with our strengths and all parts of the creative sector can benefit. As a network weaver, ▮▮▮ builds on the notion that we can collectively do things that our stakeholders cannot do alone.

INSTRUCTIONS: This document is offered as a summary of key strategy roadmap concepts developed to date and shared within the ArtsLab program. *It is intended to be an internal, working document – a gathering of ideas at a point in time.*

At our January retreat you will be invited into dialogue among ArtsLab peers exploring how you would shift this tool from an "internal" organizational overview fact sheet to one intended for "external" key stakeholders.

1. What language would you change if you were sharing this with key stakeholders such as elected officials, funders, or major prospective collaborators?

2. How would you redesign this fact sheet to visually emphasize critical messages for key stakeholders?

3. How would you capture the spirit of your organization and convey a sense of forward momentum in a static document?

4. What photographs or other images would you select to tell your story?

Appendix G: Sample Customer Survey

1. How did you learn of our event?

○ Through the media (newspaper, magazine, trade journal, billboards, etc.)

○ Through a friend

○ On the internet

○ Other

2. Why did you attend our event? Select all that apply.
○ For networking
○ Interest in the event topic
○ To support the organization
○ To support the artist
○ You support the organizers
○ Other

3. What is your level of satisfaction with the event?
○ Very Satisfied
○ Satisfied
○ Neutral
○ Dissatisfied
○ Very Dissatisfied

4. How likely are you to attend an event in the future?
○ Very Likely
○ Somewhat Likely
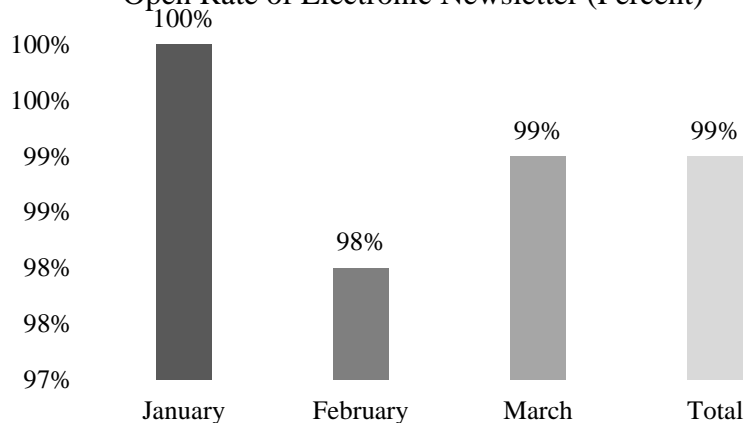○ Neutral
○ Somewhat Unlikely
○ Very Unlikely

5. Do you have any additional comments?
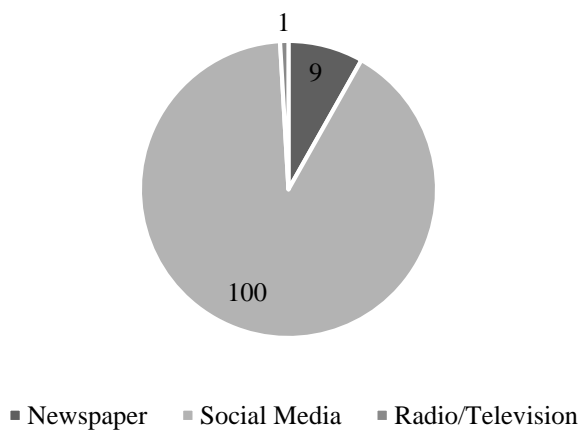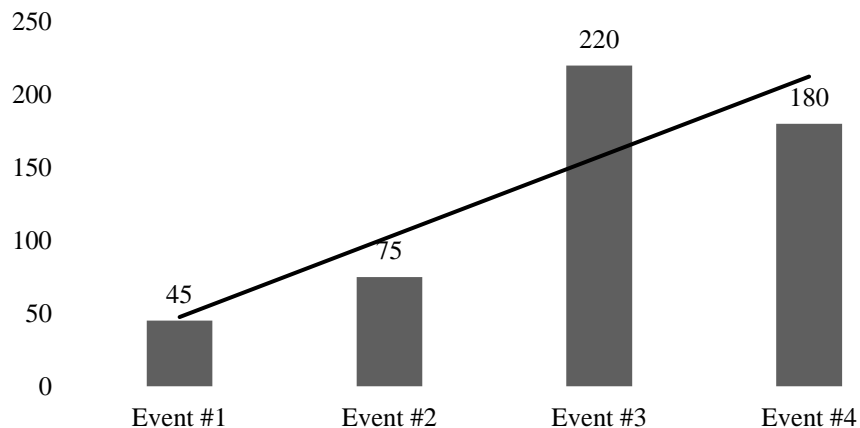
Appendix H: Sample Monthly Dashboard*

Website Views

January	3,000	
	1,500	
	1,000	
February	3,100	
	1,400	
	900	
March	2,500	
	2,000	
	1,100	
Total	8,600	
	4,900	
	3,000	

Legend:
- Website #1
- Website #2
- Website #3

Y-axis: 0, 2,000, 4,000, 6,000, 8,000, 10,000, 12,000, 14,000, 16,000, 18,000
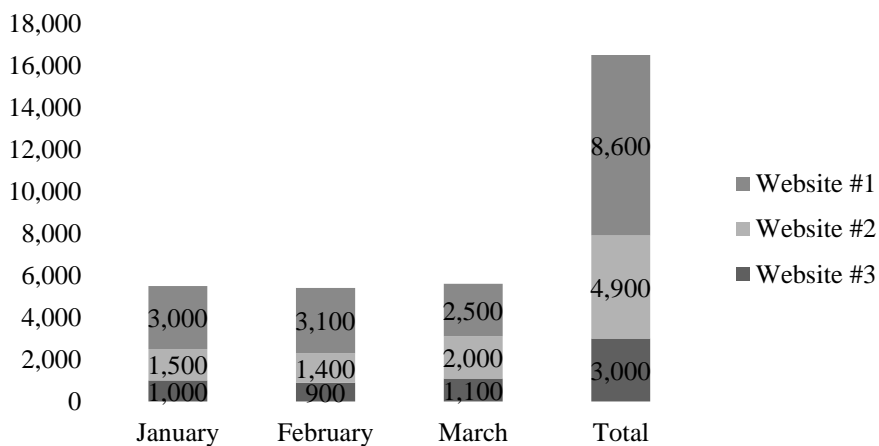
Open Rate of Electronic Newsletter (Percent)

January	February	March	Total
100%	98%	99%	99%

Y-axis: 97%, 98%, 98%, 99%, 99%, 100%, 100%

Media Coverage (Year to Date)

1

9

100

- Newspaper
- Social Media
- Radio/Television

Event Attendance 2017

Retention Rate of Donors (Percent)

Monthly Retention Rate ▬▬▬ Average Retention Rate
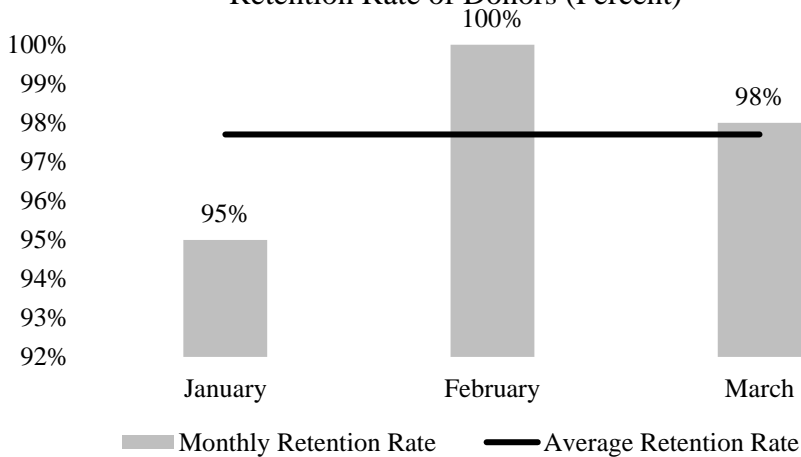
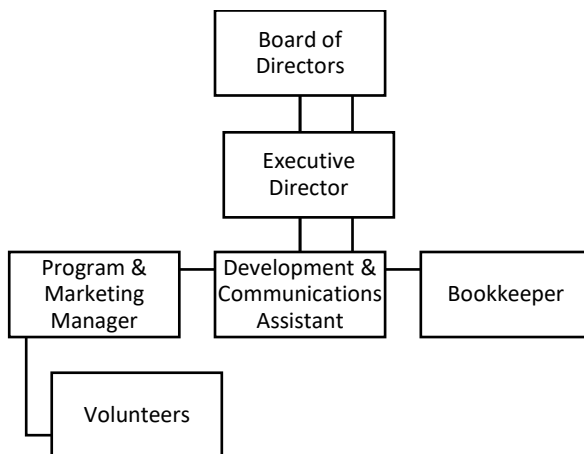## Monthly Revenues & Expenses

■Revenue ■Expenses ■Variances
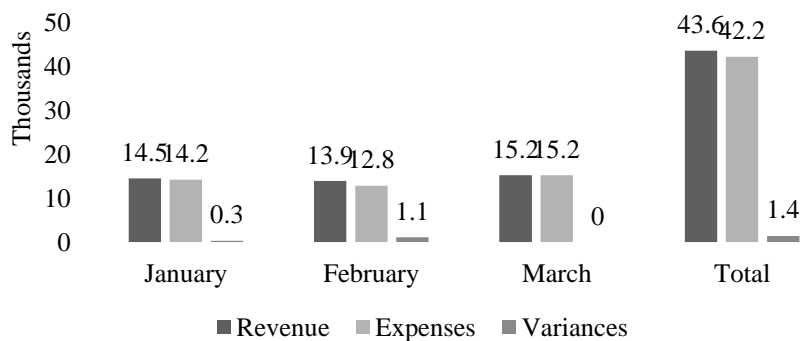
*Please Note: All of the above information is fictional and is for display purposes only

Appendix I: Table of Organization

Appendix J: Glossary of Abbreviations and Acronyms

B
BOD
Board of Directors

F
FTE
Full-Time Equivalent

I
IT
Information Technology

K
KPI
Key Performance Indicators

O
OSHA
Occupational Safety and Health Administration

P
PTO
Paid Time Off

R
RTSPC
Real-Time Strategic Planning Cycle

T
TMttR
Take Me to the River