# Motivational Analysis Quiz

*Each of the following consists of three related statements. Mark the statement that most closely describes your preference, most of the time. There are no right or wrong answers.*

1. ___ a. When doing a job, I prefer to have specific goals.
   ___ b. I prefer to work alone and am eager to be my own boss.
   ___ c. I seem to be uncomfortable when forced to work alone.

2. ___ a. I go out of my way to make friends with new people.
   ___ b. I enjoy a good debate.
   ___ c. After starting a task, I am not comfortable until it is completed.

3. ___ a. I enjoy offering advice to others.
   ___ b. I prefer to work in a group.
   ___ c. I get satisfaction from seeing tangible results from my work.

4. ___ a. I work best when there is some challenge involved.
   ___ b. I would rather give direction than take direction from someone else.
   ___ c. I am sensitive to others – especially when they are mad.

5. ___ a. I like being able to influence decisions.
   ___ b. I accept responsibility eagerly.
   ___ c. I try to get personally involved with my superiors.

6. ___ a. I place importance on my reputation or position.
   ___ b. I have a desire to out-perform others.
   ___ c. I am concerned with being liked and accepted.

7. ___ a. I enjoy and seek warm, friendly relationships.
   ___ b. I attempt complete involvement in a project.
   ___ c. I want my ideas to predominate.

8. ___ a. I desire unique accomplishments.
   ___ b. It concerns me when I am being separated from others.
   ___ c. I have a desire to influence others.

9. ___ a. I think about consoling and helping others.
   ___ b. I am verbally fluent and persuasive.
   ___ c. I am restless and innovative.

10. ___ a. I set goals and think about how to attain them.
    ___ b. I think about ways to change people.
    ___ c. I think a lot about my feelings and the feelings of others.

# Motivational Analysis Key

*For each question, mark your answer in the space provided. For example, if your answer to #1 was "b", put a mark on the line titled "influence". Then total the number of marks for each of the three categories.*

| | |
|---|---|
| 1. ___ a. achievement<br>___ b. power/influence<br>___ c. affiliation | 6. ___ a. power/influence<br>___ b. achievement<br>___ c. affiliation |
| 2. ___ a. affiliation<br>___ b. power/influence<br>___ c. achievement | 7. ___ a. affiliation<br>___ b. achievement<br>___ c. power/influence |
| 3. ___ a. power/influence<br>___ b. affiliation<br>___ c. achievement | 8. ___ a. achievement<br>___ b. affiliation<br>___ c. power/influence |
| 4. ___ a. achievement<br>___ b. power/influence<br>___ c. affiliation | 9. ___ a. affiliation<br>___ b. power/influence<br>___ c. achievement |
| 5. ___ a. power/influence<br>___ b. achievement<br>___ c. affiliation | 10. ___ a. achievement<br>___ b. power/influence<br>___ c. affiliation |

## Scoring: (use your highest score to determine your primary motivation)

*ACHIEVEMENT* _____

*POWER / INFLUENCE* _____

*AFFILIATION* _____

**I am primarily a(n)** { circle one }
Achiever
Affiliator
Power/Influencer

[Volunteer Management Training Series, Points of Light Foundation; adapted from Mackenzie, Marilyn and Gail Moore. The Volunteer Development Toolbox. 1993.]

## Motivational Types Worksheet - Based on David McClelland and John Atkinson

| Motivational Type | Strengths/Weaknesses | | Conditions of Supervision | Ideal Volunteer Positions | Recognition |
|---|---|---|---|---|---|
| *Influencer/Power-Oriented* | *Strengths:* | | *Wants:* | Board/Leadership | *Likes:* |
| | Fighting Spirit | Works through hierarchy | Clear cut procedure/policy | Challenges | Public recognition in front of media/peers |
| *Thinks about:* | Charismatic | Opens doors/Uses social power | Leadership roles | Creating new ideas/Innovation | Awards named for them |
| Impact/Influence | Creates confidence | Fundraising | To know limits of authority | Solving disputes | Letters of commendation noting their impact |
| "What's in it for me?" | Mutual wins | Teachers/Trainers | Strong leadership | Teaching | Notes from leadership acknowledging their effect on the cause |
| Leadership | *Weaknesses:* | | Personal freedom/respect | Writing articles | Promotion |
| Prestige/Job Status | Dominating | Unaware of time | To work alone | Policy making | Assignments with impressive titles |
| *Has:* | Outspoken | Creates dependency | To push limits on rules/regulations | Fundraising | Interaction with high officials |
| Impressive Recognition Plaque Wall | Intimidating | Treats others indifferently | To be included in decision making/planning | Political Action | |
| *Goal:* | | | | | |
| *T*o have an impact or influence on others | | | To work with advocacy roles | Media Representative | |

Sources of Information:

Betty Stalling: "Training Busy Staff to Success with Volunteers"

Rick Lynch's: "Volunteer Management"

MacKenzie and Moor's: "The Volunteer Development Toolbox"

May Hood: "The One Minute Answer to Volunteer Management Questions"

## Motivational Types Worksheet - Based on David McClelland and John Atkinson

| Motivational Type | Strengths/Weaknesses | | Conditions of Supervision | Ideal Volunteer Positions | Recognition |
|---|---|---|---|---|---|
| Affiliation-Oriented | Strengths: | | Wants: | Case-work | Likes: |
| | Listening | Team players | Caring supervisor | Committee Work | To be recognized in front of family/friends |
| Thinks about: | Good at reading situations | Sensitivity to feelings/needs of others | Opportunities to chat/express feelings | Group Projects | Personal touches (hand written thank you; pins; compliments) |
| Interpersonal relationships | Seeks out relationships | Works well with people | Advice | Recruitment | Pot lucks, picnics, group events |
| Feelings of others/self | Weaknesses: | | Group work | Task force work | Names/photos in newsletter |
| How they can help | Unaware of time | May want to please others at the expense of goals | Intervention for difficult situations | Welcoming new volunteers | Gifts/notes from clients |
| Has: | Concerned about personal popularity | Dislikes dealing with conflict | To avoid conflict | Working with clients | Social events |
| Biggest Address File | Oversensitive | Needs affirmation | To feel helpful/needed | Planning Recognition | Personalized job training |
| Goal: | | | To be friendly with people | Public Relations | Opportunities to network |
| To be with others, to enjoy mutual friendships | | | Development friendships | Leading support groups | |

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# Motivational Types Worksheet - Based on David McClelland and John Atkinson

| Motivational Type | Strengths/Weaknesses | | Conditions of Supervision | Ideal Volunteer Positions | Recognition |
|---|---|---|---|---|---|
| **Achievement - Oriented** | *Strengths:* | | *Wants:* | Assessments | *Likes:* |
| | Personal drive | Innovative | Concrete Feedback | Fundraising | Pins/Certificates |
| *Thinks about:* | Risk taker | Independent | Results-focused management | Gathering statistics | Nomination for state/national awards |
| Goals and how to achieve them | Well-organized | Overcoming Barriers | Deadlines | Keeping records | Letters of recommendation to boss/newspaper |
| Problems and how to solve them | Enjoys moderate stress | Enjoys Challenges | To work independently | Leading events/projects | Name mentioned with goal/project |
| Strong performance | *Weaknesses:* | | Well-delegated tasks | Setting records | training/more challenging tasks offered |
| Success | Can value goals over relationships | Delegating | To be consulted on planning/decision making | Skill-building tasks | Opportunity to own projects |
| *Has:* | Insensitive to others | Process (Can be impatient) | Checklists | Training | |
| An elaborate smart phone | Autocratic | Perfectionism | Unique accomplishments | Administration | |
| *Goal:* | Gets bored easily | | Opportunity to grow | Financial | |
| Success in a situation which requires excellence or improved performance | | | | Professional Tasks | |

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# Volunteer Motivation

Understanding what motivates a volunteer to give time and energy to your organization is a key factor in developing a satisfying relationship with a volunteer. It goes without saying that no one factor is a single driver for individual performance, but in general terms the information in this paper should help you build a solid working relationship with a pro bono volunteer who is making a substantial contribution to your organization.

Research conducted by McClellan and others in the 1960s and 1970s serves as the foundation for our understanding of volunteer motivation. Later, Clary et.al. refined the work by expanding the typical motivations from three to six and called it the Volunteer Function Inventory. More recently, Martin Cowling built on research that explains that motivation changes over time. While this work was developed for all volunteers, it is applicable to a pro bono volunteer project, especially if the project is designed to give professional employees an opportunity to enhance their skills in a nonprofit setting. Or equally important, everyone benefits if the pro bono volunteer experience provides an unemployed professional an opportunity to document skills and build a resume.

## Achievement--Power —Affiliation

Marlene Wilson described in her book, *The Effective Management of Volunteer Programs,* three primary motivations for volunteers: achievement, power, and affection. A person motivated by 'achievement' wants to be in a situation which requires excellence or improved performance. They want to see results from their work; they like a challenge; they enjoy being consulted about decisions and planning. On the other hand, this person may be perceived as insensitive to the feelings of others, focused only on getting the work done.

A person motivated by 'power' likes having an impact on others; they want to see change; they like to have clear-cut policies, lines of authority and responsibility; this person works well alone and likes to be seen with the powerful people in an organization. This person may appear to be indifferent to other people, focusing on those with power and influence in the organization who can enhance this person's self-worth or career aspirations. A person motivated by 'affection' likes to be with others and to enjoy meaningful relationships. This person likes to be part of a team or a group; they avoid conflict and want a caring, engaged supervisor. On the other hand, this very social person may be hurt by criticism, keep thoughts to him/herself and may sacrifice project goals to keep others happy.

## Volunteer Function Inventory (VFI)

Clary describes the motivators as: values, understanding, social, career, protective, and enhancement. Individuals motivated by 'values' want volunteer roles that are related to altruistic and humanitarian concerns. Those motivated by 'understanding' seek new learning experiences and the chance to exercise knowledge, skills and abilities that might otherwise go unpracticed. Those motivated by 'social' concerns want to be with one's friends or to engage in an activity viewed as important by others. Those motivated by 'career' choose volunteer roles that provide the opportunity to learn and practice skills that can be translated into career options. Those motivated by 'protective' factors may reduce guilt over being more fortunate than others or use the volunteer position to address one's own personal problems. Those who seek 'enhancement' opportunities center on personal development, personal growth and higher self-esteem.

# Volunteer Motivation

## Cycle of Engagement

Building on other research, Martin J. Cowling explains that motivation changes over time. Initially (in the first month) a volunteer many be attracted to your organization because of your mission and goals. Over time (1-3 months) they begin to see the benefits of working with your organization (what can I get out of this for myself), while still being motivated by the mission. Then (6–12 months) they become connected to the real work of the job (the real activity required of the position). Over the long term (12–24 months), a volunteer is motivated primarily by the work, but stays engaged because of the mission. While we often think that social considerations are very important, this research finds that, as important as the friendships are, the friends, leadership and the people in the organization are rarely the primary factor that influences whether a volunteer stays or moves on from a volunteer assignment.

## Volunteer Satisfaction

Cowling adds, quoting the work of Dr. Joan-Mary Hinds, that three drivers of volunteer motivation include: interest (does the volunteer feel enthusiastic, gain energy, feel connected and involved), satisfaction (positive attitude, focus, flexibility) and commitment (does the volunteer feel a sense of ownership, responsibility and challenge). Frequent check-in's with pro bono volunteers help you gauge your volunteer's well-being by observing these behaviors.

These factors should never be used to undermine an individual's sense of personal integrity. Your sensitivity to these different factors allows you to support the person in ways that reflect the factors that matter most to that individual volunteer. Since most of us are motivated by several or all of these factors at one time or another in our volunteer service, you will want to consider how best to meet the needs of your pro bono volunteer by providing a variety of experiences, relationships in your organization, and forms of recognition during different steps in the process of undertaking and completing a project.

The motivations that drive your own work are important considerations in developing relationships with volunteers. A little self-knowledge goes a long way to being an effective supervisor of staff or volunteers. If you are a goal-directed, no-nonsense person supervising a sociable, people-oriented volunteer, it is wise to take a deep breath, and take the time to engage in informal conversation, rather than just driving to get the work done. If you are a social person yourself who avoids conflict at all costs, you may find it very challenging to supervise a hard-driving person who is looking for every opportunity to impress senior management.

In developing forms of recognition for pro bono volunteers, you also should consider these motivators as keys to personal satisfaction. For instance, a person with strong social ties in your organization would probably prefer a lunch with peers, while the person motivated by power would probably relish an opportunity to present project results to senior management or the Board of your organization. A pro bono volunteer motivated principally by achievement might want his/her name on a product, an article about the product in the company newsletter, or a certificate of achievement. Talking opening and candidly about these differences establishes a climate of direct communication that builds relationships based on understanding one another.