

Matching Volunteer Motivations to Promote Agency & Resiliency in Army Spouses

Contents

Notes to Facilitator	3
Workshop Structure	9
Workshop Timeline	10
Session 1	11
Session 2	14
Session 3	18
Session 4	23
Follow-Up Session	26
Resources	28

Notes to Facilitator

Introduction

According to the 2019 Blue Star Families Survey, 77% of military spouses are under- or un-employed due to the frequent moves required with a military career.¹ There are few major decisions a military spouse can deliberately make: the military delivers orders indicating the moving location and a report date, housing is assigned on post, and employment may not be feasible. Without the ability to control many major decisions, many military spouses settle for volunteering to develop a sense of purpose.

Military spouses are community-conscious - 96% feel it is important to work to improve their communities and 71% of military families actively volunteer.² Volunteering can increase the informal social support available to a spouse, which has proven to increase the ability to cope effectively with spouse separation due to training or deployment.³ Two motivations for volunteering have been identified: intrinsic - volunteering because doing so aligns with a personal sense of values - and extrinsic motivations which include: social, protective, enhancing, understanding, and career.⁴ If an extrinsically motivated volunteer's needs are unmet, they are unlikely to volunteer again; however, intrinsic volunteering positively impacts well-being, decreases depression, forms a sense of identity and self-efficacy, and fosters informal social support.⁵

The STAR Volunteer Workshop aims to increase agency and resiliency in Army spouse volunteers by developing the conception that identifying and fulfilling motivations in volunteer roles provides the opportunity to take charge of their own volunteer roles and lead in creating a Supportive Volunteer Community for their peers.

Participants

The primary focus of the STAR Volunteer Workshop is the Army spouse, who has a unique set of challenges regarding employment and agency. There are great advantages to working with this population as well. Within the Army Community, workshops are offered to the community and available through a voluntary commitment. This means the participants will not only exhibit the Military-wide commitment to volunteerism, but they will have elected themselves as leaders of the volunteer community.

Participants will be addressed as STAR Volunteer Leaders, and motivation and agency will be explicitly unpacked throughout the workshop. Addressing the participants as STAR Volunteer *Leaders* is indicative of the scaffolding (gradual transfer of information and responsibility) employed throughout the workshop, by immediately challenging participants to develop their self-conception as leaders and asking the participants to accept responsibility for the content, rather than deferring the knowledge to a perceived expert.⁶ This approach thrusts the STAR Volunteer Leaders into the role of tutors in training, who will employ and explain the key concepts with their peers beyond the confines of the workshop, drawing on the literature suggesting learning occurs for both tutors and tutees, particularly when the tutors are primed to understand that learning is a process, rather than a transfer of knowledge.⁷

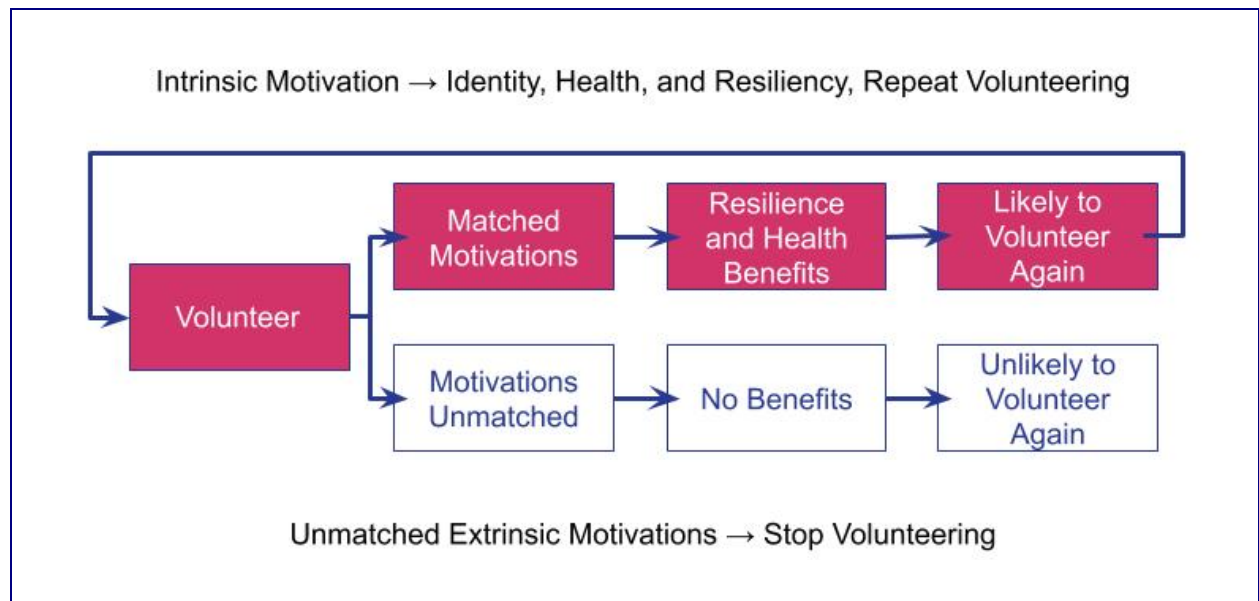
Volunteering

71% of military and veteran families volunteer⁸

Volunteering with **intrinsic motivation** creates a sense of identity, boosts social resources, provides a sense of meaning, increases sense of well-being, decreases depression, and increases self-efficacy.⁹

Extrinsic motivations of volunteering: the desire to develop a skill, gain experience, fill a gap in a resume, or simply make friends. If the extrinsic needs are unmet, the individual will stop volunteering.⁹

Meeting extrinsic motivations and fostering agency, through social connection, competence, and autonomy, provides a platform to develop an identity as a volunteer, creating intrinsic motivation.¹⁰



Agency

The core idea of agency is that individuals are not only shaped by experiences; rather, we have capacity to actively control our experiences and the outcomes thereof.¹¹ Fostering the conception of **agency** within a very small portion of life that will allow the webs of learning to extend through supportive volunteering, to the realization that although the military “controls” many aspects of life, it is possible to maintain identity and purpose, equipping the Army spouse to actively seek out opportunities and take an active role in developing resiliency.

ANALOGY for AGENCY

Explicit discussion of agency is one of the core features of the STAR Volunteer Workshop. Individual agency is comprised of four elements: intentionality, forethought, self-regulation, and self-reflection.¹¹ These four components of agency have been translated into action steps for the STAR Volunteers to navigate:

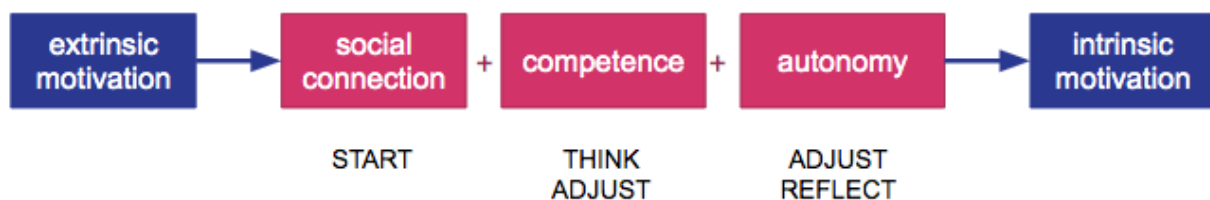
- **START** with purpose (intentionality)
- **THINK** about motivations and plan to match opportunities (forethought)
- **ADJUST** volunteer commitments, resources, and tasks to meet goals (self-regulation)
- **REFLECT** on motivations, efficacy of plans in fulfilling purpose (self-reflection)

The workshop directly identifies the development of STAR agency (Start, Think, Adjust, Reflect) within the shift to intrinsic motivation through social connection, competence, and autonomy.¹²

Social Connection is where everything Starts for those with extrinsic motivations. **Competence**, the ability to complete a task proficiently, requires an individual to Think (plan tasks that match motivations and can be completed well) and Adjust (play to strengths). **Autonomy**, the ability to make decision and impact

outcomes, the fulfillment of agency, requires one to Adjust (make changes to tasks and commitments in order to play to strengths) and Reflect (re-assessing motivations and whether plans fulfill present purposes). Walking through each STAR action step **solidifies each participant's identity as a STAR Volunteer Leader** capable of exercising agency within the role.

**Forming STAR Volunteers not only increases agency
Motivation can also shift, providing maximum volunteering benefits**



CONCEPTUAL CHANGE OBJECTIVE

There are few major decisions a military spouse can deliberately make: the military delivers orders indicating the moving location and a report date, housing is assigned on post, and employment may not be feasible. With the idea of agency fading away in many areas of life, military spouses settle for volunteering to develop a sense of purpose.

A conceptual change theory of learning is established on the idea that an individual cannot learn what they cannot conceive; thus learning begins with *adjusting* current conceptions.¹³ If the **current conception** for most Army spouses is that they cannot have their career of choice, so they **settle for volunteering**, the initial task of the STAR Volunteer Workshop is to identify specific motivations for volunteering that STAR Volunteers **can decisively act upon**. This small step is the first step toward developing the conception that fulfilling motivations provides the opportunity for learning to act as an agent in their own lives, to reclaim a locus of control, develop an

identity, and have an active role in promoting resiliency through the volunteer experience.

Current Conception: With opportunities for agency fading away in many areas of life,
military spouses settle for volunteering
to develop a sense of purpose.

Adjusted Conception: identify **specific motivations** for volunteering that STAR
Volunteers can **decisively act upon**

This conceptual change takes place over three phases: initial understanding, deeper understanding, and accommodation.¹³ The initial understanding introduces the new conception, providing a framework to build the conception upon. Deeper understanding occurs as the participants realize the new conception is plausible and can solve existing problems across a variety of real-world examples to confirm that the framework is useful. Accommodation pushes the new conception beyond the examples provided, applying the conceptual framework to complex problems and new situations.

The STAR Volunteer Workshop was developed with a scaffolding design throughout the sessions, as learning is not predicated upon transfer of the information, but upon the transfer of responsibility to the participant to activate and engage the concepts.¹⁴ Throughout the workshop, **exploring volunteer motivations is the method to scaffold the development of agency and foster conceptual change** in the participants.

STAR Volunteer Workshop Structure

There are two overarching understanding goals, (the learning that will occur as a result of the workshop), reflecting the conceptual change that will occur as a result of the workshop:

- STAR Volunteer Leaders will understand how to identify and fulfill external motivations to **develop intrinsic motivation and identity through fostering agency**.
- STAR Volunteer Leaders acknowledge the process-dependent nature of developing agency, **deliberately planning to implement agency** beyond the workshop in real-world situations.

	Session One	Session 2	Session 3	Session 4
Conceptual Change	<i>Minimal Understanding</i>	<i>Deeper: Plausibility</i>	<i>Deeper: Solves Problem</i>	<i>Accommodation</i>
	<i>Introduce Star Agency</i>	<i>Introduce Volunteer Motivations</i>	<i>Social Connect, Competence, Autonomy Agency: Start, Think, Adjust, Reflect</i>	<i>Motivations: Reassessment Agency: Adjust and Reflect</i>

Workshop Timeline

The STAR Volunteer Workshop was designed to align with the structure of other Army community volunteer programs and training. The initial one-day workshop has four sessions to allow progression through the key concepts, with a follow-up session one month later, to encourage implementation of the key concepts. Alternating the courses each month would provide flexibility for the STAR Volunteer Leader, but more importantly, an opportunity to revisit the follow-up session multiple times throughout the year. Providing an access point for peer support and mentorship completes the structure of a Supportive Volunteer Community.

One Day Workshop	
Session 1	80 Minutes
Break	10 Minutes
Session 2	60 Minutes
Lunch	45 Minutes
Session 3	90 Minutes
Break	15 Minutes
Session 4	60 Minutes
Wrap-Up	15 Minutes
Follow-Up Session	90 Minutes

Session 1

Understanding Goal → Participants will identify as STAR Volunteer Leaders within a Supportive Volunteer Community

Conceptual Change	Minimal Understanding	Deeper: Plausibility	Deeper: Solves Problem	Accommodation
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Session 1 challenges the conception that the decision to volunteer is passive and introduces agency. Through the activities, participants will develop an understanding of agency. An analogy is introduced and developed throughout the remaining sessions as understanding is put into practice.

Activity

Scheduled Time	Objective	Resource
Ice Breaker		
10 Minutes	Fostering Social Connection	Ice Breaker Questions – Part A
Supportive Volunteer Communities		
10 Minutes	Discuss volunteer benefits	Slides

This initial discussion of Supportive Volunteer Communities establishes the goal of the workshop, introducing all of the terminology to be explored throughout the workshop. Supportive Volunteer Communities provide positive relationships with peers and a place within the organization, so the volunteers can navigate their own motivations for volunteering because their needs are met.

Introduce Analogy

20 Minutes	Shift Conception Discover Agency
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I am going to read two different analogies to describe the military spouse life:

1. We are passengers in a helicopter. The Army is the pilot, determining our destination and our spouses are the crewmembers who are active and crucial to the mission. Passengers tag along, buckle-up, and wait for landing.
-
2. We are one of three actors on a stage. The Army decides the location of the stage, where a three-person show will be performed. The three actors are the Army spouse, the soldier, and military kids.

Do you relate to either analogy?

How do the two analogies differ?

The Army community is much broader than the operation of the equipment and soldiers. The Army community consists of soldiers, yes, but also children and spouses. You, as a spouse are one of the three main characters of the Army community. You are not a supporting role, but a lead actor! Yes, the Army decides the location of the stage, but you are a lead actor.

You impact the performance.

You can respond to movements and other characters, you can set the tone, change the mood, and feel the warmth of the spotlight.

You are a STAR.

The difference between the two analogies is the impact of forming and using agency.

Explore Agency

20 Minutes

Four Components of Agency to
create STAR Volunteers

Slides

Building upon the analogy, these slides and group discussion explore the components of agency, leading into the SpouseBuzz Volunteer Scenario.

Individuals are not only shaped by experiences; rather, we have capacity to actively control our experiences and the outcomes thereof.

SpouseBuzz Volunteer Scenario

20 Minutes

Recognize employment barriers and provide a relatable type of agency to assess Slides

“I struggle with [whether or not to get a job with each new move] as a wife, mother, and professional.... I decided NOT to get a job. I quickly became involved in multiple volunteer activities and have enjoyed each and every one of them. Plus, I get to go to the gym a few times a week while the kids are in school.... [my husband asked], “I thought you wanted a job?” [I replied], I DID! But I decided to volunteer since I can't get a job. If money is such an issue, I'll go get whatever I can find that has nothing to do with my heard-earned [sic] master's degree and be miserable.” – SpouseBuzz Volunteer¹⁵

Following the scenario, lead discussion:

“Does the SpouseBuzz Volunteer view herself as a passenger on a helicopter or as a star of the play in this description?”

The purpose of the discussion in light of the analogy, as well as unpacking the four components of agency is to explore contextual problem solving, with the aim of understanding the material.

Be a STAR

- Intentionality → **START**
- Forethought → **THINK**
- Self-regulation → **ADJUST**
- Self-reflection → **REFLECT**

Make the Connection

Let's create
STAR
volunteers!

Throughout the workshop, we will explore ways to start, think, adjust, and reflect as STAR Volunteer Leaders to develop agency as Army spouses.

Session 2

Understanding Goal → STAR Volunteer Leaders will be equipped to decipher Volunteer Motivations

Conceptual Change	Minimal Understanding	Deeper: Plausibility	Deeper: Solves Problem	Accommodation
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Session 2 introduces the bulk of the cognitive information relayed to the STAR Volunteer Leaders in the workshop, establishing the plausibility of the adjusted conception that there are a variety of volunteer motivations to decisively act upon.

The objectives of Session 2 are to:

- 1. Explore Intrinsic versus Extrinsic Motivations**
- 2. Learn to identify Volunteer Motivations.**

The framework will orient STAR Volunteer Leaders as part of a Supportive Volunteer Community. Each participant will be referred to as a STAR Volunteer Leader, because we are leading our own community.

Volunteer Motivations Quiz

15 Minutes

Identify individual motivations

Handout

→ Before the Workshop: Print Handout for Each Participant (See Resources)

Read each question from the Volunteers Motivations Quiz, pausing to allow time for the participants to write an answer (5-10 seconds). Explain to the participants that there are no right or wrong answers; rather, they should choose the answer they feel is most true about their current volunteer experience. Upon finishing, explain how to score and read the italicized results to the group to identify each individual's motivation.

Don't forget to ask if there were any surprise results or results STAR Volunteer Leaders would like to share after reading through how to score. Again, there is no right answer, rather, fostering communication.

Introduce Volunteer Motivations

20 Minutes

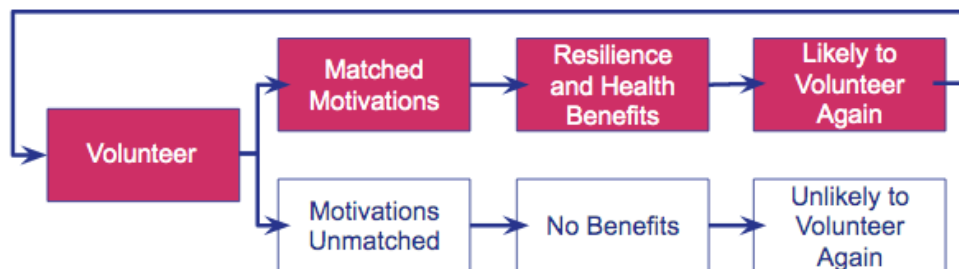
Explain Intrinsic and Extrinsic Motivations

Slides

It is crucial to understand the importance of motivations for volunteers. These slides explore the difference between intrinsic motivation and extrinsic motivations and outcomes.



Volunteering with **intrinsic motivation** creates a sense of **identity**, boosts **social resources**, provides a sense of meaning, increases sense of well-being, decreases depression, and increases self-efficacy.



If the extrinsic motivations do not match the opportunity, the individual will stop volunteering.

Activity: Mapping Intrinsic versus Extrinsic Motivations

25 Minutes

Visual Download for Reference

Mapping Handout Slides

→ **Before the Workshop: Print Handout for Each Participant (See Resources)**

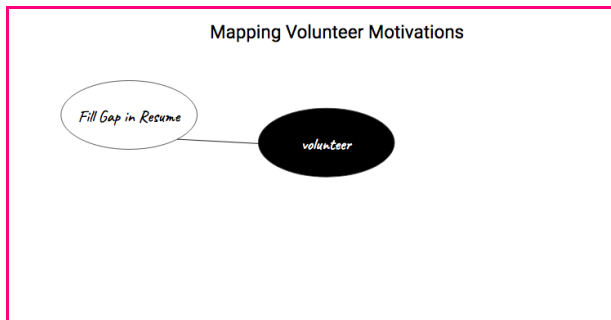
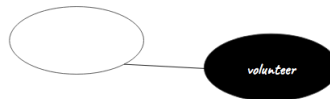
Following the example in the illustration below, ask STAR Volunteer Leaders to split into small groups to fill-in possible motivations for volunteering they have experienced or encountered in others. Show the first three slides, through “fill gap in resume” (outlined below) to demonstrate the activity. Participants can add bubbles as necessary.

After mapping motivations in small groups, regroup to create one map to display for the remainder of the workshop. Ask groups to share their findings and group similar motivations into categories: career, social connection, emotional support, learn something new, make connection, identity/values. Be sure to walk through the slides and include any motivations the group missed.

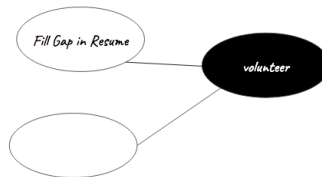
Mapping Volunteer Motivations



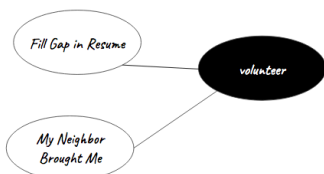
Mapping Volunteer Motivations



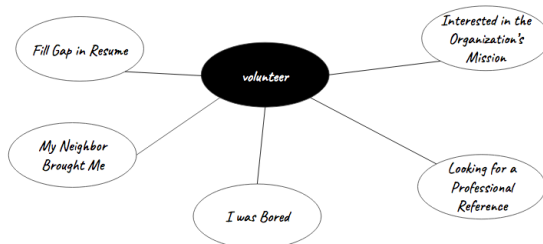
Mapping Volunteer Motivations



Mapping Volunteer Motivations

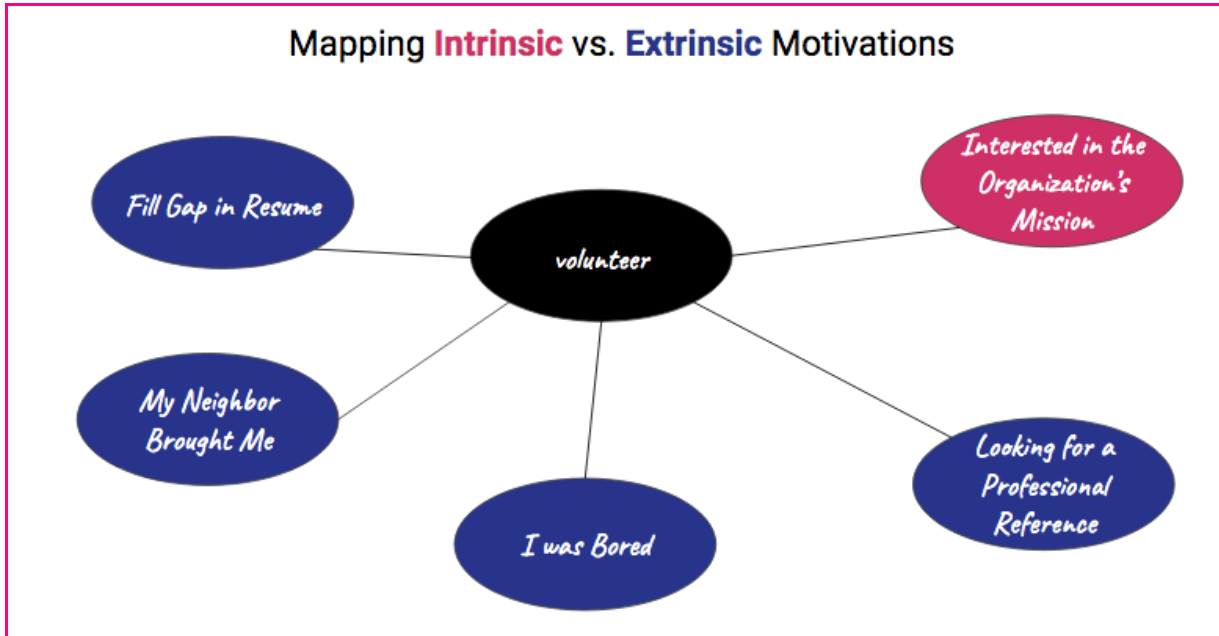


Mapping Volunteer Motivations



Activity: Mapping Intrinsic versus Extrinsic Motivations (Continued)

The final step is to label each motivation as extrinsic or intrinsic. (An easy way to do so on a whiteboard would be to circle the identity/values category with a different color and write “Intrinsic” in the same color at the top of the board.)



Lunch Break!

Session 3

Understanding Goal → STAR Volunteer Leaders will recognize each volunteer commitment as an opportunity to exercise agency

Conceptual Change	Minimal Understanding	Deeper: Plausibility	Deeper: Solves Problem	Accommodation
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Session 3 deepens the understanding necessary for conceptual change, by providing a variety of examples to prove the problem-solving possibilities of the adjusted conception.

The material in Session 3 walks through each STAR action step provides opportunities to exercise agency and solidify each participant's identity as a STAR Volunteer Leader **capable of utilizing agency within the role** beyond the workshop.

Session 3 utilizes active construction through problem solving activities.

Active construction means the participants form an understanding through participation, rather than transfer of information. The problem solving activities frame the new concepts of motivation and agency within a **real-world context**, referencing positions and tasks the participants will encounter in their actual volunteer roles beyond the workshop. Utilizing this design serves to promote conceptual change as well as providing individual references (automatization) for application of STAR agency to match motivations within volunteers organizations.

Regroup Activity

Scheduled Time	Objective	Resource
5 Minutes	Foster Social Connection	Ice Breaker Questions – Part B

Developing Volunteer Agency

15 Minutes

Slides

These slides directly identify the development of STAR agency (Start, Think, Adjust, Reflect) within the shift to intrinsic motivation through social connection, competence, and autonomy.

Intrinsic Motivation → Identity, Health, and Resiliency, Repeat Volunteering



Unmatched Extrinsic Motivations → Stop Volunteering

Begin by introducing the idea that Volunteers operating with extrinsic motivations are typically doing so because they are trying to establish social connection. Social Connection is where they START (the first step of STAR agency).

To develop STAR volunteers:

- **START** with purpose
- **THINK** about motivations and plan to match opportunities
- **ADJUST** volunteer commitments/resources/tasks to meet goal
- **REFLECT** on motivations, efficacy of plan in fulfilling purpose

Activity: Role-Playing Task Assignment

15 Minutes

Slide

Depending on time, break STAR Volunteers into new small groups to assign volunteer roles and tasks to the SpouseBuzz Volunteer. (If time is an issue, it is best to bypass the small groups and work as a large group together.)

**How can we meet Extrinsic Motivations
ROLE-PLAYING SCENARIO**

1. Our SpouseBuzz Volunteer decided to go back to work. As she is looking for a job, she continues volunteering to fill the gap in her resume.
2. Our SpouseBuzz Volunteer moves to another post and joins her neighbor who is already volunteering with a MilSpouse organization on post.
3. Our SpouseBuzz Volunteer realizes she can find a job adjacent to her Master's Degree educational field, if she is able to develop a specific skill, which happens to be part of the volunteer organization's operations.

Regroup to discuss ideas. There is no right answer. This is an exercise in identifying extrinsic motivations and marrying this practice to the shift toward intrinsic motivation through meeting the first STAR agency component of "Starting with Purpose" through fostering social connection.

Possible Ideas

Employment

- Work to create and/or update the volunteer's VMIS profile
- Assign tasks that match professional experience (if possible, i.e.: assign accountants or tax prep as treasurers; executive assistants as admins; creatives to program or social media teams)
- Refer to community employment programs
- Inform of any job fairs
- Connect with other employment-seeking spouses for social support

Social Connection

- Discover motivations beyond social connection (if any)
- Give the volunteer a position that will introduce a variety of people
- Put the volunteer in a role that is not isolated or behind the scenes alone
- Provide social activities for volunteers outside of the volunteer "work"

Activity: Role-Playing Task Assignment (Continued)

Skill Development

- Identify experience and the skill the volunteer is trying to develop
- Provide opportunities to work alongside someone already performing the new skill

→ When discussing, listen for the **correct use of terms** and identification of intrinsic/extrinsic motivations. This feedback will provide an indication that the participants understand the material and **signal that they are ready to continue**. If participants are struggling in any area, take a few minutes to answer questions or revisit any of the previous concepts before moving forward.

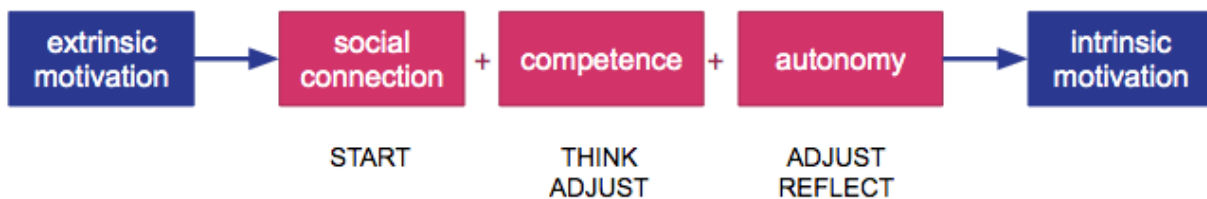
Shifting Motivations

15 Minutes

Slides

Moving from Extrinsic to Intrinsic motivation requires agency. This section explores our responsibility as STAR Volunteer Leaders to create opportunities for developing agency in Volunteer Positions.

**Forming STAR Volunteers not only increases agency
Motivation can also shift, providing maximum volunteering benefits**



Competence - *the ability to complete a task proficiently*

THINK - plan tasks that match motivations and can be completed well

ADJUST - “playing to strengths”

Autonomy - *the ability to make decisions and impact outcome*

ADJUST - “playing to strengths”/making changes to tasks and commitments

REFLECT - re-assessing motivations/whether plan fulfills purpose

Activity: Assign Tasks based on Motivations Identified in Mapping Exercise

15 Minutes

Slide

How can we meet Maximize Competency?
ASSIGN TASKS CONSIDERING MOTIVATIONS

Utilizing the group mind map created in Session 2, STAR Volunteer Leaders will work as a large group to assign tasks based on the motivations identified. This exercise will reinforce the connection between matching motivations and developing intrinsic motivation by fostering agency.

Activity: Write Volunteer Descriptions

15 Minutes

Specifying areas of autonomy - opportunities for competence

Slide

How can we meet Maximize Competence and Autonomy?
WRITING VOLUNTEER POSITION DESCRIPTIONS

This exercise challenges participants to perform within their new conception as STAR Volunteer Leaders, affirming that the new conception not only fits what could be, but functions within their understanding.

Providing opportunities for autonomy is not inherently easy for all Volunteer Leaders. Working in small groups, STAR Volunteer Leaders will write position descriptions outlining tasks that promote competence and autonomy for at least one of the positions listed:

1. Programs Coordinator
2. Treasurer
3. Hospitality
4. Watchcare Coordinator
5. Key Caller

This is a brainstorming exercise. There are no right or wrong answers, provided the responses fit the **general concepts of competency and autonomy**. If answers truly do not work, guide the participants to a more appropriate response by **asking leading questions** rather than a corrective answer, when possible.

Regroup to Discuss

10 Minutes

Regrouping to discuss the position descriptions will lighten the load for STAR Volunteer Leaders and provide the application of concepts necessary to encourage automatization.

Session 4

Understanding Goal → STAR Volunteer Leaders will identify opportunities to utilize agency in supporting Army Spouses within the Army Community

Conceptual Change	Minimal Understanding	Deeper: Plausibility	Deeper: Solves Problem	Accommodation
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The fourth and final session of the STAR Volunteer Workshop session asks the STAR Volunteer Leaders to accommodate conceptual change, by pushing them to expand the application of the conception **beyond volunteering**.

Session 4 develops metacognitive tools (tools that help us think deliberately about the **way** we are thinking or the **conceptions we are operating with**¹⁶) to engage the final two components of STAR agency. Revisiting the Adjust and Reflect action steps reinforces the process-dependent nature of agency and conceptual change. Providing multiple activities and examples for Adjust and Reflect not only fosters abstraction of the ideas (by applying STAR agency to a variety of examples) to facilitate learning the material, but also primes the participants for the final phase of conceptual change. The session closes by **deliberately guiding participants in planning to implement agency beyond the workshop**.

Review STAR Agency

The session begins by reviewing the STAR Action steps:

- **START** with purpose (intentionality)
- **THINK** about motivations and plan to match opportunities (forethought)
- **ADJUST** volunteer commitments, resources, and tasks to meet goals (self-regulation)
- **REFLECT** on motivations, efficacy of plans in fulfilling purpose (self-reflection)

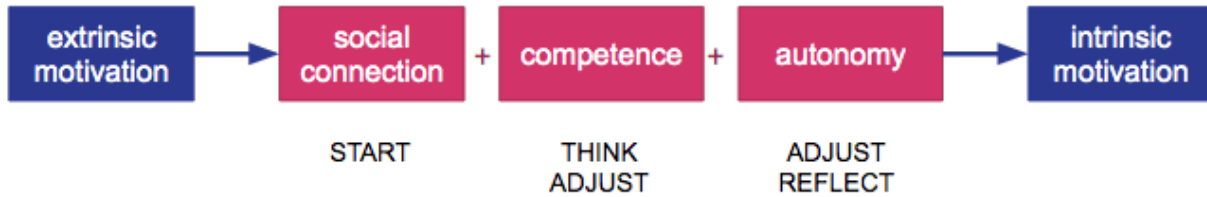
Activity: Brainstorm feedback questions to measure progress in competency

15 Minutes

Foster Social Connection

Slide

Communication is a key component for encouraging agency in peers. After reviewing the STAR agency action steps, and the shift to intrinsic motivation, work together in a large group to translate each step into questions STAR Volunteer Leaders can utilize in communicating with volunteer peers.



ADJUST

BRAINSTORM QUESTIONS TO MEASURE PROGRESS IN COMPETENCY

What are the volunteer’s purpose and motivation?

What is the plan to match motivations within the volunteer position?

Does the volunteer feel capable of doing the job?

Have you provided opportunities for autonomy?

Communication is a key component for encouraging agency in peers. STAR Volunteer Leaders will utilize feedback to facilitate communication throughout the volunteer process. Brainstorming feedback questions together is an opportunity to share the load and is an exercise in metacognition.

→ This is another opportunity to listen for appropriate use and proper application of the STAR agency action steps. Ideally, participants will work answers out together, pushing one another toward optimal answers through discussion.

Activity: Chart a timeline for reassessing motivation

15 Minutes

Foster Social Connection

Slide

REFLECT

CHART A TIMELINE FOR RE-ASSESSING MOTIVATION

Timesharing, or intermittently interrupting cognitive thought to engage metacognitive reflection, can be utilized systematically to increase metacognitive thought and encourage the reflective components of agency. Increasing metacognitive thought allows us to consider if we are applying the strategies acquired and reassess the usefulness of the conceptions we operate within.

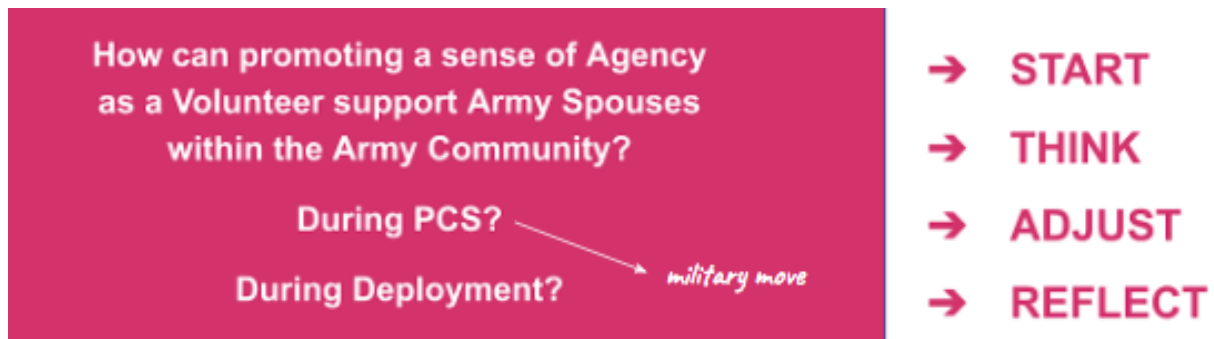
Activity: Extending Agency Beyond Volunteering

30 Minutes

Slide

Session 4 concludes by asking participants “How can promoting a sense of agency as a STAR Volunteer **support** Army Spouses within the Army community during PCS (military move) and deployment?”.

Throughout the workshop, participants have applied the framework of the adjusted conception (acting with agency) to **volunteer-specific examples**. Extending the framework to additional scenarios asks the participants to accommodate the adjusted conception, the final phase of conceptual change. In accommodation, the framework is applied to new situations, beyond volunteering, and increasingly complex situations, such as deployment, where there the spouses operate in a variety of roles and tasks.



Planning to Implement Agency

The final activity of the STAR Volunteer Workshop challenges each individual STAR Volunteer Leader to **create a plan** to continue engaging agency beyond the workshop. Suggestions include: planning timesharing moments to exercise Adjust and Reflect, purposeful communication within volunteer organizations, and identifying ways to act with competence and autonomy within present volunteer roles both for self and peers.

Adjusted Conception

When I move, I know the type of volunteer position I will seek, because I understand how to assess my own motivations. I have the ability to influence my experience, despite all of the unknowns. I do not have to wait to meet a friend who will let me tag along, nor do I need to settle.

I can choose to pursue a position that will meet my needs, as I am serving my community.

Follow-Up Session

Understanding Goal → STAR Volunteer Leaders will identify any changes in motivation and engage agency to adjust goals and plans

The Follow-Up Session serves as a timesharing moment for self-regulation (Adjust) and self-reflection (Reflect) components of Agency. STAR Volunteers will discuss application of the materials in creating Supportive Volunteer Communities as well as in the Army Community. STAR Volunteers will problem-solve real-life situations.

Ice Breaker

10 Minutes

Fostering Social Connection

Ice Breaker Questions – Part A

Supportive Volunteer Communities

10 Minutes

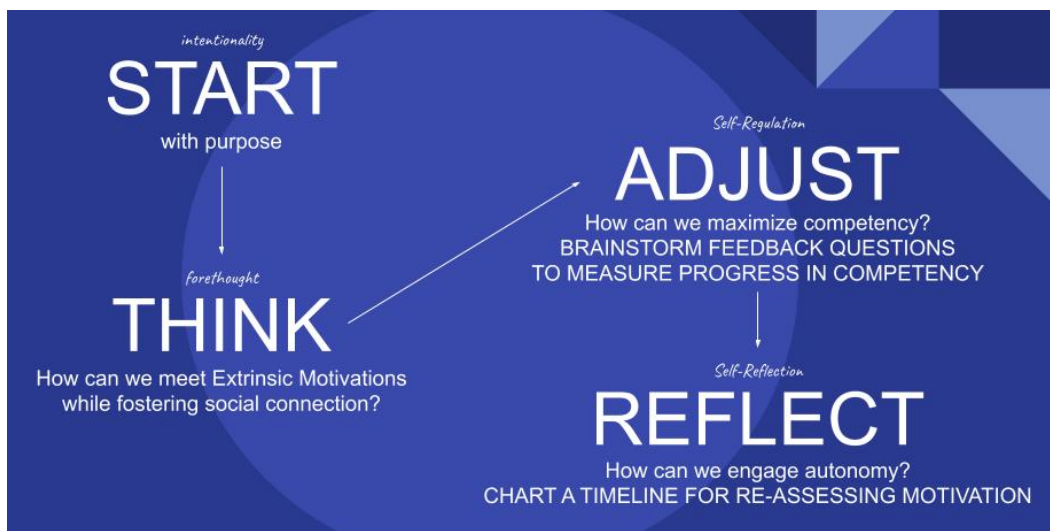
This review of Supportive Volunteer Communities provides a reminder of the workshop goal, refreshing all of the terminology. Discussion provides opportunities to explore the practical implementation of concepts by STAR Volunteer Leaders.

Reassess Volunteer Motivations

10 Minutes

This is a timesharing moment to collectively pause and individually reflect on any changes in motivations..

Revisit Agency



Reflect

20 Minutes

Have any STAR Volunteer Leaders utilized the Feedback Questions designed in Session 4?

Explore moments of fostering social connection, competence, and/or autonomy in relationship to extrinsic motivations experienced or created by the STAR Volunteer Leaders.

Adjust

20 Minutes

Are you meeting your Session 4 goals?

In setting goals for Supportive Volunteer Communities to operate with social connection, competence, and autonomy for every volunteer position, and effortfully matching each volunteer motivation with appropriate opportunities and tasks, we create a system in need of assessment and review.

Activity: Planning to Implement Agency

10 Minutes

The final activity of the STAR Volunteer Follow-Up Session again challenges each individual STAR Volunteer Leader to create a plan to continue engaging agency beyond the workshop. Suggestions include: planning timesharing moments to exercise Adjust and Reflect, purposeful communication within volunteer organizations, and identifying ways to act with competence and autonomy within present volunteer roles both for self and peers.

→ If participants have demonstrated application of STAR agency within volunteer roles, encourage them to consider areas of life outside of their role as volunteer leaders to plan to exercise agency in.

Wrap-Up

10 Minutes

This completes the transfer of responsibility to the participant as the workshop moves beyond the construction of concepts to real-world application.

Resources

References	29
Ice Breaker Questions	30
Volunteer Quiz Handout	31
Handout	32
Slides	33

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Ice Breaker Questions

Part A

Introduce Yourself:

1. Name
2. How long have you been at this post?
3. Where (if anywhere) are you currently volunteering or do you wish to volunteer?
4. One Question from Part B

Part B (choose a different question for Sessions 1 and 3)

- What is your drink order at a coffee shop?
- What is your favorite local restaurant?
- What is your favorite local activity or attraction?
- What is your favorite color combination?
- What is one embarrassing trend you have succumbed to?
- Are you a cat person or a dog person?
- What is your favorite TV show?
- What is your favorite book?

Volunteer Functions Inventory¹⁷

1. Volunteering can help me to get my foot in the door at a place where I would like to work.	1	2	3	4	5	6	7
2. My friends volunteer.	1	2	3	4	5	6	7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6	7
4. People I'm close to want me to volunteer.	1	2	3	4	5	6	7
5. Volunteering makes me feel important.	1	2	3	4	5	6	7
6. People I know share an interest in community service.	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6	7
8. I am genuinely concerned about the particular group I am serving.	1	2	3	4	5	6	7
9. By volunteering I feel less lonely.	1	2	3	4	5	6	7
10. I can make new contacts that might help my business or career.	1	2	3	4	5	6	7
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7
12. I can learn more about the cause for which I am working.	1	2	3	4	5	6	7
13. Volunteering increases my self-esteem.	1	2	3	4	5	6	7
14. Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7
15. Volunteering allows me to explore different career options.	1	2	3	4	5	6	7
16. I feel compassion toward people in need.	1	2	3	4	5	6	7
17. Others with whom I am close place a high value on community service.	1	2	3	4	5	6	7
18. Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7
19. I feel it is important to help others.	1	2	3	4	5	6	7
20. Volunteering helps me work through by own personal problems.	1	2	3	4	5	6	7
21. Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7
22. I can do something for a cause that is important to me.	1	2	3	4	5	6	7
23. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7
24. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7
25. I can learn how to deal with a variety of people.	1	2	3	4	5	6	7
26. Volunteering makes me feel needed.	1	2	3	4	5	6	7
27. Volunteering makes me feel better about myself.	1	2	3	4	5	6	7
28. Volunteering experience will look good on my rrsun&	1	2	3	4	5	6	7
29. Volunteering is a way to make new friends.	1	2	3	4	5	6	7
30. I can explore my own strengths.	1	2	3	4	5	6	7

Items 7, 9, 11, 20, 24 make up the Protective factor. → *emotional support*

Items 3, 8, 16, 19, 22 make up the Values factor → *Intrinsic Motivation*

Items 1, 10, 15, 21, 28 make up the Career factor → *fill a gap/gain experience for resume*

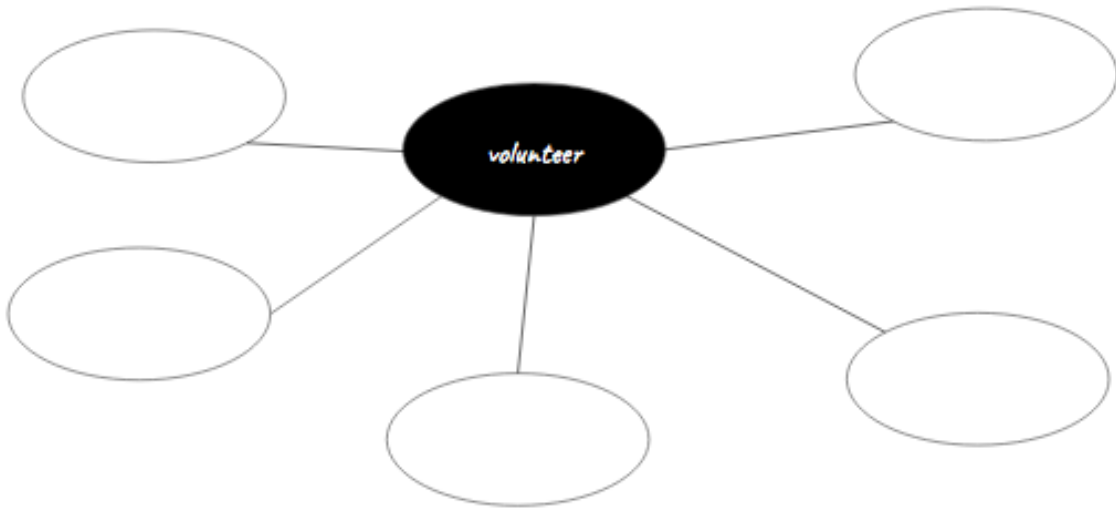
Items 2, 4, 6, 17, 23 make up the Social factor → *social connection*

Items 12, 14, 18, 25, 30 make up the Understanding factor → *learn something new*

Items 5, 13, 26, 27, 29 make up the Enhancement factor → *emotional resiliency*

Two Handouts per Page: Cut on the Dotted Line

STAR VOLUNTEER WORKSHOP
Mapping Volunteer Motivations



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