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**VOLUNTEERS IN NATURAL RESOURCE, OUTDOOR
RECREATION, AND ENVIRONMENTAL MANAGEMENT
AND PLANNING: UNDERSTANDING THE ROLE OF
EXPECTATIONS IN THE FULFILLMENT OF
PSYCHOLOGICAL CONTRACTS**

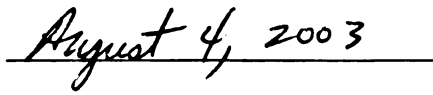
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Dayle Lee Jackson

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of the requirements for the

**Master of Science degree in
Park, Recreation and Tourism Resources**


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Date

**VOLUNTEERS IN NATURAL RESOURCE, OUTDOOR RECREATION, AND
ENVIRONMENTAL MANAGEMENT AND PLANNING: UNDERSTANDING THE
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CONTRACTS**

By

Dayle Lee Jackson

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ABSTRACT

VOLUNTEERS IN NATURAL RESOURCE, OUTDOOR RECREATION, AND ENVIRONMENTAL MANAGEMENT AND PLANNING: UNDERSTANDING THE ROLE OF EXPECTATIONS IN THE FULFILLMENT OF PSYCHOLOGICAL CONTRACTS

By

Dayle Lee Jackson

According to trend data, volunteering in recreation and the environment is increasing. While volunteer motivations have been studied in-depth, volunteer expectations have not been examined as closely. Other fields of study have found expectations influence trust, satisfaction, purchase and voting behaviors, and continued involvement. Analyzing data from a general household survey of the Great Lakes region, this thesis examines volunteer expectations based on sociodemographic variables, type of volunteer behavior, and type of organization volunteered with. Assessing expectations, this study found that regardless of type of participatory behavior or type of organization volunteered with, respondents viewed their participation as more than simply providing labor. Individuals performing all types of behaviors expected to have some level of influence in the decision making process. It is important for managers to create innovative ways to adapt their management style in order to meet expectations and fulfill volunteers' psychological contracts.

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CHAPTER I: INTRODUCTION

In 2000, 83.9 million Americans were engaged in some type of volunteer activity. Their combined efforts equaled approximately 15.5 billion hours, or the equivalent of over 9 million full-time employees, valued at \$239 billion (Independent Sector, 2001). On Fortune 500's list of the top 50 employers in terms of number of employees (March 24, 2003), the top 37 companies would need to merge to create a 9 million-employee labor force (see Appendix A).

With such a substantial number of individuals taking part in the volunteer process and contributing their time and effort, it is important for managers of volunteers to understand what volunteers expect from their experience. "The public expectations of increased involvement, especially in decision-making, have steadily increased in recent decades. At this point there is no reason to assume that those expectations will decline" (Force & Forester, 2002, p.22).

A brief history of volunteering in the United States

From the conception of the United States volunteers have played an ever present and important role in the formation of its values and belief system. Volunteers have helped to shape American society. In early America the role of government was at best limited and was almost exclusively focused on defense, trade, and commerce (Ellis, 1985). Institutions such as health care and educational facilities were created and run by individuals within local communities. Neighbors worked together to build homes, churches, and schools. Individuals each took responsibility for the community and its members.

Small towns eventually grew into larger cities. Government bodies began to emerge. Tax dollars were introduced and social service programs surfaced. Volunteers began to form organizations that focused on serving the community by providing members with programs that were needed, but had no available funding. Volunteers were and still are typically the first to acknowledge that problems exist and then put forth hours of time and effort to finding innovative solutions to the problems (Ellis, 1985).

In the mid-1800s, Alexis de Toqueville noted the “pervasiveness of volunteer activities in the United States” (Bradley, 1999/2000, p.45), and called attention to the fact that Americans as a whole seemed almost predisposed to create or join voluntary organizations and associations in massive numbers. According to the 1990-91 World Values Survey, over eighty percent of Americans reported belonging to one or more voluntary associations (Galston & Levine, 1997). The United States also has more adult volunteers than other Western countries with American adults being two times as likely to volunteer as German and French adults (Thoits & Hewitt, 2001).

With an unstable economy, stock market fluctuations, increased unemployment, and tight budgets at the local, state, and federal level, volunteers can supplement budgets by performing tasks that typically receive the smallest amount of paid employee time. In many instances the tasks are never completed because paid employees do not have time in their day or do not see the tasks as being as important as others. Volunteers can complete tasks without consuming paid employee time or organizational funding (Independent Sector, 2001). With volunteers providing an inexpensive labor source for over 40,000 organizations in the United States, meeting the needs of volunteers helps organizations to better meet and accomplish their goals (Kotler, 1982).

Study Purpose

The purpose of this thesis is to assess the expectations of volunteers who conduct natural resource, outdoor recreation and environmental management and planning activities. This study is important and relevant particularly for managers of volunteers and organizations who are highly reliant on their volunteer labor force. Knowing and meeting volunteers' expectations can lead to increased job commitment, higher levels of job satisfaction, and lower volunteer turnover rates. The longer volunteers are willing to stay with an organization, the more knowledgeable they become of the organization and the more skills they acquire. Long-term volunteers require less direct supervision and are able to independently complete tasks and get the job done. Creating long-term volunteers benefits organizations, and meeting volunteer expectations can be a first step in keeping volunteers satisfied. If managers know what expectations arise they will be better able to fulfill volunteers' psychological contracts and reap the benefits of contract fulfillment.

CHAPTER II: LITERATURE REVIEW

The volunteer workforce is extensive and continuing to expand. Now more than ever it is important to understand the what, who, where, when, and why that drives the volunteer process. At the organizational level, volunteers can be an extremely useful and inexpensive source of offsetting budget cuts. This is especially true for the recreation and leisure professions where cutbacks are continuing to take place in already lean budgets. Organizations that rely on volunteer labor due to small labor budgets would not be able to offer the same services or reach the same number of people if volunteers were not serving their organization (Grossman & Furano, 1999). When companies are forced to downsize, volunteers provide a valuable alternative to paid employees.

In order to capitalize on the assistance volunteers can provide, organizations must first know the characteristics of volunteers in order to create appropriate and effective ways to recruit, train, utilize, and retain volunteers. Knowing individuals' motivations and expectations when volunteering can help organizations better market to attract volunteers, and help managers form productive relationships with them. Without this knowledge, organizations may not be taking full advantage of the vital resource that volunteers can provide.

VOLUNTEERING

What is volunteering?

According to the President's Task Force on Private Sector Initiatives (1982),

Volunteering is the voluntary giving of time and talents to deliver services or perform tasks with no direct financial compensation expected. Volunteering includes the participation of citizens in the direct delivery of service to others; citizen action groups; advocacy for causes, groups, or individuals; participation in

the governance of both private and public agencies; self-help and mutual aid endeavors; and a broad range of informal helping activities (p.4).

A distinction is made between three specific types of volunteering. There are formal volunteers, informal volunteers, and stipend or paid volunteers. Formal volunteering consists of deeds that are done through a formal organization such as a school, church, or hospital. Wilson & Musick (1997) define formal volunteering as work done within the community that directly benefits the entire community or small groups of individuals within the community who are in need. Belonging to an organization is not enough to be included as formal volunteering. Formal volunteering is seen as the action, time and effort put forth within an organization.

Informal volunteering, on the other hand, consists of a range of activities from babysitting for a friend, shopping for a neighbor, or bringing dinner to an elderly member of the community without any formal organization being involved (Brown, 1999). Finally, stipend volunteer programs offer a small stipend for their volunteers to help them with such items as costs of living and possibly tuition waivers in return for their commitment to service (Brown, 1999).

An exact distinction does not exist between citizen participation and volunteering. In many situations, the choice of terms depends on the researcher and the disciplinary background for the study. Arai and Pedlar (1997) state that volunteering most often involves services that are professionally initiated and defined, and are based primarily on professional perception of community need. Conversely, citizen participation involves more individually initiated voluntary activity which people pursue. Individuals identify their own needs, initiate strategies for change, and take action (Arai & Pedlar, 1997).

Even so, there is no distinct separation or linkage between the two. In most situations whether an individual is a citizen participant or a volunteer is self defined.

Who is volunteering?

According to the Independent Sector, a non-profit, non partisan coalition that conducts biennial surveys of giving and volunteering behavior in the United States, 44% of the adult population aged 21 and older volunteered in 2000. Women (Independent Sector, 2001; Kim & Hong, 1998; Smith, 1994), married, middle-aged, employed, high income and well-educated individuals are more likely to be volunteers (Bradley, 1999/2000; Brown, 1999; Independent Sector, 2001; Kim & Hong, 1998; Rotolo, 2000; Wilson & Musick, 1997). Individuals with some advanced education beyond high school and college graduates are more likely to volunteer than individuals whose highest level of education is a high school diploma (Brown, 1999). One in four individuals with a household income of less than \$25,000 volunteered, whereas one in two volunteers came from households with incomes of \$75,000 or more (Independent Sector, 2001).

Retired and unemployed individuals are not as likely to volunteer as those who are working (Brown, 1999). “Women who work only part-time and people who work for themselves are more likely to volunteer than people whose schedules must accommodate working full-time for someone else” (Brown, 1999, p.125). Individuals who own their own homes (Independent Sector, 2001; Kim & Hong, 1998), those with school-aged children (Smith, 1994), and persons who volunteered as youths are more likely to volunteer as well (Brown, 1999, Independent Sector, 2001).

“When asked, people of all races and ethnicities volunteer at approximately the same rates” (Independent Sector, 2001, p.23). Although this is true, whites are significantly more likely to be asked to volunteer than other racial or ethnic groups. Hodgkinson and Weitzman (1996) found that young, single, minority, and lower-income individuals are not asked to volunteer as frequently as their counterparts.

Where are they volunteering?

Religious organizations consistently receive the largest influx of volunteers. Over one quarter (28.4%) of the total number of volunteer hours takes place for a religious organization (Independent Sector, 2001). Along with religious based volunteering, the Independent Sector (2001) found the secular types of organizations most likely to attract volunteers are health, education, human services, and youth development organizations.

It is also important to note that although environmental organizations were some of the least likely to attract volunteers, they were one of the top organizations in terms of the number of hours volunteers donated (Independent Sector, 2001). Volunteers for environmental organizations contributed an average of twenty-six hours per month, which is equivalent to the number of hours of youth organization volunteers (Independent Sector, 2001).

How often are they volunteering?

Data from the 1996 study done by the Independent Sector suggests that many volunteers are only slightly involved. They take part in solitary events or on particular holidays (Hodgkinson & Weitzman, 1996). In 2000, more than 27% of volunteers to

formal organizations volunteered in the last month for an average of 24 hours (Independent Sector, 2001).

Consistent with the Independent Sector's findings, Propst & Bentley's (2000) study of citizens from volunteer mailing lists of a mountain bike association, environmental organization, nature center, trail advisory board, national park and state park, revealed that respondents averaged 21 days per person per year of volunteer time, or approximately 3.2 hours per week.

Why are they volunteering?

There are numerous reasons as to why individuals choose to volunteer. A study conducted by Hedrick (1983) of volunteers at a mental health center concluded that their main motivations for volunteering were 1) that the task was seen as important, 2) it was enjoyable and interesting, and 3) the volunteers had a good supervisor.

An investigation of college students completed by Fitch (1987) found their top four motivations for volunteering were 1) they get a good feeling helping others, 2) were concerned about the less fortunate, 3) friendships with other people and volunteers, and 4) would hope someone would help them if they were in that situation.

Volunteers have both altruistic and egoistic reasons at varying levels for becoming involved (Warburton, Terry, Rosenman, & Shapiro, 2001). Clary and Snyder (1999) point out that individuals have many reasons for volunteering because volunteering itself is multimotivational in nature. Although this is true, Smith (1981) asserts that because helping others is not typically assumed to involve selfish motives or self-centered reasons, self-report methods will overestimate the altruistic reasons for

volunteering. In most cases, respondents will feel it is not appropriate to report personal gains, such as volunteering “looks good on a resume,” or “wanted others to like me and think I was a good person.”

Table 1 lists other primary motivations for volunteering. Even though volunteers do receive extrinsic rewards for their time and effort, most individuals are primarily motivated by the intrinsic rewards they expect to receive (Wilson & Musick, 1999). It is also important to understand that motivations differ by individuals and are situation dependent. Individuals may volunteer at an event because it will benefit their children; for an organization because they are passionate about the cause; in a new town to meet people (Independent Sector, 2001); or at a health fundraiser because someone close to them has been diagnosed with a disease (Clary & Snyder, 1999, Independent Sector, 2001).

Table 1. Primary motivations for volunteering.

Why volunteer?
<ul style="list-style-type: none"> ◆ For altruistic reasons, to help others, give back to community (Arai & Pedlar, 1997; Bradley, 1999/2000; Cnaan & Goldberg-Glen, 1991; Independent Sector, 2001; Hodgkinson & Weitzman, 1996) ◆ Were asked to (Carson, 1999; Independent Sector, 2001) ◆ To make a difference, accomplish something, be productive (Brown, 1999; Bradley, 1999/2000) ◆ Because passionate about something, interested in type of work (Bradley, 1999/2000) ◆ To feel needed (Bradley, 1999/2000; Independent Sector, 2001) ◆ To enhance personal efficacy (Musick, 1999) ◆ To expand social connections, business contracts (Clary & Snyder, 1991; Hodgkinson & Weitzman, 1996; House, 1988) ◆ To pass on or gain knowledge (Bradley, 1999/2000; Clary & Snyder, 1991; Clary, Snyder & Ridge, 1992; Omoto & Snyder, 1995) ◆ For value expression, social adjustment, ego defense (Clary & Snyder, 1991; Clary, Snyder & Ridge, 1992; Omoto & Snyder, 1995) ◆ Feel compassion toward people in need, those with more should help those with less, important activity to people one respects, someone close is involved or benefits (Independent Sector, 2001)

Volunteers may also participate because they have a predisposition to volunteering depending on their socialization to volunteering, their personality traits, and their attitudes. Elshaug and Metzger (2001) found that certain personality traits were present in volunteers they studied. Volunteers were more assertive, agreeable, and extraverted in nature. The Independent Sector (2001) found that its volunteers had a sense of personal power, a belief that they could improve the welfare of others, a higher level of compassion, and strong community ties and involvement.

Benefits of volunteering

After a review of the research, Wilson and Musick (1999) concluded that individuals receive benefits from their volunteer experiences that remain long after their volunteer role is complete. Volunteering for a cause makes individuals feel useful. For elderly individuals in particular, volunteering can provide much needed social interaction (Grossman & Furano, 1999). House (1988) found the degree to which individuals are socially integrated in terms of the number of relationships a person has to be correlated with positive mental health.

Thoits & Hewitt (2001) established that volunteering enhances six aspects of well-being: happiness, life satisfaction, self-esteem, sense of control over life, physical health, and depression. Volunteering contributes to decreased psychological distress and buffers negative consequences of stressors (Rietschlin, 1998; Oman, 1999); it increases life satisfaction and decreases depression (Van Willigen, 1998); and it is associated with better physical health and lower mortality as much as 30 years later (Moen, Dempster-McClain, & Williams, 1989). A twenty-five year National Institute of Mental Health

study found “that highly organized activity (such as regular volunteering) is the single strongest predictor, other than not smoking, of longevity and vitality” (Grossman & Furano, 1999, p.200). Studies suggest that volunteering can lower the risk of mortality by increasing self-esteem, positive affect, and self-efficacy which all help to reduce stress levels (Musick, 1999).

Volunteer work in older adults leads to higher life satisfaction, a stronger will to live, greater feelings of self-respect, and fewer symptoms of depression and anxiety (Hunter & Linn, 1981). It helps individuals maintain and enhance skills and knowledge, renews or recreates human capital, reconstructs social roles, increases well-being and life satisfaction, as well as maintains and increases mental and physical health (Kim & Hong, 1998).

Why aren't individuals volunteering?

Although almost one half of the adult population volunteers, a little over half of the population does not participate in any volunteer activities. The Independent Sector (2001) asked non-volunteers to list their reasons for not volunteering. Having no time, unable to volunteer due to health problems or physically incapable were the most common responses. Other reasons included not being asked, not knowing how to start volunteering, and not having transportation to any volunteer activity.

Propst & Bentley (2000) found barriers to participation to be: other family obligations (45%), already spent enough time in activities (28%), not enough time (24%), lack of awareness of what opportunities exist (17%), health reasons (7%), and monetary costs and distance (2% respectively).

EXPECTATIONS

Julian Rotter (1954) was one of the first researchers to acknowledge the importance of expectations in motivating behavior. He stated that the probability one will engage in a behavior is determined by expectations of attaining a goal. Expectations are the projected result of a probabilistic circumstance; an emotional state of anticipation (Dictionary of Psychology, 1995). Expectations are not what an individual wants to happen, but what an individual believes will actually happen.

Expectancy theory

Expectancy theory states that individuals engage in the type of work they find attractive and achievable, and which they feel will lead them to favorable consequences (Zimbardo & Gerrig, 1999). In the 1960s, Vroom (1964) and Porter and Lawler (1968) introduced expectancy theory to explain workers' motivation. They found that workers expect that their effort and performance on the job will result in desired outcomes and rewards. When expectations match reality, job satisfaction, likelihood of staying in a job, and expended effort increase. If expectations do not match reality, dissatisfaction, withdrawal from the position and decreased effort may occur.

The formation of expectations

In the 1980s, consumer behavior researchers began to focus more on the process by which expectations developed. According to the literature on marketing and consumer behavior, expectations are derived from past experience (Bateson, 1981; John, 1992), academic preparation (Good & Fairhurst, 1999), personal characteristics (Oliver,

1980), direct inspection of a product (Beales, Mazis, Salop, & Staelin, 1981), and marketing activities. Consumer expectations can be formed by what is externally communicated by the organization in the form of advertising or word of mouth. They can also be based on organizational traditions including its reputation and image, and organizational ideology including institutional, religious, or political representations or affiliations (O'Connor, Trinh, & Shewchuk, 2000).

Why are expectations important?

According to Mercer (1988) “a basic principle of psychology is that the more accurate a person’s expectations before entering a situation, the more likely that person will feel satisfied after he or she learns the situation’s realities from actual first-hand experiences” (p.40). Farmer and Fedor (1999) sampled a large, national, nonprofit fundraising health advocacy organization. Upon entry into the organization, a series of semi-structured interviews were performed with executive committee volunteers. The volunteers were intentionally drawn from distinct geographical areas. The sample consisted of 451 volunteers from 95 chapters and 48 states. A 35% response rate was attained for the sample. Farmer and Fedor (1999) found that volunteers who reported their expectations were being met, participated more in the organization and planned to stay with the organization longer.

Studies like Farmer and Fedor have provided consistent findings in diverse domains across four decades. Expectations are important because they can influence job satisfaction (deLeon & Taher, 1996; Good & Fairhurst, 1999), voting behavior (Irwin & Van Holsteyn, 2002), patient satisfaction with physician and intent to change physician

(Glascoff, 2002; Clow, Fischer, & O'Bryan, 1995; Baker, 1998; John, 1992), perceptions of managers' leadership abilities (Collins, 2002; Sosik, Potosky, & Jung, 2002), continued involvement or use of products or services (Pearson, 1995), and future purchase behavior (Myers, 1991). Table 2 cites findings from the literature on the potential outcomes of met and unmet expectations.

Table 2. Potential outcomes of met and unmet expectations.

Met expectations:

- ◆ Increased satisfaction (Oliver, 1980; deLeon & Taher, 1996; Michaels & Spector, 1982; Arnold & Feldman, 1982; Lachman & Aranya, 1986; Major, Kozlowski, Chao, & Gardner, 1995)
- ◆ Increased organizational commitment (Farmer & Fedor, 1999; Arnold & Feldman, 1982; Lachman & Aranya, 1986; Major, Kozlowski, Chao, & Gardner, 1995; Porter & Steers, 1973)
- ◆ Decreased stress (Savery, 1988)
- ◆ Decreased actual job turnover (Cotton & Tuttle, 1986; Huselid & Day, 1991)
- ◆ Increased feeling worthwhile (Porter & Steers, 1973)
- ◆ Increased participation in organization (Farmer & Fedor, 1999)

Unmet expectations:

- ◆ Higher turnover (Huselid & Day, 1991; Porter & Steers, 1973)
 - ◆ Decreased job satisfaction (Porter & Steers, 1973)
 - ◆ Decreased organizational commitment (Huselid & Day, 1991)
 - ◆ Increased withdrawal behavior (Bottger, 1990; Mowday, Porter, & Steers, 1982; Huselid & Day, 1991)
 - ◆ Successful socialization in organization inhibited (Feldman, 1976)
-

PSYCHOLOGICAL CONTRACTS

Psychological contracts were first discussed in the 1960s in relation to the unspoken expectations individuals had for their employment relationship (Argyris, 1960;

Levinson, Price, Munden, & Solley, 1962; Schein, 1980). More recently, Rousseau and her colleagues (Morrison, 1997; Robinson, 1994, 1996, 1997; Kraatz, 1994; & Parks, 1992) have taken a more in-depth, empirical look at psychological contracts and the role they play in employment relationships.

Psychological contracts defined

Psychological contracts are defined as an individual's beliefs regarding the terms and conditions of a reciprocal exchange agreement between themselves and another party (Rousseau & Parks, 1992). They are not part of the formal, written contract typically comprised of working hours, rate of pay, health benefits and so on. They also differ from social contracts, or "the expectations and obligations that workers, employers, and their communities and societies have for work and employment relationships" (Kochan, 2000, p.3). Psychological contracts are informal, unwritten, mutually interdependent sets of expectations that operate and evolve continuously in the minds of individuals. They are not made up of promises, which set up expectations of behavior, but unspecified contracts, which set up reciprocal expectations (Rousseau & Parks, 1992).

Rousseau (1989) states that the core of psychological contracts is the mutual obligations between employee and employer. Obligations exist on the perception that implicit promises have been made. Obligations are defined as "beliefs held by an employee or employer, that each is bound by promise or debt to an action or course of action in relation to the other party" (Robinson, Kraatz, & Rousseau, 1994, p.137). The perception of mutuality differs from the more general concept of expectations because the obligations are promissory and reciprocal in nature (Rousseau & Tijoriwala, S.A., 1998).

Employment obligations, embedded in the context of social exchange, form the psychological contract (Farmer & Fedor, 1999).

Types of psychological contracts

MacNeil (1985) makes the distinction between two types of psychological contracts: transactional and relational. Transactional contracts are narrower in focus, shorter with a more specific duration, and more economic in nature involving extrinsic rewards (Rousseau & Parks, 1992). They are static, publicly observable, limited in involvement, close-ended, and defined by precise responsibilities (Robinson, Kraatz & Rousseau, 1994; Farmer & Fedor, 1999).

Relational contracts are broader, longer, dynamic, more intense and socio-emotional (Robinson, Kraatz, & Rousseau, 1994). They are intangible as well as material, indefinite in duration, subjective to the parties involved, value-laden and developmental (Farmer & Fedor, 1999; Robinson, Kraatz, & Rousseau, 1994). They are also embedded in a broader network of social concerns including relationships, reputation, and justice, and are more concerned with collective interest (Rousseau & Parks, 1992; Farmer & Fedor, 1999). Unlike transactional contracts, relational contracts are held together by mutual trust.

Violation of psychological contracts

According to Rousseau (1995) and Morrison and Robinson (1997), psychological contracts can be violated in two distinct ways. Violations can occur due to renegeing or incongruence. Renegeing occurs when a promise is knowingly broken either intentionally

or due to unforeseen circumstances. Conversely, incongruence occurs when different understandings are present regarding what promises were thought to exist (Rousseau, 1995). Incongruence occurs when organizations unknowingly violate the contract. For example, in Propst and Bentley's (2000) study, managers did not have an accurate understanding of what their volunteers expected (see Table 3). Managers in their study had the potential to create contract violations due to incongruence.

Table 3. Managers' perceptions of citizen participants' expectations and citizen participants stated expectations.

Expectations	Managers	Citizens
Thank you	12%	8%
Public Recognition	81%	8%
More access to managers	24%	14%
More influence over decisions	33%	26%
Nothing	24%	62%

Adapted from Propst and Bentley (2000) Table 5.

Individuals hold organizations responsible for recognizing a job well done. If individuals believe they are not receiving adequate rewards for their work, they will perceive a contract breach (Porter & Steers, 1973). Transactional contract violations occur when the costs and benefits for the participant are unequal. Most often, the participant feels that the costs significantly outweigh the benefits. It occurs when an economic exchange is not deemed as appropriate (Turnley & Feldman, 1999). Numerous outcomes of psychological contract fulfillment and violation are identified in the literature (see Table 4). Trust is the foundation of psychological contracts. If contract

expectations are violated, trust and faith in the relationship are damaged which could lead to contract violations (Rousseau, 1989).

Table 4. Potential outcomes of psychological contract fulfillment and violation.

Contract Fulfillment

- ◆ Promote trust (Niehoff & Paul, 2001)
- ◆ Higher levels of job satisfaction, increased organizational commitment, increased intention to remain with employer (Niehoff & Paul, 2001)
- ◆ Increased affective commitment, lower levels of turnover intentions (Kickul, 2001)

Contract Violation

- ◆ Decreased trust (Niehoff & Paul, 2001; Kickul, 2001; Turnley & Feldman, 1999)
 - ◆ Increased likelihood for retaliation, sabotage, theft, and other aggressive behaviors (Niehoff & Paul, 2001)
 - ◆ Feelings of disappointment, betrayal, anger, resentment, moral outrage, injustice, frustration, hostility, engagement in unethical employee behavior, negative affect toward organization (Kickul, 2001; Rousseau, 1989)
 - ◆ Increased level of exit, voice, and neglect behaviors, decreased levels of loyalty to organization, neglect job duties, no longer defend organization against outside threats, bad word of mouth, feelings of betrayal (Turnley & Feldman, 1999)
 - ◆ Reduced satisfaction and organizational commitment (Robinson, Kraatz, & Rousseau, 1994; Niehoff & Paul, 2001; Turnley & Feldman, 1999)
 - ◆ Limited participation in organizational activities, psychological or actual withdrawal from organization (Rousseau, 1989)
 - ◆ Increased turnover (Guzzo, Noonan, & Elron, 1994; Robinson, Kraatz, & Rousseau, 1994)
 - ◆ Lower employee contribution and investment, decreased performance, attendance, retention, and citizenship behaviors (Robinson, 1996; Rousseau & Parks, 1992; Niehoff & Paul, 2001)
-

Relational contracts hold greater risk of violation than transactional contracts.

Relational violations are also more severe than transactional violations because relational

contracts are emotion-driven, and oppose self-centered behavior (Morrison & Robinson, 1997). Relational violations lead to changes in the nature of social relationships. When violated they reduce trust and lead participants to begin focusing on narrow, short-term issues that are deemed to be more transactional in nature (Robinson, Kraatz, & Rousseau, 1994). The intense, emotional connection and drive diminishes.

Theoretical basis for psychological contracts

Social exchange theory as defined by Blau (1967) occurs when “an individual who supplies rewarding services to another obligates him” (p.89). To release such an obligation, the party benefiting from the service must then furnish benefits to the first party in return. The obligations are unspecified, and if the second party furnishes benefits that are not perceived to be equivalent to what was originally given, disappointment and anger can occur. The first party cannot make the second party return the favor, or make sure the return is equivalent, but the expectation of a future return does exist.

If managers of volunteers do not know what an equivalent return is for volunteer service, volunteers may become disappointed and withdraw from the organization. What volunteers are expecting to receive and see as fair compensation for their voluntary service may not be what managers provide to them. If managers are aware of what volunteers expect, the exchange may be more equal and appropriate whether the reward expected to be received is intrinsic or extrinsic.

Individuals will compare inputs and outputs and if a balance is not found or the scale is tipped in which an individual is giving too many outputs, anger and withdrawal could occur. Social exchange theory is similar to Adams (1965) equity theory which

states that workers are motivated to maintain fair and equitable relationships with others. Motivation stems from a comparison of the inputs one invests in a job and the outputs one receives in comparison. When ratios are equal, one will feel that a fair exchange exists and will experience job satisfaction. When the exchange becomes unequal, particularly against the individual, one may alter their inputs which could include working less or leaving the exchange relationship (Adams, 1965). If individuals volunteer to fill needs (Clary & Snyder, 1991; Clary, Snyder, & Ridge, 1992), it implies that they enter the working relationship with specific expectations; they attend to whether the relationship is meeting their expectations, and then react within the situation accordingly.

Obligations increase as trust develops over the course of the exchange relationship (Blau, 1967). Trust is at the heart of social exchange relationships and if trust develops, the degree of the exchange will grow as well (Robinson, Kraatz, & Rousseau, 1994). “Since there is no way to assure an appropriate return for a favor, social exchange requires trusting others to discharge their obligations” (Blau, 1967, p.91).

If expectations are equal to the return, trust increases. In their investigation of a large, public, natural resource agency in Michigan, Smith and McDonough (2001) found that citizens’ perceived influence on decision outcomes and citizens’ ability to participate directly in making decisions were the two factors most strongly correlated with trust in the agency. However, Smith and McDonough (2001) also found that less than half of the respondents felt they could trust the agency. So, according to social exchange theory, trust should increase if the two expectations are met.

Serious leisure

To support psychological contract theory and its roots in social exchange theory, as well as apply it directly to natural resource, outdoor recreation, and environmental management and planning volunteers, it is important to consider Stebbins' theory of serious leisure. Stebbins' widely accepted definition of serious leisure (1992, p.3) is:

Serious leisure is the systematic pursuit of an amateur, hobbyist or volunteer activity that participants find so substantial and interesting that in the typical case, they launch themselves on a career centered on acquiring and expressing its special skills, knowledge and experience.

Volunteers typically are motivated to volunteer with certain types of organizations because they identify strongly with the organization's mission, goals and values. Most career volunteers' main motivation for volunteering is for an altruistic reason such as the desire to help people or to contribute to the community's well-being (Stebbins, 2001). Volunteers want to contribute to the development of community life by using their valuable skills, knowledge, and experience. They do receive pleasure from volunteering, but pleasure is less important to them than accomplishing a task or sharpening their skills.

Unlike most types of leisure, serious leisure consists of obligations. Whether or not individuals define an activity as leisure, or as an obligation, depends on the individual and the situation. Dumazedier (1967) coined the term "semi-leisure" to describe activities "which arise in the first place from leisure, but which represent in differing degrees the character of obligation" (Stebbins, 2000, p. 153). The line between leisure and obligation is at times unclear and dependent on the individual's attitude.

In Schroeder (2000) and Grese, Kaplan, Ryan, and Buxton (2000), most volunteers did not view their work in nature restoration projects as recreation or leisure.

While some volunteers did experience benefits or outcomes typically associated with recreation, such as personal restoration or social interaction, seeing their participation as recreation depended on their level of commitment and their frequency of participation. While this does not exactly support Stebbins' idea of serious leisure, the respondents in the studies did view the restoration as an important accomplishment. The volunteers may have been honing their skills while completing the restoration project. They also did not view their experience as work. They could have been involved to expand their knowledge and make a difference, which is similar to career volunteers. Career volunteers are highly involved in their volunteer experience, and in many circumstances become more knowledgeable than experts.

Serious leisure is characterized by flexible and agreeable obligations. Flexible obligation is the relative freedom to honor commitments. Agreeable obligation can take the form of behavior, states of mind, or attitudes that are not necessarily objectionable (Stebbins, 2000). Agreeable obligation accompanies positive attachment to an activity and is associated with pleasant memories and expectations. For example, someone who leads an aerobics class may do so because they love aerobics, they enjoy teaching, and they like interacting with their students. Agreeable obligation is present even in an enjoyable situation because obligations still exist to be at the gym at a certain time for class, to be there on certain days, and to be ready to teach an aerobics lesson. When obligations are no longer seen as agreeable, abandonment of the activity may occur.

Stebbins, in his study of francophone volunteers, found that if their volunteer experience became disagreeable at any time, the volunteers were able to and would leave the experience for a better volunteer arrangement. The volunteers preserved their right to

choose the situation they were volunteering in (Stebbins, 2001). Volunteers are able to leave an experience that is not meeting their expectations, whereas in most situations employees do not leave their job if it is not meeting their needs. Unless employees have another job to go to, they are not as likely to leave a work situation as easily or as quickly as volunteers. This has implications for unmet expectations and violated psychological contracts. If expectations are not being met by the organization or the manager of the volunteers, volunteers are able to leave the situation and donate their time elsewhere.

The existence of psychological contracts in volunteers

Although the concept of psychological contracts was first developed within the working arena to better understand and define the relationship between paid workers and their employers, researchers (Liao-Troth, 2001; Farmer & Fedor, 1999; Pearce, 1983) have found empirical support to justify applying psychological contracts to volunteers as well.

In his study, Liao-Troth (2001) found that psychological contracts between paid employees and volunteers were virtually the same, except for psychological contract issues involving expectations of pay or other economic rewards. Since most volunteers are donating their time and effort without expecting monetary rewards, the expectation of pay does not exist.

Farmer and Fedor (1999) found that volunteers, like employees, labor on behalf of an organization and in doing so form expectations. Volunteers believe that a mutual agreement exists between themselves and the organization, even if the belief is implicit. In both employment and volunteer relationships reciprocal obligations exist. This

suggests that psychological contracts exist in volunteers as well as employees (Farmer & Fedor, 1999).

An important point about psychological contracts in volunteers is that volunteers primarily form relational contracts due to the very value-based nature of volunteering (Farmer & Fedor, 1999). Accordingly, the more severe outcomes that are associated with the violations of relational contracts are what managers of volunteers are primarily faced with.

MANAGING VOLUNTEERS

It is important for managers to keep in mind that not only can volunteers benefit the organization, but they too can benefit from their experience. Wilson and Musick (1999) state, "Indeed, it is widely believed that helping others is as beneficial for the donor as it is for the recipient" (p.141). "In the past, whether volunteers personally benefited from their experience was not considered; today, if volunteers are expected to be dependable and dedicate more of their time, programs need to think about the personal benefits their unpaid workforce receives" (Grossman & Furano, 1999, p.201). Not only should volunteers be held responsible to be effective and efficient in their volunteer work, but the organization in turn needs to be held responsible for providing an experience that is rewarding to the volunteer. Volunteer work can empower individuals and it can provide them with experiences that can benefit their lives in many different ways.

Robinson, Kraatz, and Rousseau (1994) noted that many circumstances focus on creating "good soldiers" and not as much attention is focused on creating "good generals." "Managers who adapt their behavior to conform to the expectations and

preferences of others can respond to the complexity and dynamic pace of contemporary organizations” (Sosik, Potosky, & Jung, 2002, p.211). Managers of volunteers need to be aware of what is working within the organization and what needs to be changed (Collins, 2002). With a participatory management style managers will be able to grow in their leadership abilities while better meeting the expectations of volunteers and the organization as a whole (Collins, 2002).

In their review of the literature pertaining to public involvement in the National Park Service, Force and Forester (2002) acknowledged certain management practices that are beneficial to creating public input success. Managers should focus on the process of public involvement as well as the outcome, they should clarify the goals of public involvement, and they should use a variety of techniques to reach as many individuals and as many types of individuals as possible. Managers should also include a two-way flow of communication at all times during the process. Force and Forester (2002) also made an important finding in analyzing three types of involvement (unsolicited comments, surveys, and advisory committees). They found that those individuals who were members of advisory committees learned more about the issues, including all sides of the issues, and they had an improved opinion of the agency as a whole.

Volunteers primarily form relational psychological contracts. Combine this with the difficulty of mandating volunteer behavior and the outcome is that violations of relational contracts of volunteers can lead to seriously decreased levels of participation (Farmer & Fedor, 1999). “If a manager is not aware of her or his volunteers’ psychological contracts, then he or she may unintentionally violate the volunteers’

psychological contracts, which can have negative consequences in terms of job performance” (Liao-Troth, 2001, p.432).

Managers need to balance between volunteer expectations and expectations of the organization. They need to be open and honest in communicating to volunteers what the organization is expecting as well as communicating to the organization what volunteers are expecting (Sosik, Potosky, & Jung, 2002). To help prevent violations of psychological contracts, managers need to be aware of and be actively managing volunteer expectations.

Managers and organizations need to accurately define job duties and the role of the volunteer. It is crucial to discourage any unrealistic expectations at the beginning of the volunteer process. It is also important for managers to match volunteers to activities that correspond to their motivations and their abilities (Farmer & Fedor, 1999). Clary & Snyder (1999) agree. “If volunteers’ satisfaction with their volunteer service is associated with receiving functionally relevant benefits, then it follows that their actual intentions to continue serving as volunteers will also be linked to the matching between experiences and motivations” (p.158).

Farmer & Fedor found that if volunteers felt they were being appreciated, they were doing valuable work, and their supervisors were concerned with their welfare, intentions to leave the organization were lower (Farmer & Fedor, 1999). Managers of volunteers also need to be aware of the importance of symbolic support which can take the form of “recognition and appreciation for work done, personal interest in the life and well-being of the volunteer, timely and helpful feedback on the results of their efforts,

and providing a supportive social network of other volunteers” (Farmer & Fedor, 1999, p.367).

PROBLEM STATEMENT

With volunteer motivations and psychological contracts being well studied in other domains, the next important focus is volunteer expectations in natural resource, outdoor recreation, and environmental management and planning activities. Expectations are part of psychological contracts that can influence volunteer experiences. A study of expectations in this domain will expand the literature and provide managers of volunteers with information they may be lacking. In many situations, managers of volunteers do not know what expectations volunteers have, or they misjudge the importance of some expectations over others. Where volunteers are expecting to give their time and effort to influence the decision process, managers may be providing them with a simple thank you and not taking their suggestions seriously. This could negatively impact the volunteers’ experience.

RESEARCH OBJECTIVES

The objectives of this study are:

- ◆ To identify general sociodemographic characteristics of volunteers in natural resource, outdoor recreation, and environmental management and planning activities and compare them to other volunteers and non-volunteers in the sample as well as against other studies of volunteers

- ◆ To categorize type of participatory behavior, type of organization and expectations of natural resource, outdoor recreation, and environmental management and planning volunteers
- ◆ To determine whether expectations differ depending on sociodemographic variables, types of participatory behaviors, and types of organizations volunteered with

CHAPTER III: METHODS

The data for this study were gathered using random-digit dialing and telephone surveys. The telephone surveys were conducted by Michigan State University's Travel, Tourism and Recreation Resource Center as part of its annual Michigan Travel Market Survey (see Appendix B). This procedure was chosen because adding questions to an existing survey provided a low cost and time efficient way to gather data. The telephone survey also provided access to a large and random sample of households from the Great Lakes region. The Great Lakes region included Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, and the Canadian province of Ontario.

The random-digit phone numbers were purchased from the Survey Sampling International, Inc. in Connecticut. The interviews were conducted with the assistance of a CATI (Computer Assisted Telephone Interview) system. Phone numbers were entered into the computer system; the computer system randomly dialed a number, and kept the number in the system until it was verified to be invalid. Up to five callbacks were placed for each random phone number. Individual responses were entered directly into StatPac, and were later transferred into SPSS for data analysis.

The survey was conducted with the person in the household with the next birthday who was at least eighteen years of age. During the thirty-week period from January through mid-August 2002, 3,197 interviews were completed. Each interview lasted approximately twelve minutes and a 44% response rate occurred which took into consideration refusals, answering machines, no-answers, and busy numbers.

The Michigan Travel Market Survey has been conducted annually since 1996. A subsample of nonrespondents from 1996 to 1998 was questioned to test for nonresponse

bias and none was found (Holecek, Spencer, Williams, & Herbowicz, 2000). It is important to note that in Holecek, et al.'s check for nonresponse bias, only demographic variables were tested. Since the Michigan Travel Market Survey did not contain questions on volunteering in 1996-98, the author can only conclude some evidence for lack of nonresponse bias in regards to demographics. The extent of nonresponse bias in relation to this study's variables is unknown.

The sociodemographic variables that were included in the questionnaire were recorded for all individuals regardless of whether they were volunteers in natural resource, outdoor recreation, or environmental management and planning (NRORENV volunteers), volunteers in other fields (general volunteers), or non-volunteers. The sociodemographic variables are listed in Table 5. Other variables were not available for all respondents because questions were filtered based on responses.

Table 5. Sociodemographic variables asked of all respondents.

Variables	Scale	Attributes
Gender	Nominal	Male/Female
Household Income	Ordinal	Above/Below median \$42K Above/Below \$65K
Full time employees in household	Interval	0, 1, 2, 3 or more
State or province	Nominal	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, Ontario
Children	Nominal	Pre-school children Yes/No Under age 18 Yes/No
Senior Citizen	Nominal	Yes/No
Person with a handicap	Nominal	Yes/No
Race	Nominal	Caucasian, African American, Asian, Hispanic/Latino, Other

Gender was not asked of the respondent, but instead determined by the interviewer. A category was available if the interviewer was not able to determine if the respondent was male or female based on their voice. Household income was first asked as above or below the median of \$42,000, and if the respondent answered that it was above the median they were asked if their household income was above or below \$65,000 annually. Respondents were also asked how many full-time employees resided in the household. State or province was included as a variable, and a new variable, country of residence, was later formed from the category dichotomized between the United States and Canada.

In relation to children, respondents were asked two distinct questions. The first was to distinguish if they had pre-school children at home, and the second was if they had children under the age of 18 living at home. Whether or not they were senior citizens or individuals with handicaps was also asked during the phone interview. Race was also recorded for all respondents, and was later coded into the five categories listed in Table 5. Finally, all respondents were asked if they had volunteered their time in any way in the previous twelve months. If respondents had volunteered in some way, they were asked how many times they volunteered and if it was in natural resource, outdoor recreation, or environmental management or planning activities.

The variables that were specifically recorded for volunteers in natural resource, outdoor recreation, and environmental management and planning are defined in Table 6. Respondents who answered that they had participated in natural resource, outdoor recreation, and environmental management and planning were asked in an open-ended format what they did during their volunteer experience and for what organization. The

answers were entered directly as stated into the database by the phone interviewer. Each respondent could reply with up to three separate volunteer behaviors and organizations. After the three possibilities were exhausted either because they had volunteered in such a way only once or twice, or they completed all three opportunities, they were then asked in a checklist format what they expected during their volunteer experience.

Table 6. Variables recorded for volunteers in natural resource, outdoor recreation, and environmental management and planning.

Type of participatory behavior	Stewardship activities, Routine tasks, Authoritative behaviors, Youth activities, Recreation activities, or Other category
Type of organization	Environmental, Recreation, Youth, Citizen boards, or Other organization
Expectations	Thanks, Public Recognition, More access to managers than citizens who do not participate, More influence on agency/organization decisions and policies, Support (transportation, food & beverages, child care, etc.)

The participatory behaviors were initially condensed into the sixteen participatory behavior categories used in Propst and Bentley's (2000) study, but due to sample size were later reduced into the six listed in Table 7. The type of organization categories were formed after analysis of the corresponding open-ended responses (also in Table 7). Although some of the examples for type of organization may appear to fit into more than one type of organization category, the placement was influenced by type of participatory behavior done with the organization. For example, the type of participatory behavior done for Ducks Unlimited was wetlands restoration. This philosophy was used throughout the assignment of organizations.

Table 7. Descriptions of participatory behaviors and types of organizations.

Type of participatory behavior:

Stewardship activities: resource monitoring and stewardship activities (bird counts, exotic species removal, prescribed burns, tree planting, etc.)

Routine tasks: wide range (office assistance, fundraising, facility inspections, maintenance, litter pick up, painting, etc.)

Authoritative behaviors: policy-making (member of a formal citizen board or commission, member of a planning team, etc.)

Youth activities: youth activities other than sports (Girl Scout/Boy Scout activities and outings, school groups, summer camps, etc.)

Recreation activities: sports activities (coaching, umpiring, leading a mountain bike ride, etc.)

Other: those types of participatory behaviors not falling into the above-mentioned categories or too vague to be categorized (i.e. church, literacy, cooking, gardening, organized trip, planned an activity, Relay for Life, donated, children, doing games, etc.)

Type of organization:

Environmental: primarily involving environmental concerns (Green Peace, Ducks Unlimited, Lake Management Society, River Watch, etc.)

Recreation: concerned with recreational, fitness, sports activities (sport clubs, running associations, fitness clubs, etc.)

Youth: interested in youth, have a youth service mission (YMCA, 4-H, Girl Scouts, Boy Scouts, schools, camp associations, etc.)

Citizen boards: part of governing board, involve decision-making, policy-setting (Chambers of Commerce, county fair boards, DNR, county of... city of... etc.)

Other: organizations not falling into the above mentioned categories (religious, family businesses, research corporations, homeowners associations, sororities/fraternities, hospitals, local newspapers, American Cancer Society, March of Dimes, Red Cross, etc.)

Volunteer expectations were then asked in a checklist format. The listed expectations included thanks, public recognition, more access to managers than citizens who do not participate, more influence on agency/organization decisions and policies, and support (Table 6). "Recognition differs from informal and private forms of appreciation such as a manager congratulating a volunteer on a 'job well done' in a

hallway conversation” (Fisher & Ackerman, 1998, p.264). Recognition publicly acknowledges the volunteer’s hard work and commitment to the organization. For those volunteers who expect social approval, public recognition is an important incentive.

These specific expectations were pulled from the literature on public participation. They were also incorporated in order to enable direct comparisons between Propst & Bentley’s (2000) study and this research. Respondents were asked to answer yes or no to each expectation. They were also asked a follow-up question regarding if they expected anything else when they volunteered. If they did, open-ended responses were entered into the database. Responses from the open-ended question were analyzed to ensure the responses did not repeat the initial five expectations. Open-ended responses were evaluated to see if a new expectation could be formed. The open-ended responses can be found in Table 8. The majority of open-ended expectations were not extrinsic rewards that managers of volunteers or organizations could directly provide to the volunteers. Many were intrinsic rewards that volunteers expected to experience. Those volunteers who answered no to each expectation and who did not have an additional open-ended expectation were coded as expecting nothing.

Table 8: Open-ended responses for any additional item expected.

Other expectations: (received 15 open-ended responses: one of each listed)

A cleaner earth	Personal satisfaction
A good feeling in her heart	Re-elected
Appreciation	Self-respect
Community involvement	Self-gratification
Improvement in natural resources	Self-satisfaction
Just a smile	Spiritual fulfillment
Make sure everything is going to person it is supposed to	Want the kids to learn
More exposure for business	

CHAPTER IV: RESULTS & DISCUSSION

Frequencies for the sociodemographic variables asked of all respondents are summarized in Table 9. Census estimates are included as well. The United States estimates are for 2000 including individuals age eighteen and older, whereas the Canadian statistics are from 2001 and include individuals age fifteen and older.

For this sample, 1,301 respondents, out of the total 3,197 respondents, or 40.7%, volunteered in some way during the previous twelve months. In their general household survey of giving and volunteering behavior, the Independent Sector (2001) found that 44.2% of their respondents had volunteered in some way during the previous twelve months. The current study also found that 247 respondents, or 7.7% of the sample, volunteered their time in natural resource, outdoor recreation, and environmental management and planning activities. Although the Independent Sector (2001) does not include the exact category of natural resource, outdoor recreation, and environmental management and planning, it does contain two comparable categories of "Recreation" and the "Environment." Summing the percents from these categories gives a figure of 8.1%, which is close to the 7.7% of this sample. This suggests a close correspondence regarding the type of volunteering between the two independent studies.

It is important to note that this study questioned individuals age eighteen and older whereas the Independent Sector's (2001) study interviewed individuals age twenty-one and older. In 2001, the Independent Sector changed its methodology. In previous years in-home personal interviews were conducted with individuals eighteen years and older. In their most recent study, telephone interviews were conducted with individuals twenty-one years and older.

Table 9. Frequencies of sociodemographic variables by type of individuals.

		Non-volunteers	General volunteers	NRORENV volunteers	Census
Gender	Male	744 (39.2%)	359 (34.1%)	96 (38.9%)	20,900,646 (48.3%)
	Female	1146 (60.4%)	690 (65.5%)	149 (60.3%)	22,366,482 (51.7%)
State	Illinois	231 (12.2%)	130 (12.3%)	25 (10.1%)	9,173,842 (21.2%)
	Indiana	242 (12.8%)	124 (11.8%)	29 (11.7%)	4,506,089 (10.4%)
	Michigan	489 (25.8%)	252 (23.9%)	60 (24.3%)	7,342,677 (17.0%)
	Ohio	326 (17.2%)	179 (17.0%)	48 (19.4%)	8,464,801 (19.6%)
	Wisconsin	234 (12.3%)	179 (17.0%)	39 (15.8%)	3,994,919 (9.2%)
	Ontario	372 (19.6%)	185 (17.6%)	45 (18.2%)	9,784,800 (22.6%)
Country	United States	1523 (80.3%)	868 (82.4%)	201 (81.4%)	33,482,328 (77.4%)
	Canada	372 (19.6%)	185 (17.6%)	45 (18.2%)	9,784,800 (22.6%)
Preschool children	Yes	204 (10.8%)	142 (13.5%)	39 (15.8%)	
	No	1480 (78.1%)	908 (86.1%)	208 (84.2%)	
Children under 18	Yes	479 (25.3%)	397 (37.7%)	117 (47.4%)	8,167,470 (40.0%)
	No	1206 (63.6%)	651 (61.8%)	130 (52.6%)	12,267,578 (60.0%)
Senior citizen	Yes	414 (21.8%)	250 (23.7%)	48 (19.4%)	3,990,292 (23.1%)
	No	1271 (67.0%)	797 (75.6%)	199 (80.6%)	13,253,771 (76.9%)
Handicapped	Yes	143 (7.5%)	69 (6.5%)	16 (6.5%)	
	No	1539 (81.2%)	978 (92.8%)	230 (93.1%)	
Wage earners	0	323 (17.0%)	185 (17.6%)	20 (8.1%)	
	1	552 (29.1%)	363 (34.4%)	85 (34.4%)	
	2	624 (32.9%)	401 (38.0%)	121 (49.0%)	
	3	104 (5.5%)	53 (5.0%)	12 (4.9%)	
Race	Caucasian	1400 (73.8%)	945 (89.7%)	210 (85.0%)	
	African American	115 (6.1%)	32 (3.0%)	10 (4.0%)	
	Asian	38 (2.0%)	11 (1.0%)	3 (1.2%)	
	Hispanic/Latino	25 (1.3%)	11 (1.0%)	3 (1.2%)	
	Other	318 (16.8%)	55 (5.2%)	21 (8.5%)	
Median income (\$42,000)	Above	852 (44.9%)	656 (62.2%)	181 (73.3%)	
	Below	614 (32.4%)	256 (24.3%)	41 (16.6%)	
Income \$65,000	Above	447 (23.6%)	370 (35.1%)	121 (49.0%)	
	Below	358 (18.9%)	243 (23.1%)	57 (23.1%)	

a. U.S. census data were collected from the United States Census Bureau website at www.census.gov (6/15/2003); Canadian census data were gathered from Statistics Canada at www.statcan.ca (6/15/2003).

b. Race and income data were not aggregated due to the difficulty in comparisons between U.S. and Canadian statistics

Natural resource, outdoor recreation, and environmental management and planning volunteers were primarily women (60%), from Michigan (24%), U.S. citizens (81%), with no preschool children at home (84%), with children under the age of 18 at home (53%), not senior citizens (81%), not persons with a handicap (93%), White (85%), and with above the median (73%) and \$65,000 annual incomes (49%).

These results are consistent with other studies. Women (Independent Sector, 2001; Kim & Hong, 1998; Smith, 1994), Whites (Independent Sector, 2001), employed, high income individuals (Bradley, 1999/2000; Brown, 1999; Independent Sector, 2001; Kim & Hong, 1998; Rotolo, 2000; Wilson & Musick, 1997) and those with school-aged children at home (Smith, 1994) are more likely to be volunteers. In comparison to the census data, Illinois was underrepresented in this study, and Michigan and Wisconsin were over represented. Individuals with children under eighteen were also overly represented in comparison to census figures.

Crosstabs procedures were run using the Pearson chi-square test statistic to test for independence between variables. The chi-square test statistic calls attention to independence, but is affected by sample size. If twenty percent of the expected cell frequencies were less than five in the two by two tables, Yate's continuity correction significance was reported to correct for sample size. A measure of association was chosen to assess the magnitude and the nature of the relationship between the variables. Phi was chosen as the preferred measure of association because of the nominal variables (Norusis, 2000).

Volunteers in natural resource, outdoor recreation, and environmental management and planning were more likely to have preschool children at home

($\chi^2=8.255$, $p=0.016$; $\phi=0.051$), and children under the age of eighteen living with them ($\chi^2=81.908$, $p=0.000$; $\phi=0.160$). Volunteers in natural resource, outdoor recreation, and environmental management and planning were also more likely to have two full-time wage earners at home ($\chi^2=24.430$, $p=0.000$; $\phi=0.092$). They were more likely to have annual incomes above the median of \$42,000 ($\chi^2=76.405$, $p=0.000$; $\phi=0.171$) and above \$65,000 ($\chi^2=10.359$, $p=0.006$; $\phi=0.081$). General volunteers had the largest gender discrepancy with females being more likely to have volunteered ($\chi^2=7.861$, $p=0.020$; $\phi=0.050$). General volunteers also had the highest proportion of Caucasian/White volunteers ($\chi^2=116.239$, $p=0.000$; $\phi=0.191$) with non-volunteers containing the highest number of non-White respondents.

In terms of the number of times volunteered in the past year Table 10 compares general volunteers to NRORENV volunteers. Natural resource, outdoor recreation, and environmental management and planning volunteers averaged 42.5 times of volunteering (95% confidence interval of 34-51 times) and general volunteers averaged 35.6 times (95% confidence interval of 32-39 times).

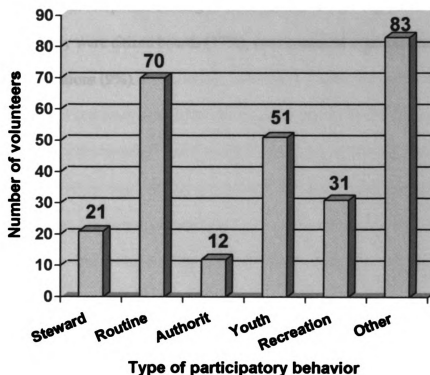
Table 10. Number of times volunteered in the past twelve months.

<i>General volunteers</i>			<i>NRORENV volunteers</i>		
	Mean	35.64		Mean	42.53
	Standard Error	1.859		Standard Error	4.445
	Range	365		Range	364
	Sum	36,602		Sum	10421
	N	1027		N	245

The classification of volunteers by type of participatory behavior is provided in Figure 1. It is important to note the large number of volunteers that were categorized as

“other” in terms of type of participatory behavior and type of organization. When coding the open-ended responses to the questions, responses such as “church” for type of participatory behavior were unable to be classified because of the vagueness of the response. The researcher was unable to determine if the respondent had volunteered at a day camp for a church, or had planted grass or done maintenance for a church. In the same regard, for type of organization volunteered with, this study focused on four main types of secular organizations. Religious organizations were considered “other.” Also for type of organization, responses such as “Kelley & Sons,” were coded as other because being unfamiliar with the name, the researcher was unable to determine what type of organization it was.

Figure 1. Number of NRORENV volunteers by type of participatory behavior.



In looking at Figure 1, the sum of volunteers does not equal 247. This is because respondents could be involved in more than one type of participatory behavior based on their three distinct responses. The same is true for Figure 2 in regards to type of organization. Again, volunteers could be involved with more than one type of organization.

Natural resource, outdoor recreation, and environmental management and planning volunteers most often reported undertaking routine tasks (28%), followed by youth activities (21%), recreation activities (13%), stewardship activities (9%), and authoritative behaviors (5%). Definitions of these variables can be found in Table 7.

As displayed in Figure 2, youth organizations attracted the most volunteers (33%), which is consistent with the Independent Sector's (2001) findings. In the Independent Sector's (2001) survey, religious organizations received the largest number of volunteers, with youth development coming in close behind. Following youth organizations in this study were citizen boards (17%), environmental organizations (10%) and recreational organizations (9%).

Figure 2. Number of NRORENV volunteers by type of organization.

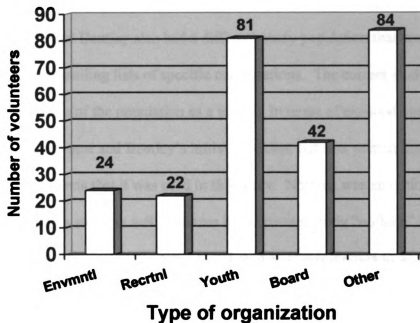
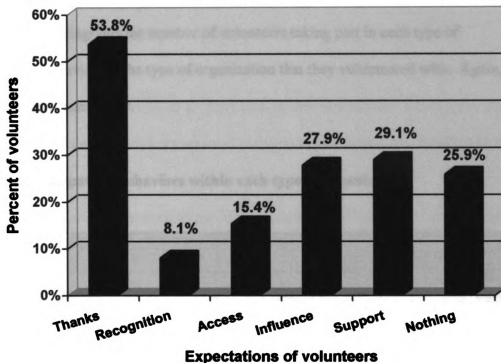


Figure 3 depicts the expectations of volunteers in natural resource, outdoor recreation, and environmental management and planning. “Thanks” was the number one expectation (54%), followed by support (29%), influence on organizations/agencies’ decisions and policies (28%), and nothing (26%). Looking at Table 3 (Chapter II), which was modified from Propst and Bentley’s (2000) findings, we see similar results except for the expectations of “public recognition” and “nothing.” In Propst & Bentley’s study, a disproportionate amount of managers, eighty-one percent, felt that citizens expected to receive public recognition. Only eight percent of citizens reported that they expected public recognition. Forty-three percent of managers felt that citizens expected more access to managers than those who do not participate, whereas only fourteen percent of citizens checked this response. Also, over sixty percent of citizens did not expect any of the mentioned expectations when they participated, while managers felt that only a quarter of volunteers expected nothing.

The differences between the two sets of results could be due to differences in methods with this study using a telephone survey and Propst and Bentley's study using a mail survey. Propst and Bentley also had a different study population that consisted of active members from mailing lists of specific organizations. The current study's results are more representative of the population as a whole. In terms of expectations, "thanks" was not included on Propst and Bentley's initial checklist, but was written in so frequently by respondents that it was used in this study. Nothing was an option to check in Propst and Bentley's study as well, whereas in the current study "nothing" was not read as a yes or no option, but was created based on negative responses to all listed expectations.

Smith (1981) asserted that because helping others is not typically assumed to involve selfish motives or self-centered reasons, self-report methods will overestimate the altruistic reasons for volunteering. In this study, based primarily on the open-ended responses in regards to any additional expectation, self-centered reasons were reported including "more exposure for business" and to be "re-elected." Although this is true, many of the open-ended responses were also altruistic. In addition, over one quarter of volunteers reported expecting nothing. Public recognition was also the lowest expectation reported (only 8% of respondents).

Figure 3. Percentages of expectations of volunteers.



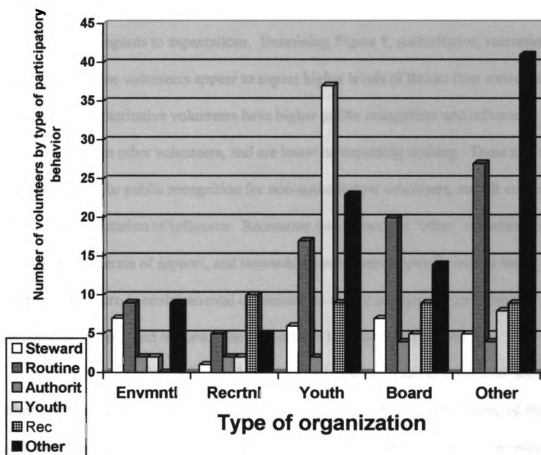
In regards to expectations, females expected more access to managers than males ($\chi^2 = 4.731$, $p=0.030$; $\phi=0.141$). Females also expected more support than males ($\chi^2 = 13.036$, $p=0.000$; $\phi=0.232$). In terms of access, twice as many females, 20% compared to 10% of males expected more access to managers than those who did not participate. The strongest association was between gender and support. More than double the amount of females, 38% compared to 17% of males, expected to receive support from the organization.

Respondents whose total household income was more than \$65,000 expected less access to managers than respondents whose total household income was less than \$65,000 ($\chi^2 = 7.308$, $p=0.007$; $\phi=-0.206$). More than double (27%) the amount of

respondents with annual incomes less than \$65,000 expected access, compared to 11% of respondents with incomes above \$65,000.

Figure 4 diagrams the number of volunteers taking part in each type of participatory behavior by the type of organization that they volunteered with. Again, the columns do not sum to 247.

Figure 4. Participatory behaviors within each type of organization.



Environmental organization volunteers most often participated in stewardship and routine tasks, with no recreation activities. Recreational organization volunteers took

part primarily in recreation activities, such as scheduling sky dives or organizing basketball leagues, as well as routine tasks, such as supervising ticket sales, stuffing envelopes, or performing routine maintenance of facilities. Youth organization volunteers primarily were involved with youth activities, including being youth counselors at camps or scout leaders. They also participated in routine tasks. As would be predicted, citizen board volunteers were involved in policy-making activities as well as routine tasks.

Figures 5 and 6 plot types of participatory behaviors and types of organizations respectively in regards to expectations. Examining Figure 5, authoritative, recreation, youth, and routine volunteers appear to expect higher levels of thanks than stewardship volunteers. Authoritative volunteers have higher public recognition and influence expectations than other volunteers, and are lower on expecting nothing. There are low levels reported for public recognition for non-authoritative volunteers, and all volunteers have some expectation of influence. Recreation volunteers and “other” volunteers appear to be higher in terms of support, and stewardship volunteers appear to expect less support. In Figure 6, environmental organizations appear to expect more public recognition, access, and influence than volunteers in other organizations.

For all types of participatory behaviors and types of organizations some level of thanks and influence were present. Over forty percent of all volunteers expected thanks, and expectations peaked again over influence. Even volunteers involved in recreation activities and routine behaviors had some expectation of influencing organization decisions. A simple “pat on the back” is not enough for volunteers. When donating their time and effort they are expecting to have influence in the organization. The peaks in

terms of type of organization are again apparent in expecting thanks and influence over decisions. Even recreational organization volunteers, over twenty percent, expected to have some influence over organizational decisions or policies.

To see if any of these apparent relationships were significantly different, chi-square analyses were performed (Tables 11 and 12). Again, the chi-square statistic was chosen to test for independence between the variables, and phi was the chosen measure of association for the nominal variables. Two by two cross tabulation tables were originally produced, and Tables 11 and 12 are compilations of the results.

Figure 5. Type of participatory behavior by percentage of expectations.

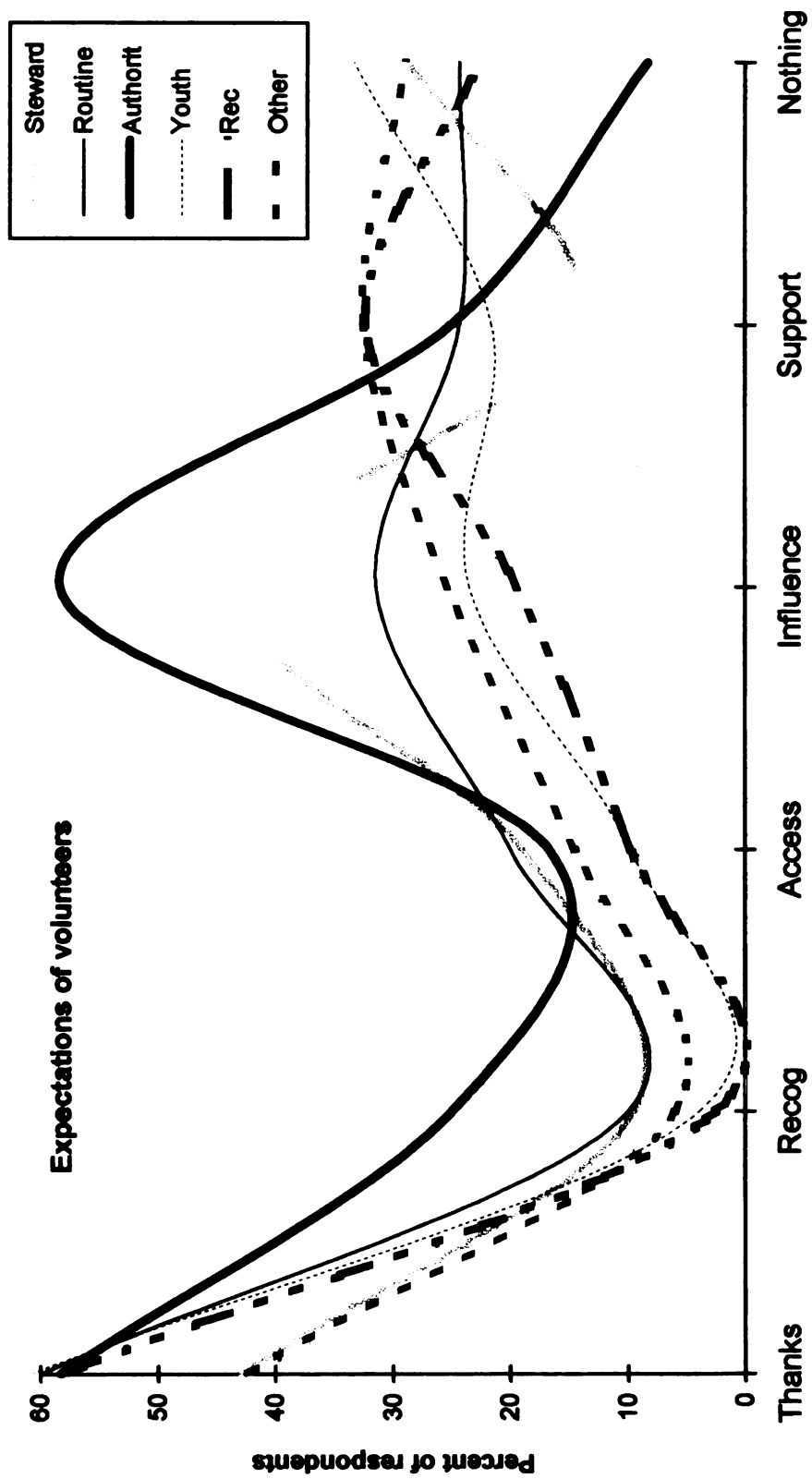


Figure 6. Type of organization by percentage of expectations.

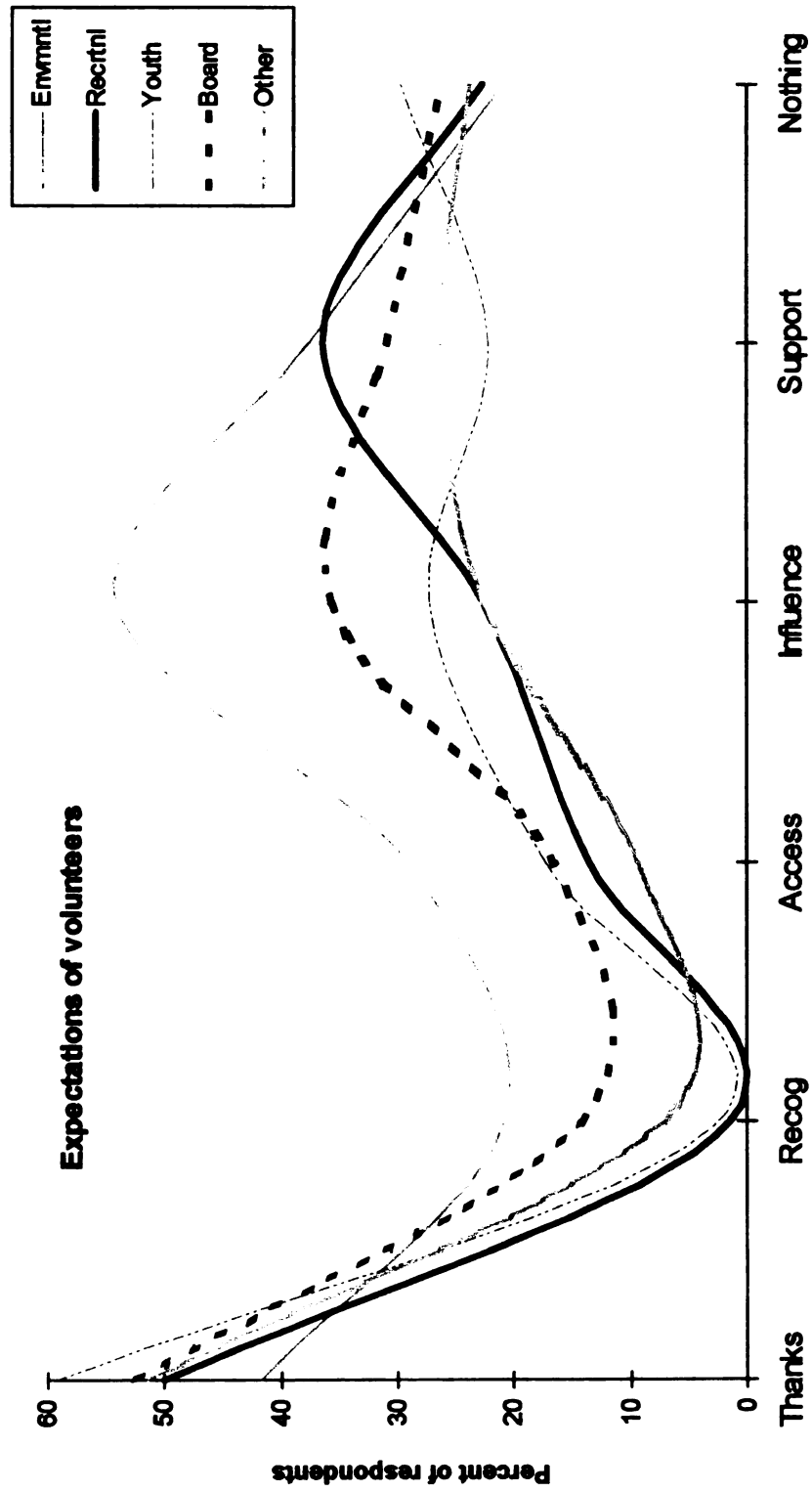


Table 11. Results of crosstabs for types of participatory behaviors by expectations.

<i>Types of participatory behaviors</i>		Thanks	Recog	Access	Influence	Support	Nothing
	<i>Steward</i>						
	χ^2	0.873	0.051	0.284	0.064	2.560	0.065
	p	0.350	0.821	0.594	0.064	0.110	0.799
	ϕ	-0.060	0.014	0.034	0.120	-0.102	0.016
	N	242	234	240	239	244	244
	<i>Routine</i>						
	χ^2	1.011	0.408	1.443	0.561	1.287	0.192
	p	0.315	0.523	0.230	0.454	0.257	0.662
	ϕ	0.065	0.041	0.078	0.048	-0.073	-0.028
	N	242	243	240	239	244	244
	<i>Authoritative</i>						
	χ^2	0.058	5.531	0.048	6.787	0.123	2.089
	p	0.810	0.073	0.827	0.009	0.725	0.148
	ϕ	0.015	0.151	0.014	0.169	-0.022	-0.093
	N	242	243	240	239	244	244
	<i>Youth</i>						
	χ^2	0.886	1.587	1.613	0.901	1.954	1.682
	p	0.347	0.208	0.204	0.343	0.162	0.195
	ϕ	0.061	-0.081	-0.082	-0.061	-0.089	0.083
	N	242	243	240	239	244	244
	<i>Recreation</i>						
	χ^2	1.683	2.953	0.509	0.655	0.392	0.074
	p	0.195	0.086	0.476	0.418	0.531	0.785
	ϕ	0.083	-0.110	-0.046	-0.052	0.040	-0.017
	N	242	243	240	239	244	244
	<i>Other</i>						
	χ^2	8.348	0.812	0.180	0.646	0.552	0.469
	p	0.004	0.367	0.671	0.421	0.457	0.493
	ϕ	-0.186	-0.058	-0.027	-0.052	0.048	0.044
	N	242	243	240	239	244	244

Table 12. Results of crosstabs for types of organizations by expectations.

Types of organizations		Thanks	Recog	Access	Influence	Support	Nothing
	<i>Environmntl</i>						
	χ^2	1.902	5.600	3.557	8.314	0.817	0.401
	p	0.168	0.018	0.059	0.004	0.366	0.527
	ϕ	-0.089	0.122	0.122	0.187	0.058	-0.041
	N	242	243	240	239	244	244
	<i>Recrtnl</i>						
	χ^2	0.000	1.955	0.041	0.159	0.815	0.070
	p	0.997	0.162	0.839	0.690	0.367	0.792
	ϕ	0.000	-0.090	-0.013	-0.026	0.058	-0.017
	N	242	243	240	239	244	244
	<i>Youth</i>						
	χ^2	0.910	5.339	0.250	0.060	3.094	0.724
	p	0.340	0.021	0.617	0.806	0.079	0.395
	ϕ	0.061	-0.148	0.032	-0.016	-0.113	0.054
	N	242	243	240	239	244	244
	<i>Board</i>						
	χ^2	0.034	2.465	0.057	2.088	0.051	0.000
	p	0.854	0.116	0.811	0.148	0.822	0.995
	ϕ	-0.012	0.101	0.015	0.093	0.014	0.000
	N	242	243	240	239	244	244
	<i>Other</i>						
	χ^2	0.507	0.167	3.255	1.749	0.545	0.005
	p	0.477	0.682	0.071	0.186	0.460	0.944
	ϕ	-0.046	-0.026	-0.116	-0.086	-0.047	0.005
	N	242	243	240	239	244	244

Consistent with visual analysis of the data, volunteers who participated in authoritative tasks, whether on planning teams or on formal citizen boards, were significantly more likely to expect influence over decisions or policies ($\chi^2=6.787$, $p=0.009$; $\phi=0.169$) than those volunteers who did not participate in authoritative tasks.

The authoritative/influence cross tab is significant with 64% of those involved in

authoritative tasks expecting influence. Those who participated in “other” types of behaviors expected less thanks ($\chi^2=8.348$, $p=0.004$; $\phi= -0.186$) than those falling into other categories.

In terms of type of organization, those respondents who volunteered their time with an environmental organization expected more influence ($\chi^2=8.314$, $p=0.004$; $\phi=0.187$) than those in other organizations as well as more public recognition ($\chi^2=5.600$, $p=0.018$; $\phi=0.122$). Those who volunteered in youth organizations expected less public recognition ($\chi^2=5.339$, $p=0.021$; $\phi= -0.148$) than the others. In terms of the strength of the relationship, all three were moderately associated with one another.

Results summary

The most significant relationships involving sociodemographics and expectations were related to gender and income. Women volunteers expected more access to managers and more support in their volunteer experiences. Individuals with higher annual incomes expected less access to managers than individuals with lower incomes. In regards to participatory behavior and expectations, individuals taking part in policy-making activities, whether on formal citizen boards or on planning teams, expected to have an influence on organization decisions. Type of organization and expectation cross tabs highlighted the relationships between environmental organizations and public recognition and influence, and the relationship between youth organization volunteers and public recognition. Environmental organization volunteers expected more public recognition and more influence over organization decisions. In relation to the

Independent Sector's (2001) findings, this could potentially be because environmental volunteers donate the largest number of hours per year.

Volunteers to youth organizations also expect significantly less public recognition than their peers. This is an important piece of information for managers of volunteers in youth organizations. If youth organization volunteers do not want, or expect public recognition and that is the only reward provided to them, a backlash from the youth organization volunteers may be felt. Public recognition may offend youth organization volunteers.

Volunteers are typically motivated to become involved with an organization because they identify strongly with its mission, goals, and values (Stebbins, 2001). Because of this, volunteers primarily form relational contracts which lead to the more severe violations that are associated with such contracts. These emotional, internalized violations are what managers of volunteers are primarily faced with. Understanding volunteer expectations can decrease psychological contract violations.

CHAPTER V: CONCLUSIONS

Summary

This study found that volunteers in natural resource, outdoor recreation, and environmental management and planning activities volunteer more than general volunteers. They also have relevant expectations, ranging from support to influence over decisions, when they give their time and effort for a cause. Only a quarter of volunteers expected nothing from their volunteer experiences. Volunteers in all types of participatory behaviors and all types of organizations had expectations for some degree of influence. A simple “pat on the back” to pacify volunteers is not enough to fulfill volunteers’ psychological contracts. Many volunteers wanted to have influence over the organization’s decisions and policies. Even respondents who performed routine tasks such as office work had some expectation of influence. The expectations identified in this study are also more than just intrinsic rewards. They are expectations that managers can fulfill. In knowing what expectations are present, and at what level for which types of participatory behaviors and which types of organizations, managers will be in a better position to meet expectations and fulfill psychological contracts.

Study limitations

In utilizing a telephone survey, it may have been hard for respondents to think and answer immediately about their volunteer experiences. Having a mail survey in front of them may have provided respondents with the opportunity to sit down and contemplate their experiences. It also would have provided them with the opportunity to go back and check their calendars in regards to what ways and how often they volunteered their time.

They also should have been asked if their expectations were unmet, met, or exceeded while volunteering.

Incorporating questions into an existing phone survey limited the number of questions that could be added because the survey was already adequately long. Looking back, all respondents should have been asked what their expectations were regardless of whether or not they were volunteers in natural resource, outdoor recreation, and environmental management and planning.

Finally, at times the interviewers did not probe as deeply as they could have, and some recorded answers were unclear or were one-word answers such as “church” that could not accurately be categorized. This resulted in a large number of “other” participatory behaviors and “other” types of organizations.

Future Research

Future research should involve comparative analysis of expectations for all types of volunteers, not just those in natural resource, outdoor recreation, and environmental management and planning. Expectations are important and more research needs to be done on the best and most effective ways for managers to learn what expectations volunteers have. Ways to assess whether expectations are being met or not also needs to take place in order to provide management with a tool to correct managers’ erroneous expectations.

Future research needs to take a more systematic look at serious leisure volunteers and whether or not they have greater expectations because they are particularly knowledgeable in their choice of endeavors. Their expectations may be greater than the

expectations of casual volunteers. If volunteers are taking part in serious leisure and are utilizing their skills and spending large amounts of time in organizations, if their expectations are not met, psychological contract violations could be taken more personally and internalized. The violation could lead to reduced trust, less drive to participate in the organization, and increase the likelihood of the volunteers taking their talents elsewhere.

Management implications

Niehoff and Paul (2001) found that a deep commitment to excellent communication and integrity were important factors in fulfilling psychological contracts. Other important factors are building trusting relationships and having constructive discussions and open forums where individuals are able to voice their opinions and be heard. Accurate, honest, and clear explanations should be given in order to help prevent miscommunication or other surprises. Periodic feedback sessions can be relevant where individuals are able to become involved in the process and keep informed. When individuals feel they are able to speak out in a safe environment and have their suggestions heard, trust will be created and nurtured (Niehoff & Paul, 2001). These points are all important strategies for maintaining psychological contracts.

A helpful framework is to define expectations during recruitment, selection and induction of volunteers, and to continue dialog in communicating and expressing expectations. Organizations need to show volunteers how policies are implemented and for what purpose. They need to treat volunteers as stakeholders, relying on consensus and cooperation. Also, it is necessary to be upfront and honest, making sure

organizational publications are accurate in creating an impression (Niehoff & Paul, 2001).

This study found that subtle differences in expectations existed among natural resource, outdoor recreation, and environmental management and planning volunteers. Females expected more access to managers than males as well as more support. If an organization wants to keep its female volunteers, or increase the number of female volunteers, having face to face contact with them, and providing them with transportation and child care can help. Volunteers participating in authoritative tasks expect to influence decisions and policies. If volunteers will not be able to influence decisions, managers need to be honest with them and let them choose whether or not they want to volunteer with the organization. This will decrease the chance of unrealistic expectations.

Managers of environmental organizations need to make sure volunteers are able to influence decisions and policies and receive public recognition. Managers need to focus their time and resources to meet these two particular expectations, while spending less time focusing on other expectations. Volunteers of environmental organization should not be given envelopes to stuff or fundraising tasks. Also, youth organizations need to decrease publicly recognizing their volunteers. If public recognition is received, volunteers could be offended and leave the organization. Above all else, regardless of type of participatory behavior or type of organization, some expectation of influence exists.

Managers need to make expectations explicit. If expectations are explicit, problems may be solved before they happen. Explicitly stating expectations also makes

fulfilling psychological contracts easier for managers of volunteers. On the contrary, if managers have misguided assumptions of what volunteers expect, providing an equivalent or fair return is not likely. If volunteers do not feel they are receiving fair compensation for their time and effort, they may withdraw and leave the organization.

Managers could ask on entrance surveys into a volunteer program, hold individual meetings and ask face to face, or have a suggestion box to learn what volunteers are expecting. Once the expectations are known, the next step is to create innovative ways to meet expectations and fulfill psychological contracts. Meeting expectations helps to fulfill psychological contracts, which leads to increased trust in the organization. Trust results in increased support for agency decisions (Force & Forester, 2002).

Finding a way to incorporate volunteers' ideas or suggestions so they perceive that they do have a certain amount of influence, regardless of their role in the organization is important for managers of volunteers. If the perception of influence exists, volunteers will gain trust in the organization and the organization will receive benefits associated with met expectations and fulfilled psychological contracts, including increased effort in the organization, increased job commitment and higher levels of job satisfaction.

APPENDIX A

Fortune 500: Top 50 companies in terms of number of employees

Adapted from [www.fortune.com/fortune/fortune 500/ keyattributes/ 0,14968, employee_count, 00.html](http://www.fortune.com/fortune/fortune%20500/keyattributes/0,14968,employee_count,00.html) (3/24/03)

COMPANY	NUMBER OF EMPLOYEES
1. Wal-Mart Stores	1,383,000
2. McDonald's	395,000
3. United Parcel Service	370,000
4. General Motors	365,000
5. Ford Motor	352,748
6. Intl. Business Machines	319,876
7. General Electric	310,000
8. Sears Roebuck	310,000
9. Kroger	288,000
10. J.C. Penney	270,000
11. Citigroup	268,000
12. Home Depot	256,300
13. Verizon Communications	247,000
14. Kmart	240,525
15. Target	223,550
16. Albertson's	220,000
17. Delphi	195,000
18. SBC Communications	193,420
19. Safeway	193,000
20. Boeing	188,000
21. FedEx	176,960
22. Philip Morris	175,000
23. HCA	174,000
24. Aramark	162,000
25. United Technologies	152,000
26. Electronic Data Systems	143,000
27. Pepsi Co.	143,000
28. Bank of America Corp.	142,670
29. Tricon Global Restaurants	141,750
30. Sara Lee	141,500
31. Marriott International	140,000
32. Gap	140,000
33. Alcoa	129,000
34. Darden Restaurants	128,900
35. May Dept. Stores	127,000
36. Lockheed Martin	125,000
37. Emerson Electric	124,500—

APPENDIX B

Complete Michigan Travel Market Survey Telephone Questionnaire

YEAR 7 – TTRRC TELEPHONE SURVEY – QUESTIONNAIRE 1 (REVISED 01/16/02)

[ENTER INTERVIEWER CODE NUMBER; DOUBLE ENTRY REQUIRED] > ____

[ENTER CODE NUMBER] > _____

[ENTER AREA CODE; DOUBLE ENTRY REQUIRED] > ____

Hello, I'm calling from Michigan State University. My name is We're conducting a study on travel and tourism. May I speak to the adult, 18 or older, who will have the next birthday?

[IF THIS PERSON IS NOT AT HOME, ASK TO SPEAK TO THE ADULT AT HOME WHO WILL HAVE THE NEXT BIRTHDAY.]

We'd greatly appreciate your help in answering a few questions about trips you've made.

[ENTER GENDER OF RESPONDENT] > ____

1=Male

2=Female

-99=Cannot determine

1. **Does anyone in your household own or lease a car, van, recreation vehicle, pick-up truck or sport-utility vehicle? > ____**

1=Yes

2=No → GO TO QUESTION 4

-99=DK/NR → GO TO QUESTION 4

[READ LIST.]

2. **Would you say the price of gasoline has affected the amount of driving you do on pleasure trips... > ____**

1=a great deal,

2=a little or

3=not at all?

-99=DK/NR

[READ LIST.]

3. **Would you say the price of gasoline has affected the amount of driving you PLAN to do on pleasure trips... > ____**

1=a great deal,

2=a little or

3=not at all?

-99=DK/NR

4. During the past twelve months, have you traveled on any highways in Michigan? >

1=Yes

2=No → GO TO QUESTION 6

-99=DK/NR → GO TO QUESTION 6

5. How would you rate the overall quality of Michigan's highways on a scale from 1 to 10, where 1 means "very poor" and 10 means "outstanding"? -99=DK/NR > _____

BEGIN AIR TRAVEL BLOCK

6. Have you traveled by commercial airplane within the last 30 days? > _____

1=Yes

2=No → GO TO QUESTION 9

-99=DK/NR → GO TO QUESTION 9

[AIR TRAVEL EXPERIENCE MEANS EXPERIENCES AT THE DEPARTURE AIRPORT, DURING THE FLIGHT AND AT THE ARRIVAL AIRPORT.]

7. On a scale from 1 to 10, where 1 means "not at all satisfied" and 10 means "extremely satisfied," how satisfied were you with your last air travel experience? >

[ASK THIS QUESTION ONLY IF SATISFACTION WITH AIR TRAVEL EXPERIENCE WAS RATED 1, 2 OR 3.]

8. Why were you dissatisfied with your last air travel experience?

> _____
> _____
> _____

9. Have you cancelled a commercial air trip within the last 30 days? > _____

1=Yes

2=No → GO TO QUESTION 11

-99=DK/NR → GO TO QUESTION 11

10. Why did you cancel it?

> _____
> _____
> _____

END AIR TRAVEL BLOCK

BEGIN MICHIGAN IMAGE BLOCK

[ACCEPT UP TO 3 RESPONSES.]

11. As a travel destination, what do you think Michigan is known for?

> _____
> _____
> _____

[ACCEPT UP TO 3 RESPONSES.]

12. What, if any, tourism-related facilities, services or opportunities do you feel are missing in Michigan?

> _____
> _____
> _____

[READ.]

13. We'd like to know how much you agree or disagree with some statements about Michigan. Please use a scale from 1 to 10, where 1 means "do not agree at all" and 10 means "agree completely." -99=DK/NR

Michigan...

[ACCEPT 1 - 10 or -99.]

Is close enough for a weekend getaway> ____
Has many interesting museums> ____
Is great for summer outdoor recreation activities> ____
Is an exciting place to visit> ____
Has a lot of high quality lodging> ____
Offers much scenic appeal> ____
Is great for winter outdoor recreation activities> ____
Is a good place to meet friendly people> ____
Is a place everyone should visit at least once in their lifetime> ____
Is a safe place to visit> ____
Offers exciting nightlife and entertainment> ____
Is a great place for a family vacation> ____
Is a popular destination with vacationers> ____
Has many interesting historic sites> ____
Offers an excellent vacation value for the money> ____
Has great shopping opportunities> ____

END MICHIGAN IMAGE BLOCK

BEGIN PLEASURE TRIP BLOCK

We're defining a "pleasure trip" as any overnight or day trip to a place at least 50 miles from your home that was made for your enjoyment, including vacations, weekend getaways, shopping trips, trips to a second home, and trips to visit friends or relatives.

14. On a scale from 1 to 10, where 1 means "not at all important" and 10 means "extremely important," how important is each of the following factors during your pleasure trips?

-99=DK/NR

Comfort> ____
Convenience> ____
Cost> ____
Safety and security> ____

[DO NOT READ THESE OPTIONS UNLESS THE RESPONDENT DOESN'T RECALL THEM.]

15. Which one of these four factors is the most important to you during pleasure trips? >

1=Comfort

2=Convenience

3=Cost

4=Safety and security

-99=DK/NR

[DOUBLE ENTRY REQUIRED.]

16. In the past twelve months, have you taken any day or overnight pleasure trips to any destination? > ____

1=Yes

2=No → GO TO QUESTION 55

-99=DK/NR → GO TO QUESTION 55

[ACCEPT 1 - 999.]

17. About how many pleasure trips have you taken in the past twelve months? > ____
[IF RESPONDENT IS UNABLE TO GIVE A SPECIFIC NUMBER, READ THE FOLLOWING OPTIONS.]

In the past 12 months, would you say you've taken...

- 2=1 to 3 pleasure trips
- 5=4 to 6 pleasure trips
- 8=7 to 9 pleasure trips
- 15=10 to 20 pleasure trips
- 25=More than 20 pleasure trips
- 99=DK/NR

END PLEASURE TRIP BLOCK

BEGIN MOST RECENT PLEASURE TRIP PROFILE BLOCK

[ASK FOR MONTH AND DAY; ENTER NUMERICAL VALUES FOR MONTH AND DAY; IF NECESSARY, ASK FOR BEST GUESS OF DAY.]

18. Now I'd like to ask you about your most recent pleasure trip. Approximately when did this trip begin - the month and day? MONTH > ____ DAY > ____
-99=DK/NR

MONTH CODES

- | | | | |
|------------|---------|-------------|-------------|
| 1=January | 4=April | 7=July | 10=October |
| 2=February | 5=May | 8=August | 11=November |
| 3=March | 6=June | 9=September | 12=December |

[ACCEPT 1 - 3 RESPONSES. ASK FOR SPECIFIC PURPOSE(S), ESPECIALLY IF RESPONDENT SAYS "VACATION." ASK IF MORE THAN ONE PURPOSE MENTIONED.]

19. What was the purpose or purposes of this trip?

> _____
> _____
> _____

20. What would you say was the PRIMARY purpose of this trip?

> _____

[ACCEPT 1 - 3 RESPONSES.] [DO NOT READ THE LIST.]

21. What types of transportation did you use? > ____

- 1=Car/truck without camping equipment
- 2=Car/truck with camping equipment
- 3=Self-contained recreation vehicle
- 4=Rental car
- 5=Airplane
- 6=Train
- 7=Ship/boat
- 8=Motorcycle
- 9=Bicycle
- 10=Motorcoach/bus
- 11=Other → ENTER UNDER QUESTION 22
- 99=DK/NR

22. Other > _____

[ACCEPT 1 – 99.] [IF RESPONDENT WAS ON A GROUP TOUR, ASK FOR SIZE OF IMMEDIATE TRAVEL PARTY AS OPPOSED TO SIZE OF ENTIRE GROUP.]

23. How many persons, including you, were in your immediate travel party? > ____ - 99=DK/NR

[ACCEPT 1 – 130 FOR AGE VARIABLES.] [IF NECESSARY, ASK FOR RESPONDENT'S BEST GUESS OF AGE(S).]

24. Beginning with you, please give me the gender and age of each person who went on this trip:

1=Male 2=Female -55=Refused -99=DK/NR

	GENDER	AGE		GENDER	AGE
RESPONDENT	> ____	> ____	PERSON #2	> ____	> ____
PERSON #3	> ____	> ____	PERSON #4	> ____	> ____
PERSON #5	> ____	> ____	PERSON #6	> ____	> ____
PERSON #7	> ____	> ____	PERSON #8	> ____	> ____
PERSON #9	> ____	> ____	PERSON #10	> ____	> ____

25. Was this an overnight or day trip? > ____

1=Overnight

2=Day trip → GO TO QUESTION 33

-99=DK/NR → GO TO QUESTION 33

[ACCEPT 1 – 999.]

26. How many nights were you away from home? > ____ -99=DK/NR

[ACCEPT 0 - 999; IF ZERO, SKIP NEXT QUESTION.]

27. How many of those nights did you spend in the state or province that was the main destination of this trip? > ____ -99=DK/NR

[ACCEPT 1 – 5 LOCATIONS.]

28. In which locations did you spend these nights?

> _____
 > _____
 > _____
 > _____
 > _____

[ACCEPT 0-999.]

29. While you were in the state or province containing the main destination of this trip, about how much, if anything, did you spend per night on lodging in hotels, motels, bed & breakfasts or rental cabins? > \$ ____ -55=REFUSED -99=DK/NR

[DO NOT READ LIST UNLESS NECESSARY TO STIMULATE RESPONSES.]

30. What was the main type of lodging you used? > ____

1=Friend's or relative's home

2=Hotel, motel, or lodge

3=Bed & Breakfast

4=Rented cabin, cottage, or condominium

5=Owned cabin, cottage, or condominium

6=County, state, or federal campground

7=Commercial campground (e.g., KOA)

8=Boat/ship

9=Other

-99=DK/NR

31. Did you spend the night at any casino hotels? > ____

1=Yes

2=No → GO TO QUESTION 33

-99=DK/NR → GO TO QUESTION 33

[ACCEPT 1 – 5 CASINO LOCATIONS.]

32. Which ones?

> _____
> _____
> _____
> _____
> _____

[READ THE LIST.] [IF RESPONDENT SAYS "YES" TO "OUTDOOR RECREATION",
ASK THE NEXT QUESTION; OTHERWISE SKIP THE NEXT QUESTION.]

33. Which, if any, of the following activities did you participate in?

1=Yes

2=No

-99=DK/NR

Shopping> _____
Nightlife> _____
Visit a state or national park> _____
Visit a museum or hall of fame> _____
Visit an historic site> _____
Visit some other type of attraction> _____
Explore a small city or town> _____
Dine at a unique restaurant> _____
Fall color touring outside of traveling to and from your destination> _____
General touring or driving for pleasure> _____
Outdoor recreation> _____

if NO to "Outdoor recreation" → GO TO QUESTION 35

[ACCEPT 1 – 5 RESPONSES.] [ASK ONLY IF OUTDOOR RECREATION AFFIRMED
ABOVE.]

34. What outdoor recreation activities did you participate in?

> _____
> _____
> _____
> _____
> _____

35. Did you attend any festivals or events on this trip? > _____

1=Yes

2=No → GO TO QUESTION 38

-99=DK/NR → GO TO QUESTION 38

[ACCEPT 1 – 5 RESPONSES.]

36. What festivals or events did you attend?

> _____
> _____
> _____
> _____
> _____

[ACCEPT 0 - 999999.]

37. How much did you spend on-site at that/those festival(s) or event(s)? > \$ _____

-55=REFUSED -99=DK/NR

38. Did you visit any farm markets, roadside produce stands or u-pick farms or orchards on this trip? > ____
 1=Yes
 2=No → GO TO QUESTION 42
 -99=DK/NR → GO TO QUESTION 42
39. Did you purchase anything there? > ____
 1=Yes
 2=No → GO TO QUESTION 42
 -99=DK/NR → GO TO QUESTION 42
 [ACCEPT 1 - 5 RESPONSES.]
40. What did you purchase?
 > _____
 > _____
 > _____
 > _____
 > _____
 [ACCEPT 0 - 999999.]
41. How much did you spend in total? > \$ ____ -55=REFUSED -99=DK/NR
42. Did you visit any wineries on this trip? > ____
 1=Yes
 2=No → GO TO QUESTION 46
 -99=DK/NR → GO TO QUESTION 46
43. Did you purchase anything there? > ____
 1=Yes
 2=No → GO TO QUESTION 46
 -99=DK/NR → GO TO QUESTION 46
 [ACCEPT 1 - 5 RESPONSES.]
44. What did you purchase?
 > _____
 > _____
 > _____
 > _____
 > _____
 [ACCEPT 0 - 999999.]
45. How much did you spend in total? > \$ ____ -55=REFUSED -99=DK/NR
46. Did you do any casino gaming on this trip? > ____
 1=Yes
 2=No → GO TO QUESTION 51
 -55=Refused → GO TO QUESTION 51
 -99=DK/NR → GO TO QUESTION 51
 [ACCEPT 1 - 5 RESPONSES.]
47. Which casinos did you visit?
 > _____
 > _____
 > _____
 > _____
 > _____
48. How satisfied were you with your visit to [NAME OF FIRST CASINO MENTIONED ABOVE] on a scale from 1 to 10, where 1 means "extremely dissatisfied" and 10 means "extremely satisfied"? > ____ -99=DK/NR

49. Did you plan to participate in casino gaming before you left home on this trip? > ____

1=Yes

2=No → GO TO QUESTION 51

-99=DK/NR → GO TO QUESTION 51

50. Was casino gaming the only reason, the primary reason or a secondary reason for this trip?

> ____

1=Only

2=Primary

3=Secondary

-99=DK/NR

[ACCEPT 0 - 999999.]

51. In U.S. dollars, what would be your best estimate of how much your immediate travel party spent altogether while in the state or province containing the main destination of this trip?

> \$ ____

-55=REFUSED

-99=DK/NR

[ENTER RESPONSE, E.G., 90 DAYS, 2 WEEKS, 3 MONTHS.]

52. About how far in advance of this trip did you begin to make plans for it?

>

[IF NECESSARY, ASK FOR CITY/PLACE FARTHEST FROM HOME.]

53. What was the main destination of this trip?

City/Place > _____

State/Province/Country > _____

[DO NOT READ.] [DOUBLE ENTRY REQUIRED.]

> ____

1=Michigan destination → GO TO QUESTION 92

2=Non-Michigan destination

END MOST RECENT PLEASURE TRIP PROFILE BLOCK

[DOUBLE ENTRY REQUIRED.]

54. Was a place in Michigan the main destination of any of the pleasure trips you've taken in the past twelve months? > ____

1=Yes → GO TO QUESTION 56

2=No

-99=DK/NR

55. Have you ever taken a pleasure trip to a place in Michigan? > ____

1=Yes → GO TO QUESTION 94

2=No → GO TO QUESTION 94

-99=DK/NR → GO TO QUESTION 94

BEGIN GENERAL MICHIGAN PLEASURE TRIP PROFILE BLOCK

56. Now I'd like to ask you about your most recent pleasure trip in Michigan.

[IF NECESSARY, EXPLAIN THAT WE NEED A PROFILE OF THEIR MOST RECENT PLEASURE TRIP IN MICHIGAN AS WELL AS THEIR MOST RECENT PLEASURE TRIP IN GENERAL.]

[ASK FOR MONTH AND DAY. ENTER NUMERICAL VALUES FOR MONTH AND DAY. IF NECESSARY, ASK FOR BEST GUESS OF DAY]

Approximately when did this trip begin -- the month and day?

MONTH > ____ DAY > ____ -99=DK/NR

MONTH CODES

1=January 4=April 7=July 10=October
2=February 5=May 8=August 11=November
3=March 6=June 9=September 12=December

[ACCEPT 1 - 3 RESPONSES. ASK FOR SPECIFIC PURPOSE(S), ESPECIALLY IF RESPONDENT SAYS "VACATION."]

57. What was the purpose or purposes of this trip?

> _____
> _____
> _____

[ASK IF MORE THAN ONE PURPOSE MENTIONED; ASK FOR SPECIFIC PURPOSE, ESPECIALLY IF RESPONDENT SAYS "VACATION."]

58. What would you say was the PRIMARY purpose of this trip?

> _____

[ACCEPT 1 - 3 RESPONSES.] [DO NOT READ LIST.]

59. What types of transportation did you use? > ____

1=Car/truck without camping equipment
2=Car/truck with camping equipment
3=Self-contained recreation vehicle
4=Rental car
5=Airplane
6=Train
7=Ship or boat
8=Motorcycle
9=Bicycle
10=Motorcoach/bus
11=Other → ENTER UNDER QUESTION 60
-99=DK/NR

60. Other >

[ACCEPT 1 - 99.] [IF RESPONDENT WAS ON A GROUP TOUR, ASK FOR SIZE OF IMMEDIATE TRAVEL PARTY AS OPPOSED TO SIZE OF ENTIRE GROUP.]

61. How many persons, including you, were in your immediate travel party? > ____ -
99=DK/NR

[ACCEPT 1 - 130 FOR AGE VARIABLES.] [IF NECESSARY, ASK FOR RESPONDENT'S BEST GUESS OF AGE.]

62. Beginning with you, please give me the gender and age of each person who went on this trip.

1=Male	2=Female	-55=Refused	-99=DK/NR
GENDER		AGE	GENDER AGE
RESPONDENT	> ____	> ____	PERSON #2 > ____ > ____
PERSON #3	> ____	> ____	PERSON #4 > ____ > ____
PERSON #5	> ____	> ____	PERSON #6 > ____ > ____
PERSON #7	> ____	> ____	PERSON #8 > ____ > ____
PERSON #9	> ____	> ____	PERSON #10 > ____ > ____

63. Was this an overnight or day trip? > ____

1=Overnight
2=Day trip → GO TO QUESTION 71
-99=DK/NR → GO TO QUESTION 71

[ACCEPT 1 – 999.]

64. How many nights were you away from home? > ____ -99=DK/NR

[ACCEPT 0 – 999; IF ZERO, SKIP NEXT QUESTION.]

65. How many nights were spent in Michigan? > ____ -99=DK/NR

[ACCEPT 1 – 5 LOCATIONS.]

66. In which locations in Michigan did you spend these nights?

> _____
> _____
> _____
> _____
> _____

[ACCEPT 0 – 999.]

67. While in Michigan, about how much, if anything, did you spend per night on lodging in hotels, motels, bed & breakfasts or rental cabins? > \$ ____ -55=REFUSED

-99=DK/NR

[DO NOT READ LIST UNLESS NECESSARY TO STIMULATE RESPONSES.]

68. What was the main type of lodging you used? > ____

1=Friend's or relative's home
2=Hotel, motel, or lodge
3=Bed & Breakfast
4=Rented cabin, cottage, or condominium
5=Owned cabin, cottage, or condominium
6=County, state, or federal campground
7=Commercial campground (e.g., KOA)
8=Boat/ship
9=Other
-99=DK/NR

69. Did you spend the night at any casino hotels in Michigan? > ____

1=Yes
2=No → GO TO QUESTION 71
-55=Refused → GO TO QUESTION 71
-99=DK/NR → GO TO QUESTION 71

[ACCEPT 1 – 5 CASINO LOCATIONS.]

70. Which ones?

> _____
> _____
> _____
> _____
> _____

[READ LIST.] [IF RESPONDENT SAYS "YES" TO "OUTDOOR RECREATION", ASK THE NEXT QUESTION; OTHERWISE SKIP THE NEXT QUESTION.]

71. Which, if any, of the following activities did you participate in?

1=Yes
2=No
-99=DK/NR

Shopping > ____
Nightlife > ____

- Visit a state or national park > ____
 - Visit a museum or hall of fame > ____
 - Visit an historic site > ____
 - Visit some other type of attraction > ____
 - Explore a small city or town > ____
 - Dine at a unique restaurant > ____
 - Fall color touring outside of traveling to and from your destination > ____
 - General touring or driving for pleasure > ____
 - Outdoor recreation > ____
- if NO to "Outdoor recreation" → GO TO QUESTION 73

[ACCEPT 1 – 5 RESPONSES.] [ASK ONLY IF OUTDOOR RECREATION AFFIRMED ABOVE.]

- 72. What outdoor recreation activities did you participate in while you were in Michigan?**

> _____

> _____

> _____

> _____

> _____

- 73. Did you attend any festivals or events on this trip? > ____**

1=Yes

2=No → GO TO QUESTION 76

-99=DK/NR → GO TO QUESTION 76

[ACCEPT 1 – 5 RESPONSES.]

- 74. What festivals or events did you attend?**

> _____

> _____

> _____

> _____

> _____

[ACCEPT 0 - 999999.]

- 75. How much did you spend on-site at that/those festival(s) or event(s)? > \$ ____**

-55=REFUSED

-99=DK/NR

- 76. Did you visit any farm markets, roadside produce stands or u-pick farms or orchards on this trip? > ____**

1=Yes

2=No → GO TO QUESTION 80

-99=DK/NR → GO TO QUESTION 80

- 77. Did you purchase anything there? > ____**

1=Yes

2=No → GO TO QUESTION 80

-99=DK/NR → GO TO QUESTION 80

[ACCEPT 1 – 5 RESPONSES.]

- 78. What did you purchase?**

> _____

> _____

> _____

> _____

> _____

[ACCEPT 0 - 999999.]

79. How much did you spend in total? > \$ ____ -55=REFUSED -99=DK/NR

80. Did you visit any wineries on this trip? > ____

1=Yes

2=No → GO TO QUESTION 84

-99=DK/NR → GO TO QUESTION 84

81. Did you purchase anything there? > ____

1=Yes

2=No → GO TO QUESTION 84

-99=DK/NR → GO TO QUESTION 84

[ACCEPT 1 - 5 RESPONSES.]

82. What did you purchase?

> _____
> _____
> _____
> _____
> _____

[ACCEPT 0 - 999999.]

83. How much did you spend in total? > \$ ____ -55=REFUSED -99=DK/NR

84. Did you do any casino gaming on this trip? > ____

1=Yes

2=No → GO TO QUESTION 89

-55=Refused → GO TO QUESTION 89

-99=DK/NR → GO TO QUESTION 89

[ACCEPT 1 - 5 RESPONSES.]

85. Which casinos did you visit?

> _____
> _____
> _____
> _____
> _____

[ACCEPT 1 - 10.]

86. How satisfied were you with your visit to [NAME OF FIRST CASINO MENTIONED ABOVE] on a scale from 1 to 10, where 1 means "extremely dissatisfied" and 10 means "extremely satisfied"? > ____ -99=DK/NR

87. Did you plan to participate in casino gaming before you left home on this trip? > ____

1=Yes

2=No → GO TO QUESTION 89

-99=DK/NR → GO TO QUESTION 89

88. Was casino gaming the only reason, the primary reason or a secondary reason for this trip?

> ____

1=Only

2=Primary

3=Secondary

-99=DK/NR

[ACCEPT 0 - 999999.]

89. In U.S. dollars what would be your best estimate of how much your immediate travel party spent altogether on this trip while in Michigan? > \$ _____ -

55=REFUSED -99=DK/NR

[ENTER RESPONSE, E.G., 90 DAYS, 2 WEEKS, 3 MONTHS.]

90. About how far in advance of this trip did you begin to make plans for it?

> _____

[IF NECESSARY, ASK FOR CITY/PLACE FARTEST FROM HOME.]

91. What was the main destination of this trip?

City/Place in Michigan: > _____

END GENERAL MICHIGAN PLEASURE TRIP PROFILE BLOCK

BEGIN GENERAL MICHIGAN PLEASURE TRIP HISTORY BLOCK

92. Was this most recent pleasure trip in Michigan the first pleasure trip you've ever taken in this state? > _____

1=Yes → GO TO QUESTION 94

2=No

-99=DK/NR

[ACCEPT 1 – 999.]

93. About how many pleasure trips to places in Michigan have you taken in the past twelve months? > _____

[IF RESPONDENT IS UNABLE TO GIVE A SPECIFIC NUMBER, READ THE FOLLOWING OPTIONS.]

In the past 12 months, would you say you've taken...

2=1 to 3 pleasure trips

5=4 to 6 pleasure trips

8=7 to 9 pleasure trips

15=10 to 20 pleasure trips

25=More than 20 pleasure trips

-99=DK/NR

END GENERAL MICHIGAN PLEASURE TRIP HISTORY BLOCK

BEGIN MICHIGAN TRAVEL EXPECTATIONS BLOCK

94. During the next twelve months, do you expect to take more, fewer, or about the same number of pleasure trips to ANY DESTINATION as you did during the previous twelve months? > _____

1=More

2=Fewer

3=Same

-99=DK/NR

95. How about to MICHIGAN? > _____

1=More

2=Fewer → GO TO QUESTION 97

3=Same → GO TO QUESTION 101

(starting on March 1, 2002 → GO TO QUESTION 98)

-99=DK/NR → GO TO QUESTION 101

(starting on March 1, 2002 → GO TO QUESTION 98)

96. Why do you think you will take more pleasure trips to Michigan in the next 12 months?

> _____

→ GO TO QUESTION 101

(starting on March 1, 2002 → GO TO QUESTION 98)

97. Why do you think you will take fewer pleasure trips to Michigan in the next 12 months?

> _____

→ GO TO QUESTION 101

(starting on March 1, 2002, no skipping)

98. Did you take a pleasure trip to Michigan during last year's Memorial Day? > ____

1=Yes

2=No

-99=DK/NR

99. Do you plan to take a pleasure trip to Michigan during this year's Memorial Day? > ____

1=Yes → GO TO QUESTION 101

2=No

-99=DK/NR → GO TO QUESTION 101

100. Why don't you plan to take a pleasure trip to Michigan this Memorial Day?

> _____

101. Do you plan to take any pleasure trips to places in Michigan ...

1=Yes

2=No

-99=DK/NR

...during this winter season? > ____

How about during the next twelve months? > ____

END MICHIGAN TRAVEL EXPECTATIONS BLOCK

BEGIN INTERNET BLOCK

102. Do you have access to the Internet? > ____

1=Yes

2=No → GO TO QUESTION 106

-99=DK/NR → GO TO QUESTION 106

103. During the past twelve months have you used the Internet to obtain travel information?

> ____

1=Yes

2=No

-99=DK/NR

104. Have you made a travel-related purchase over the Internet in the past twelve months? > ____

1=Yes

2=No → GO TO QUESTION 106

-99=DK/NR → GO TO QUESTION 106

[ACCEPT 1 - 999.]

105. How many times? > ____

END INTERNET BLOCK

BEGIN PERSONAL/HOUSEHOLD CHARACTERISTICS BLOCK

[DO NOT READ LIST.] [DOUBLE ENTRY REQUIRED.]

106. To conclude, we'd like to ask just a few questions to help us classify your answers. In what state or province do you permanently reside? > ____

- 1=Illinois
- 2=Indiana
- 3=Michigan
- 4=Minnesota
- 5=Ohio
- 6=Wisconsin
- 7=Ontario
- 99=DK/NR

107. In what county do you live? > _____
108. What is your zip or postal code? > _____
109. In what city do you live? > _____
110. On a scale from 1 to 10, where 1 means "not at all satisfied" and 10 means "extremely satisfied," how satisfied are you with the following options in YOUR HOME COMMUNITY...

-99=DK/NR

- The overall quality of life> _____
- Festivals and events> _____
- Sporting events> _____
- Nightlife or entertainment> _____
- Local parks and recreation opportunities (programs, open space)?> _____

111. Do any of the following types of persons live in your household?

- 1=Yes
- 2=No
- 55=Refused
- 99=DK/NR

- Pre-school child.....> _____
- School-age child under age 18....> _____
- Senior citizen.....> _____
- Handicapped person.....> _____

[ACCEPT 1 - 99.]

112. How many persons, including yourself, live in your household? > ____ -99=DK/NR

[ACCEPT 1 - 99.]

113. How many adults over age 17, including yourself, live in your household? > ____ -99=DK/NR

[ACCEPT 0 - 99.]

114. How many full-time wage earners live in your household? > ____ -55=Refused -99=DK/NR

[ACCEPT 1 - 2 RESPONSES] [DO NOT READ NUMBERS.]

115. Are you... > ____ -55=Refused -99=DK/NR

- 1=employed full-time
- 2=employed part-time
- 3=retired
- 4=not employed
- 5=a homemaker
- 6=a student
- 7=in some other employment situation

116. What racial or ethnic group do you belong to? -55=Refused -99=DK/NR

> _____

BEGIN VOLUNTEERISM BLOCK

Now we would like to ask you just a couple of questions about volunteer work. By “volunteer work” we mean NOT just belonging to an organization, but actually working in some way to help others or the environment for no monetary pay.

117. Have you done ANY volunteer work in the past 12 months? > ____

1=Yes

2=No → GO TO QUESTION 134

-99=DK/NR → GO TO QUESTION 134

[ACCEPT 0 – 366.]

118. How many times did you volunteer your time in the past 12 months?

> ____

*[EXAMPLES OF VOLUNTEER WORK IN MANAGEMENT OR PLANNING
ACTIVITIES RELATED TO OUTDOOR RECREATION, NATURAL
RESOURCES OR THE ENVIRONMENT:*

- *CAMPGROUND ATTENDANT OR HOST (“UNPAID”)*
- *FUNDRAISING*
- *GENERAL MAINTENANCE (FACILITY INSPECTIONS, LITTER PICK UP, PAINTING,
ETC.)*
- *INTERPRETATION/EDUCATION (DELIVER NATURE, HISTORICAL OR CULTURAL
RELATED PROGRAMS, ETC.)*
- *MEMBERSHIP ON AN INFORMAL ADVISORY GROUP/TASK FORCE*
- *MEMBER OF A PLANNING TEAM*
- *MEMBER OF A POLICY-MAKING GROUP (FORMAL CITIZEN BOARD OR
COMMISSION)*
- *OFFICE ASSISTANCE (ENVELOPE STUFFING, FEE COLLECTION,
BOOKKEEPING, ETC.)*
- *RESOURCE MONITORING (BIRD COUNTS, STREAM OR WETLANDS INSPECTIONS,
INVENTORIES, ETC.)*
- *RESOURCE STEWARDSHIP/RESTORATION (NON-NATIVE SPECIES REMOVAL,
PRESCRIBED BURNS, ETC.)]*

119. Excluding coaching, in the past 12 months, have you done any volunteer work that involved participating in MANAGEMENT OR PLANNING ACTIVITIES related to outdoor recreation, natural resources or the environment?

> ____

1=Yes

2=No → GO TO QUESTION 134

-99=DK/NR → GO TO QUESTION 134

120. In the past 12 months, what was the PRIMARY way you volunteered your time in management or planning activities related to outdoor recreation, natural resources or the environment?

> _____

[ACCEPT 0 – 999.]

121. How many times did you volunteer your time this way in the past 12 months?

> ____

122. For which group, agency or organization did you volunteer?

> _____

123. In the past 12 months, have you volunteered your time in any OTHER way that involved management or planning activities related to outdoor recreation, natural resources or the environment?

> ____

1=Yes

2=No → GO TO QUESTION 131

-99=DK/NR → GO TO QUESTION 131

124. What did you do?

> _____

[ACCEPT 0 – 999.]

125. How many times did you volunteer your time this way in the past 12 months?

> ____

126. For what group, agency or organization did you volunteer?

> _____

127. In the past 12 months, have you volunteered your time in any ADDITIONAL way that involved management or planning activities related to outdoor recreation, natural resources or the environment?

> ____

1=Yes

2=No → GO TO QUESTION 131

-99=DK/NR → GO TO QUESTION 131

128. What did you do?

> _____

[ACCEPT 0 – 999.]

129. How many times did you volunteer your time this way in the past 12 months?

> ____

130. What type of group, agency or organization did you volunteer with or for?

> _____

[READ THE LIST.]

131. When you volunteer your labor, time and/or services for NATURAL RESOURCES, THE ENVIRONMENT OR OUTDOOR RECREATION do you expect to receive any of the following in return ... ?

1=Yes

2=No

-99=DK/NR

Thanks > ____

Public recognition > ____

More access to managers than citizens who do not participate > ____

More influence on agency/organization decisions and policies > ____

Support (transportation, food/beverages, child care) > ____

132. Do you expect something else not mentioned above? > ____

1=Yes

2=No → GO TO QUESTION 134

-99=DK/NR → GO TO QUESTION 134

133. What else do you expect in return for your volunteering?

> _____

END VOLUNTEERISM BLOCK

134. The median household income is \$42,000. Would you say your total household income before taxes in 2000 was above or below the median? > ____

1=Above the median

2=Below the median → GO TO QUESTION 136

-55=Refused → GO TO QUESTION 136

-99=DK/NR → GO TO QUESTION 136

135. Was your total household income above \$65,000? > ____

1=Yes

2=No

-55=Refused

-99=DK/NR

END PERSONAL/HOUSEHOLD CHARACTERISTICS BLOCK

[READ]

136. That's all the questions I have. Thank you very much for your time! Have a good evening!

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