

RELATIONSHIP MANAGEMENT WITH ADOLESCENT PUBLICS: THE ROLE OF  
RELATIONSHIP MAINTENANCE STRATEGIES AND RELATIONAL QUALITY  
OUTCOMES ON ADOLESCENTS' INTENDED BEHAVIOR

By

DENISE SEVICK BORTREE

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To my beloved husband, Brian.

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Denise Sevick Bortree

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Major: Mass Communication

This study examined relationship maintenance strategies engaged by organizations toward adolescent publics and the impact of those strategies on the relational quality of the relationship between organization and public. Six strategies found in the public relations literature were measured, along with a newly-proposed strategy of guidance. Four relational quality outcomes were measured. The study also tested the impact of relational quality on the intended behavior of teens toward future volunteer involvement.

Three hundred and fifteen teens, ages 15-18, completed a survey that measured the teen volunteers' perception of the organization-public relationship between volunteer and nonprofit organization. Structural equation modeling was used to test the application of the model of the organization-public relationship for a teen public.

The study found that the constructs of the model of the organization-public relationship hold up for an adolescent public. Three strategies emerged as most influential in this relationship: guidance, assurances and shared tasks. The influence of

these strategies appears to flow to the relational quality outcome of control mutuality which then influences the other outcomes of satisfaction, trust and commitment. This has implications for the adolescent-nonprofit organization relationship.

In addition, the study found that the level of quality in the relationship influences adolescents' likelihood to continue to volunteer with the same organization or another. By engaging strategies that improve the relational quality between an organization and adolescent public, an organization has the opportunity to encourage life-long positive behaviors in members of a public.

## CHAPTER 1 INTRODUCTION

The topic of adolescents' relationship building with peers, parents and romantic partners is a popular area of study (Furman & Buhrmester, 1992; Youniss & Haynie, 1992; Parker & Asher, 1993; Vogl-Bauer et al, 1999; Ladd, 2004). Little is known about another type of relationship in which adolescents engage, the relationship between adolescents and an organization (Ji, 2002). The relationship between an organization and adult members of publics has been explored in the public relations literature (Broom et al, 1997; Ledingham & Bruning, 1998; Ledingham, Bruning, & Wilson, 1999; Hon & Grunig, 1999; Bruning & Ledingham, 1999; Bruning, 2000; Grunig & Huang, 2000; Ledingham, 2001; Bruning et al, 2006), where research has identified strategies in which organizations can engage to maintain relationships with publics. It also has identified outcomes that measure the quality of the relationship. None of this work has examined the way organization-public relationships work for adolescent members of publics. Yet, adolescents can be found in broad categories of publics including volunteers (Johnson et al, 1998), activists (Elbaz, 1997), consumers (Chaplin & John, 2005), and members of nonprofit organizations (Larson et al, 2006), among others. Some of these relationships have beneficial outcomes for adolescents, including increased social responsibility, personal competence, sense of teamwork, self-efficacy, initiative and intrinsic work values, as discussed in chapter two of this dissertation. More needs to be known about how these relationships work and how organizations and adolescents can sustain these relationships for the benefit of the young people. Armed with this knowledge,

organizations can work toward maximizing the benefit of the relationship for teens. This study explores one such relationship, the relationship between adolescent volunteers and nonprofit organizations.

The study presented here will develop measures for two components of organization-adolescent public relationships, relational maintenance strategies and relational quality outcomes, and test a model of the relationship based on prior models and theory about adolescent relationships.

### **Adolescents as Publics in Public Relations**

A recent analysis of the websites of the 100 largest nonprofit organizations found that 41 provided some content for children or adolescents (Bortree, 2006). Two related studies found that top nonprofit websites and nutrition websites engaged strategies to build relationships with young members of publics (Bortree, 2007; Bortree, forthcoming). Studies in the field of advertising have examined adolescents' relationships to brands (Ji, 2002) and adolescents' role as consumers (Fox et al, 1998). Clearly organizations are communicating to adolescents with the intention of building and maintaining relationships; however, work in the development of organization-public relationship models has focused on adult members of the public. Research needs to be done to determine whether the model of the organization-public relationship functions in similar ways for adolescents and adults.

### **Relationship Management**

The concept of measuring a relationship between an organization and public, first proposed by Ferguson (1984), has taken the study of public relations in a new direction (Broom et al, 1997; Ledingham & Bruning, 1998; Grunig & Huang, 2000; Ledingham, 2003). Rather than examining the impact of organizational communication on publics,

public relations scholarship has begun to explore the relationship that exists between organizations and publics as a unit of study. This direction offers a new way of perceiving the exchange of information between the organization and public.

Organizations that build long-term relationships with publics likely increase the effectiveness of their communication and behavioral efforts (Grunig, Grunig & Dozier, 1995). The relationship management literature has begun to explore the usefulness of the organization-public relationship, and it has quantified the antecedents, maintenance strategies and quality outcomes of the organization-public relationship (Broom et al., 1997; Ledingham & Bruning, 1998; Ledingham, Bruning & Wilson, 1999; Bruning & Ledingham, 1999; Hon & Grunig, 1999; Bruning & Ledingham, 2000; Grunig & Huang 2000; Ledingham 2001). One of the next steps in the process of theory development will involve exploration of the impact of organization type, public type and individual differences among members of publics on the organizational-public relationship.

The strength of an organizational-public relationship is measured in the literature most commonly through a scale proposed by Hon and Grunig (1999) that finds its roots in Huang (1997). Based on interpersonal communication literature and conflict literature, Huang (1997; 2001) first proposed and later confirmed these four relational quality outcomes as important dimensions of the organizational-public relationship: trust (believing that one's partner has one's best interest in mind), control mutuality (agreement that both parties have sufficient power to influence the other), satisfaction (feeling that expectations are being met and/or exceeded in the relationship) and commitment (the intention to continue the relationship and the affective desire to stay connected to the relationship).

Public relations literature has proposed that organizations can build and maintain the relationships between organizations and publics by engaging in six relational maintenance strategies – positivity (making interactions more pleasant or enjoyable), assurances (communicating the importance of a partner in the relationship), shared tasks (participating in tasks of mutual interest), openness (candid sharing of thoughts and feelings), networking (building coalitions with groups in which organization and public have mutual interest) and access (allowing members of public direct contact with decision makers within the organization) (Hon & Grunig, 1999; Grunig & Huang, 2000). These strategies were drawn from the interpersonal and public relations literature (Stafford & Canary, 1991; Dainton & Aylor, 2002; Canary et al, 2002), and recent work has found that perceptions of these strategies in the organization-public relationship influence relational quality outcomes (Ki, 2006).

As scholars continue to theorize about and test the effects of relational maintenance strategies on relational quality outcomes, work needs to focus how individual differences among members of publics may influence the way these variables relate to one another.

### **Organization-Adolescent Public Relationship**

The relational maintenance strategies for the organizational-public relationship are derived primarily from literature on adult interpersonal relationships (Stafford & Canary, 1991; Canary & Stafford, 1992). A review of the adolescent relationship literature suggests that (1) the organization-public relationship may function differently for adolescents than for adults and (2) additional strategies may influence the perceived relational quality outcomes of the organizational-public relationship for adolescents. The study presented here proposes the addition of the strategy “guidance” to the list of relational maintenance strategies in the organization-adolescent public relationship. The

concept of “guidance” or “advice” is a factor in both the parent-adolescent relationship (Strom et al, 1998; Strom et al, 2002; Dishion et al, 2004) and the adolescent-peer relationship (Parker & Asher, 1993; Bronstein et al, 1996). As well, the concept of “advising” appears in the public relations literature (Moss et al, 2005). Its usefulness as a maintenance strategy is explored in this study.

### **Intended Behavior**

Studies in public relations have explored the influence of the organization-public relationship on the intended behavior of publics toward the organization (Bruning 2002; Ki, 2006; Ki & Hon, 2007). These studies found that loyalty (the intention to remain associated with the organization) was influenced to some degree by the quality of the relationship. The study presented here did not look at loyalty to the organization but rather the intention to continue a behavior – specifically the intention to volunteer throughout one’s lifetime. It was reasoned that a positive relationship with a volunteer organization would encourage teens to continue volunteering with that organization or another organization.

### **Study Design**

The study presented here examined the association of relational maintenance strategies, relational quality outcomes and intended behavior in the organization-adolescent relationship. The strategies and outcomes proposed by Hon and Grunig (1999) and tested by Ki (2006) were used, with the addition of the relational maintenance strategy of “guidance.” Measurements of intended behavior were drawn from Zeithaml, Berry and Parasuraman (1996) and Ki (2006).

Data were gathered through a survey administered to teens who volunteer in their communities. Measures assessed the relationship maintenance strategies and relational

quality outcomes perceived in the organization-public relationship with the volunteer organization. It also measured the level of intention toward volunteering in the future. A pretest was conducted with 10 adolescents from a public high school in a large city in Florida. After which 315 sophomores, juniors and seniors were recruited from a number of high schools and through other venues. Because teens at many high schools in Florida are required to volunteer as a part of their education, it was thought that many students would be able to participate in the study, if they so chose. Data were analyzed using structural equation modeling, a powerful statistical methodology.

### **Results**

Analysis of the collected data revealed a linear relationship from relationship maintenance to relational quality and from the relational quality to intended behavior. In general, this supports the model of organization-public relationship as proposed by Hon & Grunig. However, some of the constructs within these stages of the organization-public relationship interacted differently than they had in prior research with adults. This provided insight into the way the adolescent-organization relationship functions. Some of the four relational quality outcomes – satisfaction, trust, control mutuality and commitment – appeared to have a predictive relationship with others. Specifically, the quality outcomes of control mutuality and satisfaction predicted commitment and trust. Control mutuality predicted satisfaction as well. A test of the relationship between relationship maintenance strategies and relational quality outcomes found that more strategies predicted control mutuality than any other relational quality outcomes. Satisfaction was also strongly predicted by relationship maintenance strategies. The maintenance strategies had very little impact on the other outcomes, trust and commitment. The strongest predictors of these outcomes were the other two outcomes –

satisfaction and control mutuality. These findings suggest a couple of things. First, the four relational quality outcomes are not independent of one another. It appears that two of the variables (satisfaction and control mutuality) act as predictors of the others. Among adolescents the relationship between these outcomes is more complex than originally proposed. Second, the model of the organization-public relationship suggests that relational maintenance influences relational quality. This was supported in the data. However, it appears that the influence of relational maintenance may flow through two of the outcomes, control mutuality and satisfaction, to the other two outcomes, trust and commitment. These latter two are the strongest predictors of relational quality outcome. This means that when organizations engage in relationship maintenance with an adolescent public, members of that public feel more pleased with their level of power in the relationship (control mutuality), which results in greater overall satisfaction with the relationship. This sense of power and satisfaction creates more trust in the relationship and more commitment to it. The resulting higher quality of the relationship appears to have long-lasting consequences for the members in the public; specifically, those who experience a higher level of relational quality in their volunteer-organization public relationship indicate a higher likelihood to volunteer throughout their lifetime.

### **Significance**

Study of the organization-adolescent public relationship gives researchers a baseline for the understanding of how adolescents perceive their relationship with organizations and the impact that relationship has on adolescents. The relationship appears to function somewhat differently for adolescents than adults, based on findings from other studies with adults. These differences will need to be considered (1) as scholars continue to examine the organization-public relationship and (2) as practitioners

prepare communication to build the relationship between their organization and adolescent publics. In addition, armed with a fuller understanding of the organization-adolescent public relationship, the field can begin to examine the influence of communication and behavior on this relationship.

## CHAPTER 2 LITERATURE REVIEW

The study presented here will test a model of the organization-adolescent public relationship based on a prior model tested for the organization-adult relationship and will explicate and operationalize a new concept that will add to our understanding of the way organizations and adolescents engage in a relationship. This chapter presents a review of literature from the study of organization-public relationships, interpersonal communication, interpersonal relationships and intended behavior. The literature review is followed by a discussion of the proposed study and a list of the study hypotheses. Findings will contribute to the understanding of the relationship between organizations and adolescent publics.

### **Relationship Management**

In recent years public relations has moved from a discipline focused on the creation and dissemination of communication messages toward a focus on building and maintaining relationships between organizations and their publics (Ledingham & Bruning, 1998; Hon & Grunig, 1999; Bruning & Ledingham, 2000; Grunig & Huang, 2000; Huang, 2001; Ledingham, 2001; Bruning, 2002; Bruning & Galloway, 2003; Ledingham, 2003; Dougall, 2006; Ki & Shin, 2006). The focus on relationships finds its genesis in Mary Ann Ferguson's 1984 invited paper, which presented an analysis of prior published public relations research and identified three potential paradigms for future research. She suggested that one of the three held the most potential for productive research, a focus on the relationship between publics and organizations.

After surveying the articles published over the past nine-plus years in *Public Relations Review*, the author concludes that three of the foci of these articles appear to present opportunities for becoming the paradigm focus of public relations scholarship: social responsibility and ethics, social issues and issue management, and public relationships. It is argued that the last, public relationships, offers the most opportunity for a paradigm focus to speed the development of theory in this field. By this, the author means that the unit of study should not be the organization, nor the public, nor the communication process. Rather, the unit of study should be the relationships between organizations and their publics. (Ferguson, 1984, abstract)

### **Definition of a Relationship**

Attempting to define the ubiquitous term “relationship” has proven daunting in most bodies of literature (Broom et. al, 1997). According to Broom et al., in addition to public relations, literature in the areas of interpersonal communication, psychotherapy, interorganizational relationships, and systems theory lack a unified definition of relationship. Likely, this is due in part to the incredibly complex nature of relationships. The authors call for the public relations field to establish a definition of the term, suggesting that the measurement of organization-public relationships will continue to be hindered by the lack of consensus on what a relationship is in the context of organization-public relationships. They argue that valid measures can be built only on a well-explicated concept.

Without clearly explicated concepts, researchers cannot make empirical observations and construct meaningful theories. A survey of public relations textbooks and of scholarly journals found no definition of relationship in public relations that is generally understood and accepted. Instead, it appears that public relations scholars and authors in other fields use the term relationships as a primitive term when defining public relations and when posing theoretical propositions. Yet the term relationship stands for a complex phenomenon for which few practitioners and scholars share a common definition and a set of measures...without that definition, practitioners cannot describe and compare organization-public relationships with any validity or reliability. (Broom et al., 2000, p. 6-7)

In the scholarship published on organization-public relationships, few of the articles that have explored the concept of relationship in public relations have proposed a definition of the organization-public relationship (Ledingham & Bruning, 1998; Huang, 2001; Hung, 2005). The first to offer a definition of organization-public relationships was Ledingham and Bruning (1998), who forwarded what they termed a “tentative” definition: “the state which exists between an organization and its key publics in which the actions of either entity impact the economic, social, and political and/or cultural well-being of the other entity” (Ledingham & Bruning, 1998, p. 62). This definition describes the outcomes of an organization-public relationship but fails to offer an explanation of the “state” of the relationship itself. Seven years later Hung (2005) proposed a definition of organization-public relationships that considered the reasons these relationships are formed. Based on a review of systems theory and a review of the concept of interdependence (meaning the way organizations and publics both need and rely on one another), she offered this definition: “OPRs arise when organizations and their strategic publics are interdependent, and this interdependence results in consequences to each other that organizations need to manage constantly” (Hung, 2005, p. 396). Like the definition offered by Ledingham and Bruning (1998) this definition does not adequately describe the relationship. In this case, the definition tells us why the relationship exists but not what it consists of. A third theorist offered three properties of the organization-public relationship.

First, [organization-public relationship] OPR could be a relationship between a corporate person and another corporate person or relationships between a corporate person and a group of seemingly unrelated individuals. Second, OPR is a subjective experience rather than objective quality. Finally, at both interpersonal and interorganizational levels, relationships often involve the exchange of resources,

although the resources to be exchanged at each level might be different. (Huang, 2001, p. 65)

Though somewhat convoluted, this definition does offer some insight into the contents of an organization-public relationship. The relationship exists between persons including corporate “persons” or organizations and groups of people, and within the relationship there is an exchange of resources. Stated more clearly, the following definition provides a guide for determining whether an organization-public relationship exists.

The necessary conditions for a public/organization relationship to exist are:

- 1 There must be two parties, at a minimum,
- 2 the parties must have some connection/association/correlation/linkage/tie,
- 3 the parties must be aware that they are in the state of connection,
- 4 the parties must have a potential for communication/sharing/transmitting, and
- 5 the parties must perceive that there are potentially mutually beneficial/detrimental outcomes that can occur as a result of their connection or communication. (personal communication, Ferguson, 2006)

This provides a good starting point for the study of the organization-public relationship.

### **Model of Organization-Public Relationships**

While not offering a definition of relationship, Broom et al (1997) proposed a model for the study of organization-public relationships that consists of three elements of relationships: antecedents, concepts and consequences. The first element, antecedents of relationships, identifies the reasons organizations and publics engage in a relationship, the causes or the needs that join these two entities in some ongoing affiliation. Antecedents consist of “social and cultural norms, collective perceptions and expectations, needs for resources, perceptions of uncertain environment, and legal/voluntary necessity” (Broom et al., 1997, p. 94). The second element, concepts of

relationships, consists of “properties of exchange, transactions, communications, and other interconnected activities” (Broom et al., 1997, p. 94). These are the properties of the relationship itself, meaning the tangible elements that make up the association between the two parties. The third element, consequences of relationships, includes the outcomes or outputs of the relationship. Consequences consist of “goal achievement, dependency/loss of autonomy, and routine and institutionalized behavior” (Broom et al., 1997, p. 94).

In an attempt to align the model with the excellence paradigm, Hon and Grunig (1999) (also see Grunig & Huang, 2000) have narrowed the focus of the three elements, discussed below, and renamed them *situational antecedents*, *maintenance strategies* and *relational outcomes* (Figure 2-1). Using Hon and Grunig’s model, this chapter will explore the way adolescents build relationships and the way this may impact organization-public relationships with adolescent publics, but first it will review literature on the potential impact of the organization-public relationship on adolescents.

### **Potential impact of organization-public relationship on adolescents’ identity formation**

Before this chapter reviews the three elements of the organization-public relationship – situational antecedents, maintenance strategies and relational quality outcomes – it first will explore the impacts this relationship type may have on adolescents, specifically on the identity formation of adolescents.

Because the main work of adolescence is forming identity (Ladd, 2004), which is work that occurs in the context of relationships, it is likely that the relationships adolescence experience through their association with organizations would have an impact on identity formation. This happens when organizations give adolescents the

opportunity to “engage in activity and social interconnection, but also to lead such activities themselves” (Hart et al, 1997, p. 34). Adolescents engage in many types of relationships with organizations, including, but not limited to, (1) volunteering for community organizations, non-profits, and activist organizations, (2) holding membership in organizations such as sports, arts or faith-based organizations, and (3) engaging as consumers of for-profit organizations.

Adolescents who engage with organizations by volunteering with community service organizations engage in experiences that can influence the way they see themselves and others (Youniss, McLellan & Mazer, 2001). Service activities have been tied to the “development of teamwork, positive relationships, and social capital” in adolescents (Larson, Hansen & Moneta, 2006, p.849). In addition, community service helps increase adolescents’ sense of social responsibility and personal competence (Conrad & Hedin, 1982; Newmann & Rutter, 1986).

...service activities can be a vehicle for stimulating that part of the identity process that involves situating one’s self within a sociohistorical context by identifying with an ideological perspective on it...service can provoke youths to think about themselves in relation to others who are less fortunate than they...It can stimulate them to think about their own lives in comparison to the lives that differ from theirs...it can stimulate them to think about the political and moral dimensions of society and their role in making that order change so that it comes closer to representing an ideology that those students believe is just and achievable. (Yates & Youniss, 1996, p. 282-283)

By working with community organizations, adolescents not only stand to benefit from the organization-public relationship but also benefit from other relationships that the association brings. For example, adolescents who engage in community service build peer relationships with others who serve with them (Youniss et al, 2001); they build adult networks (Larson, Hansen & Moneta, 2006) and benefit from the relationships they build with those who are served by the community organization (Yates & Youniss, 1996).

Volunteerism can be the basis for adolescents' learning about the work environment as well (Johnson et al, 1998). A longitudinal study of the effects of adolescent volunteering found that volunteers experience "strengthened intrinsic work values and the anticipated importance of community but decreased the anticipated importance of career" (p. 321, 325). Intrinsic work values included the "chance to learn a lot of new things," "have a lot of responsibility," to use "skills and abilities," to "make my own decisions at work," "to work with people rather than things" and "to be helpful to others and useful to society" (p. 332). In essence, volunteering can have positive impacts on the way adolescents view current and future employment.

In addition to community service activities, activism can influence adolescent's burgeoning identities as well (Elbaz, 1997). Adolescents who participate in activism have the opportunity to make changes in their political and social environment, which leads to a greater sense of self-efficacy.

Three other types of organizations in which adolescents engage are sports organizations, arts/performance organizations and faith-based organizations (Larson et al, 2006). The relationship that adolescents have with these organizations and the experiences that these organizations afford have a number of potentially positive outcomes. Young people who engage in sports organizations and arts programs reported higher rates of initiative, and those who participated in faith-based organizations reported "higher rates of experiences related both to identity work and to adult networks and social capital" (Larson, 2006, p. 858).

Certainly, not all organization-public relationships have a positive impact on identity formation for adolescents. For example, participation with sports organizations

has been associated with increased stress for adolescents (Larson, 2006). Another relationship with mixed influence, both positive and potentially negative, is the relationship between adolescents and consumer organizations. Research seems to indicate that consumption allows adolescents to experiment with identity, both establishing individuality and fitting in with peers (Miles, Cliff & Burr, 1998), in a way that does not harm the adolescent. At the same time, recent research has demonstrated how purchasing and consuming the products of some companies (e.g. fast food and high-sugar beverages) can be detrimental to adolescents (Ebbling et al, 2006; Haby et al, 2006).

It would be in the best interest of both the organization and adolescent public to sustain the relationship with an organization that benefits the adolescent. The literature suggests that the organization may sustain the organization-public relationship through engaging in maintenance strategies (Hon & Grunig, 1999; Grunig & Huang, 2000; Ki, 2006). The model of the organization-public relationship proposed by Hon and Grunig (1999) and Grunig and Huang (2000) does not specifically address adolescent members of publics. The study proposed here will test whether it can be applied to young members of publics. The model theorizes about (1) the antecedents that cause the relationship to be formed, (2) the maintenance strategies engaged by organizations to maintain the relationship with publics and (3) the outcomes of the relationship on publics. Clearly, this model is organization-centric, with its focus on the way organizations can sustain the relationship with publics rather than having a focus on the way the partners (organization and public) can mutually work to sustain the relationship. However, the model was chosen as the framework for this study for two reasons. First, arguably it is the model that has been most developed in the area of relationship management theory and is most

commonly used to measure the relationship (Ledingham, 2006). The following study will work within the parameters of the model while challenging some of its assumptions and offering alternative ways of viewing the public-organization relationship. Second, because the study is concerned with the benefit of the relationship for adolescents, the behavior of the organization toward the adolescent publics is a focal point, as are the relational quality outcomes of the relationship as perceived by the adolescents. Therefore, the fact that the model has not been developed in the other direction (behaviors of the public and quality outcomes of the organization) does not directly impact the study.

The following sections will review the three elements of the organization-public relationship – situational antecedents, maintenance strategies, and relational quality outcomes – and include a discussion of their potential impact on an adolescent public.

### **Situational antecedents of relationships**

The works of Hon and Grunig (1999) and Grunig and Huang (2000) explore the antecedents of the organization-public relationship through the framework of the general excellence theory of public relations. Grunig and Huang (2000) argue that antecedents of organization-public relationships can be understood in the context of organization effectiveness, specifically goal attainment, systems approach, strategic constituencies and competing values. Organizations must attain their goals while functioning within an environment (systems approach) in which certain constituencies hold the most significance for the organization, all the while balancing competing values that ultimately impact the goals of the organizations (Grunig and Huang, 2000). Following the logic of the organization effectiveness theories, organizations may need to join with other organizations or with other publics to satisfy competing values (including joining with publics to influence other organizations). The situational antecedents presented by

Grunig and Huang demonstrate the potential direction of “behavioral consequences” of organization-public relationships, “organization affects public, public affects organization, organization-public coalition affects another organization, organization-public coalition affects another public, organization affects an organization-public coalition, multiple organizations affect multiple publics” (p. 34).

Most agree that organizations and individuals within publics enter the relationships for reasons such as expectations, norms or the need for resources (Broom et al, 1997; Grunig and Huang, 2000; Hon and Grunig, 1999). Studies of antecedents of peer relationships have found that adolescents are initially attracted to a relationship because they view another as similar to themselves in a number of ways, including demographic variables, activities in which they engage and which they enjoy, attitudes and values, personality and self- and social concepts (Aboud & Mendelson, 1996). The level of similarity influences the length of relationships, with those who are similar typically engaging in a longer relationship than those who are less similar (Kandel, 1978).

A study of children’s and adolescents’ relationship development with brands found 10 types of relationships in which young people engage (Ji, 2002). The relationship types ranged from “arranged marriage” in which young people were forced to use certain products by parents or other authorities to “true love” characterized by a strong attachment and commitment to one brand. Three of the relationship types were somewhat uncommon among adults but active for the children and adolescents in this study: (1) first love, tied to early experiences with brands that caused a strong feeling of loyalty and contributed to self-concept; (2) secret admirer, the admiration of a brand that cannot be purchased because of limited resources; and (3) fun buddy, the association of a brand

with fun. Based on this research, it is reasonable to assume that adolescents form relationships with organizations for many reasons, some of which (and possibly all of which) influence self-concept and identity. If children and adolescents form relationships with brands that look different from adult relationships, it is likely that the same is true for organization-public relationships for adolescents and for adults.

How organizations participate in those relationships is of great significance, because the outcome of the relationship may impact adolescents along developmental lines. The study of the organization-public relationship has identified six strategies that organizations can use to engage in a relationship in a way that encourages positive relational outcomes. These six will be discussed in the context of adult relationships, adolescent relationships and the organization-public relationship. In addition, a seventh strategy will be proposed and tested in this study.

### **Maintenance strategies**

The second element of Hon and Grunig (1999)'s model of organization-public relationships has been named "maintenance strategies." This term derives from literature on relationships that examines the ways romantic partners actively engage in strategies to sustain the relationship (Canary & Stafford, 1993; Stafford & Canary, 1991; Canary et al, 1993; Dainton & Stafford, 1994; Canary, Stafford & Semic, 2002).

As stated earlier, in the public relations literature, studies have examined only the strategies engaged by the organizations toward the public; as well, the assessment of the relationship has been confined to the examination of the relational quality outcomes as perceived by the public. Understanding of the function of the organization-public relationship would benefit from studies in the other direction, meaning exploration of the maintenance strategies engaged by the publics and relational quality outcomes as

perceived by the organization. As well, the literature would benefit from the study of the behavioral outcomes and consequences of the relationship on the publics and organizations. This would move the focus of study from attempts by organizations to control the relationship through the use of maintenance strategies that keep beneficial publics from abandoning the relationship and threatening publics from harming the organization and focus on a balanced approach of organization and public each participating in the maintenance of the relationship for mutual benefit. As it stands, the literature seems to endorse the use of maintenance strategies by the organization primarily to benefit the organization.

Hon and Grunig (1999) and Grunig and Huang (2000) explore the communication and behavioral strategies that can be engaged to maintain the relationships. These strategies are based on theories of interpersonal communication and theories of conflict resolution. In the interpersonal literature, Stafford and Canary (1991) gauge the success of relationship management between romantic couples by measuring five dimensions of relationship strategies: “positivity (such as attempts to make the relationship enjoyable for both), openness (such as disclosure of thoughts and feelings), assurances (of love and commitment), networking (having common friends), and shared tasks (taking joint responsibility for household tasks)” (Grunig & Huang, 2000, p.36). Grunig and Huang (2000) point to strategies in the conflict and negotiation literature used by organizations to negotiate conflict, as identified by Plowman et al (1995). These are contending (attempting to persuade a public of an organization’s opinion), avoiding (abandoning the conflict), accommodating (lowering expectations of outcome), compromising (reaching an agreement but not one that satisfies all parties), cooperating (reaching an agreement

that satisfies all parties), being unconditionally constructive (being willing to sacrifice for the sake of the relationship), and saying “win-win or no deal” (entering a negotiation determined to reach an agreement in which all parties feel successful).

Organizations such as community service organizations, sport and arts organizations and faith-based organizations could sustain their relationship with publics through the use of these strategies. However, little is known about how maintenance strategies impact the organization-public relationship for adolescents.

### **Maintenance strategies with adolescent publics**

Research on organization-public relationships has not yet investigated the maintenance strategies that are effective with adolescent publics. However, the strategies proposed and tested by Stafford and Canary (1991) in relationships with romantic couples – positivity, assurances, shared tasks, openness and networking – have been used in the adolescent literature to study the relationship between adolescents and parents (Vogl-Bauer et al, 1999) and found a relationship between the perceived use of maintenance strategies in the relationship and satisfaction with the relationship.

A review of literature on adolescent relationships reveals that other strategies may be at work in the organization-adolescent public relationship. Three types of relationships offer promise as a foundation for extracting maintenance strategies for organization-adolescent public relationships with adolescents. They are the three most significant types of relationships during adolescence: parent-child relationships, peer relationships and romantic relationships.

**Characteristics of parent-child relationship:** Arguably the relationship with the most long-term impact on adolescents’ socialization is the parent-child relationship (Youniss & Haynie, 1992). This relationship tends to be much more asymmetrical than

relationships with peers or romantic partners (Furman & Buhrmester, 1992). Research has found that in a child-parent relationship, adolescents are more satisfied when they receive more benefits from the relationship, even when they consider themselves over-benefited at the expense of parents (Vogl-Bauer et al, 1999). Adolescents who reported being under-benefited in the parent-child relationship reported lower scores on maintenance strategies (positivity, openness, assurances, social network and shared tasks) than those who reported an equitable relationship. As well, those who reported being over-benefited reported higher scores than those in an equitable relationship (Vogl-Bauer et al, 1999). This indicates that the amount of power adolescents receive in this type of relationship ties to their satisfaction with the relationship. As well, adolescents perceived relationships as benefiting them more when they agreed more strongly that the maintenance strategies were being used in their relationships with parents. This has implications for the organization-adolescent public relationship, especially for those organizations that take an authoritative role over adolescents (e.g. high school). Adolescents who perceived greater use of the maintenance strategies in a relationship with an authority figure felt more benefited in the relationship, and more benefited adolescents were more likely to feel satisfied in the relationship. Though the link between the maintenance strategies and satisfaction in the relationship have an intermediate factor (power or perceived benefit of the relationship) in this research, it still establishes a link between the maintenance strategies with adolescents and outcome measures to be discussed later in the text.

Based on this, the study proposed here will test whether a similar link exists between maintenance strategies and relational quality outcomes in the organization-public relationship with adolescents as it does in the adolescent-parent relationship.

**Characteristics of peer relationships:** Peer relationships are more influential than romantic relationships during this stage of life (Furman & Buhrmester, 1992). In actuality, same-sex friendships provide the most support and relative power as well as the least conflict<sup>1</sup>. The study of maintenance strategies of same-sex or peer friendships among adolescents may be as appropriate, if not more so, than the maintenance strategies derived from communication in romantic relationships.

Peer relationships play a significant role in adolescence, acting as conduits for identity experimentation and identity development (Ladd, 2004). As young people disengage from family and begin to experiment with independence, they spend more time with peers and less with family (Freeman, Csikszentmihalyi, and Larson, 1986). Adolescents' peer culture takes on a life of its own, defining the norms for behavior and dress for its members (Ladd, 2004). This becomes the world to which the adolescents have the most allegiance. It is into this context that the organization-adolescent public relationship must fit. This suggests that the organization-adolescent public relationship may have different characteristics than the organization-adult public relationship. As well, different variables may be at play in the relationship with adolescents.

In the peer relationship literature, factors in the quality of friendships include security, companionship, closeness, help, and conflict (Bukowski, Boivin and Hoza,

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<sup>1</sup> Student-teacher relationships involve the least conflict and sibling-sibling relationships offer the most relative power at this stage, but among peers, friends and parents, the above statement is accurate (Furman & Buhrmester, 1992).

1994) as well as help and guidance, companionship and recreation, conflict and betrayal, validation and caring, and conflict resolution (Parker & Asher, 1993). One of the most helpful works on young peoples' relational maintenance strategies comes from Gottman and Graziano (1983). They have found that children maintain relationships with peers through the following processes: "communication clarity and connectedness, information exchange, establishing a common-ground activity, the exploration of similarities and differences, conflict resolution, positive reciprocity, and self-disclosure (p. 1). Though the study was conducted with children, the literature has generalized its findings to adolescents (Aboud & Mendelson, 1996). These qualities give us a picture of the adolescent peer relationship mirroring the adult peer relationship in many ways, including the balance between companionship/closeness and conflict/betrayal. However, the aspects of security and guidance (including help) may be somewhat unique to adolescent relationships. This study will explore the use of guidance in the organization-public relationship with adolescents.

**Characteristics of romantic relationships:** For young children, romantic relationships do not play a significant role in their support system (Furman & Buhrmester, 1992), so likely the study of relational maintenance strategies for that young age group should not be based on maintenance strategies of romantic relationships. Adolescents, on the other hand, are more likely to engage in a romantic relationship, with 36 percent of seventh graders engaging in this type of relationship, a number that increases to 45 percent for tenth graders and 67 percent for college students (Ladd, 2004; Feiring, 1996; Furman & Buhrmester, 1992; Connolly, Furman and Konarski, 2000). Romantic relationships among adolescents have become an increasingly popular area of

study (Shulman & Scharf, 2000; Florsheim, 2003; Furman & Shaffer, 2003; Collins, 2003). These relationships play a role in a number of developmental tasks in which adolescents engage, including the following.

...(a) the development of an identity, (b) the transformation of family relationships, (c) the development of close relationships with peers, (d) the development of sexuality, and (e) scholastic achievement and career planning. (Furman & Schaffer, 2003, p. 3)

The romantic relationship is not as influential as others during adolescence, and yet it does contribute to identity development (as well as many other aspects of development). As discussed earlier, the maintenance strategies proposed in the public relations literature for the study of the organization-public relationship are based on the study of romantic relationships in the interpersonal literature. Considering the impact that romantic relationships have on adolescent development, these maintenance strategies will be tested for influence in the organization-public relationship as well.

**General characteristics of adolescent relationships:** Some research has looked more generally at the way adolescents' relationships (peer, parental and romantic) can be affected. This research has identified a number of factors of relationships: attachment (security and availability), caretaking (enjoyment of care, amount of care, security of care), affiliation (harmony, similarity, investment in relationship), intimacy (self-disclosure and satisfaction with intimacy), conflict (addressing and resolving vs. denying conflict and holding a grudge) and emotional expression (expression of emotion, rational vs. emotional, emotional confusion and emotional control) (Furman, 1996).

The relationship qualities and strategies of adolescent relationships provide insight into how the relational maintenance strategies proposed in the public relationship and interpersonal literature may impact relationships with adolescents. The following is an

exploration of several maintenance strategies derived from the interpersonal communication and public relations literature – positivity, assurances, shared tasks, openness, networking and access. Engaging these strategies proactively in communication between organizations and adolescent publics has potential to impact the relationship between the two partners.

**Positivity:** In the interpersonal relationship literature, the concept of positivity is associated with pleasant interactions. When one partner makes the relationship or a single interaction more enjoyable or pleasant for the other, that partner is engaging the strategy of positivity. A few examples of positivity are being “nice and cheerful,” “offering favors,” “demonstrating prosocial behaviors,” and “showing affection” (Canary et al, 1993, p. 9). With adults, this strategy acts as a predictor of trust, control mutuality, liking and relational satisfaction (Stafford & Canary, 1991; Canary & Stafford, 1993; Dainton & Stafford, 1994). In addition, it has been correlated with commitment over time (Canary, Stafford & Semic, 2002).

In the public relations literature, this strategy would be considered “anything the organization or public does to make the relationship more enjoyable for the parties involved” (Hon & Grunig, 14). According to Grunig and Huang (2000), this concept is related to the principle of “being unconditionally constructive” as proposed by Fisher and Brown (1988). That concept has been adopted into the models of public relations and into the conflict negotiation literature in public relations. Recent research on organization-public relationships has found positivity to be a predictor of control mutuality, satisfaction and trust (Ki, 2006).

In the adolescent literature, the maintenance strategy of positivity predicts length of relationship through a transition (Oswald & Clark, 2003). In addition positivity in the form of pro-social behavior is a predictor of positive peer relationships. Pro-social behavior predicts outcomes of “conflict, closeness, companionship, helping, and security” (Cillessen et al, 2005, p 165) as well as predicting quality of friendship and affective behaviors in friendships (Markiewicz, 2001). In summary, positivity in adolescent relationships results in positive outcomes; therefore, it is reasonable to assume that positivity may impact an adolescent’s perception of the organization-public relationship as well.

**Assurances:** In the interpersonal relationship literature, assurances are characterized as “covertly and overtly assuring each other of the importance of the relationship” (Canary et al, 1993, p.9). These assurances come in the form of “supportiveness,” “comfort,” “need satisfaction” and “overt expression” (e.g. the expression of unconditional love) (Canary et al, 1993, p.9-10). A relational partner makes assurances by declaring love or pledging commitment to the relationship (Canary et al, 2002). This concept correlates with liking, commitment and control mutuality (Canary et al, 2002) and predicts relational satisfaction (Dainton et al, 1994).

Assurances as a concept in the public relations literature extends to the notion of legitimacy as “attempts by parties in the relationship to assure the other party that they and their concerns are legitimate” (Hon & Grunig, 1999, p. 15). Legitimacy has been used as a core characteristic in theory (Jensen, 1997) and as a dimension of excellent public relations (L.A. Grunig, 1992). Recent research has identified assurances as the strongest predictor of relational quality outcomes in the organization-public relationship

(Ki, 2006). The same research found that assurances predict all four outcomes: control mutuality, satisfaction, trust and commitment.

In the adolescent literature, supportiveness, one aspect of assurances, impacts adolescent behavior. Supportiveness from parents and friends mediates illegal behaviors by adolescents (Urberg et al, 2005), and supportiveness within a close relationship predicts the survival of a relationship through a transition (Oswald & Clark, 2003). Supportiveness within the family environment reduces conflict (Rueter & Conger, 1995). In many relationships, aspects of assurances result in positive outcomes for adolescents. The same may be true for the organization-public relationship with adolescents.

**Shared tasks:** In the interpersonal literature, the sharing of tasks typically involves “performing routine tasks and chores in a relationship” (Canary et al, 1993, p. 10). Often in the literature, this concept is explored as the sharing of cleaning or other household chores. Relationships that engage in equitable distribution of tasks result in partners who are more satisfied (Canary et al, 1993). This concept is related to liking, commitment and control mutuality as well as relational satisfaction (Canary et al, 2002; Dainton & Stafford, 1994; Stafford & Canary, 1991).

In the public relations literature, this concept is actualized through a mutual task taken on by an organization and public. Practically, examples include “reducing pollution, providing employment, making a profit, and staying in business, which are in the interest of either the organization, the public, or both” (Grunig & Huang, 2000). In this way, members of the relationship share “in solving joint or separate problems” (Hon & Grunig, 1999). Shared tasks predict control mutuality and satisfaction in the organization-public relationship (Ki, 2006).

The concept of shared task is somewhat similar to the relational strategy of “establishing a common ground activity” (Gottman & Graziano, 1983) in the child development literature. Research found that children initiated play by engaging each other in a simple common ground activity that leads to symmetrical communication and ultimately to a more complex activity. As well, when adolescents participate in community service activities, as discussed in an earlier section, they are working with the organization to accomplish a common goal. Based on this, is it reasonable to assume that shared tasks in an organization-public relationship would have positive relational outcomes for adolescent publics.

**Openness:** The concept of openness in the interpersonal relationships literature involves sharing of information. Partners who engage in candid communication without judgment are engaging in openness. Canary et al (1993) describe it as “direct discussions and listening to one another” (p. 9). Behaviors associated with openness are “self-disclosure,” “meta-relational communication,” “advice,” “conflict engagement” and “empathic behavior” (Canary et al, 1993, p. 9). Although the initial research conceptualized “openness” as including “advice,” later research found “advice” to be an independent construct (Stafford et al, 2000). (This dissertation will conceptualize “advice” as a construct independent of “openness”). Openness correlates with outcomes of liking, commitment and control mutuality (Canary et al, 2002), and it acts as a predictor for relational satisfaction (Dainton et al, 1994).

In the public relations literature, openness “of thoughts and feelings among parties involved” (Hon & Grunig, 1999, p. 14) is an important concept (Ledingham, 1998). The excellence theory (Grunig & White, 1992) and models of public relations (Grunig &

Grunig, 1989) are built on the concept of symmetry, the idea that partners in a relationship exchange information openly and fairly, with each behaving ethically with the information received. Openness acts as a predictor of the tendency to stay in a relationship with an organization or leave it (Ledingham, 1998). However, recent research has found that perceptions of this maintenance strategy do not directly predict any of the relational outcomes – control mutuality, satisfaction, trust and commitment – for organization-public relationships with adults (Ki, 2006). More research needs to be done to determine whether this strategy does in fact contribute to the organization-public relationship through its influence on other maintenance strategies. As well, the strategy may be a necessary but not sufficient condition for positive quality outcomes.

Erikson (1963) identified openness to be one of the concepts that make up intimacy. In the adolescent relationship, self-disclosure as an aspect of openness predicts success of a close relationship through a transition (Oswald & Clark, 2003). In the parent-child relationship, self-disclosure is a measurable quality of the relationship (Matza et al, 2001) that is associated with “family communication, family cohesion, and satisfaction with family relationships” (Papini & Farmer, 1990, p. 959). This concept is similar to the concept of intimacy (Furman, 1996) and self-disclosure (Gottman & Graziano, 1983) found in the adolescent literature. Though openness in the organization-public relationship has not been examined with adolescent publics, it is reasonable to hypothesize that it will have positive outcomes in that relationship as well.

**Networking:** In the interpersonal literature, the use of networking or social networks is the act of “relying on the support of friends and family” (Canary et al, 1993, p. 10). Relational partners engage in networking when they spend time with mutual

friends. Like many of the other maintenance strategies, networking has been correlated with liking, commitment and control mutuality among adults (Canary et al, 2002). It, too, is a predictor of relational satisfaction (Dainton & Stafford, 1994). The relationship is more satisfying for partners when they share mutual friends and spend time with family members (Canary et al, 2002).

In the public relationships literature, this concept has not been explored as thoroughly as some of the other maintenance strategies. Hon and Grunig (1999) define networking as “organizations’ building networks or coalitions with the same groups that their publics do, such as environmentalists, unions, or community groups” (p. 15). This concept is offered as an extension of the interpersonal concept of social networking, which results in enjoyment of the relationship (Grunig & Huang, 2000). Like openness, this maintenance strategy has fallen into question recently. One study has found that it has no direct predictive power for relational outcomes in the organization-public relationship (Ki, 2006). More research needs to be done to determine whether networking, like openness, has an impact on the organization-public relationship.

Social networks provide a safe place for adolescents to experiment with identity and self expression (Shil’shtein, 2001). However, the study of the impact of social networks on individual relationships is still an open area.

**Access:** This maintenance strategy is not found in the interpersonal literature. Rather, it is the only maintenance strategy derived solely from the public relations literature. Hon and Grunig (1999) first proposed this strategy with this explanation:

Access—members of publics or opinion leaders provide access to public relations people. Public relations representative or senior managers provide representatives of publics similar access to organizational decision-making processes. Either party will answer telephone calls or read letters or e-mail messages from the other. Either

party is willing to go to the other when they have complaints or queries, rather than taking negative reactions to third parties. (p. 14)

Research in public relations has found this maintenance strategy to be a predictor of the relational outcome of control mutuality (Ki, 2006). Maintenance strategies influence the relational quality outcomes in interpersonal relationships, and the literature in public relations predicts that they will do the same in the organization-public relationship (Table 2-2).

### **Proposal of a new maintenance strategy**

The review of adolescent relationship literature above seems to suggest a number of additional maintenance strategies that would impact the organization-adolescent public relationship, including guidance, caretaking, conflict resolution, positive reciprocity and provision of security. The first of these, guidance, will be conceptualized and operationalized in the study presented here.

**Guidance:** Two concepts, “advice” and “guidance,” tend to overlap in the interpersonal literature, with “guidance” holding a broader definition that includes the provision of advice. The following section will explore the uses of these two terms and variations of them in the literature on adult interpersonal relationships, adolescent interpersonal relationships, and public relations, with a goal of deriving a well-explicated definition of guidance.

In early studies of relational maintenance strategies in marital relationships, the concept of “openness” included an element called “advice;” however, later studies found “advice” to be an independent relational maintenance strategy in which romantic partners engage (Stafford et al, 2000). Advice in this context consisted of two measures, “I tell my partner what I think s/he should do about her/his problems” and “I give him/her my

opinion on things going on in his/her life” (Stafford et al, 2000, p. 312). Other studies, too, found “advice” to be an independent relational maintenance strategy (Aylor & Dainton, 2004; Dainton & Aylor, 2002). Advice has been correlated with relational outcomes of control mutuality, liking and satisfaction (Stafford et al, 2000); however, a stepwise regression did not find the strategy of “advice” to be a direct predictor of any of the three outcomes.

Despite the lack of direct predictive power of “advice” for outcomes of adult romantic relationships, the broader concept of “guidance” as discussed in the adolescent literature (Mendelson & Aboud, 1999; Parker & Asher, 1993; Bukowski, Hoza and Boivin, 1994) may play a significant role in perception of quality outcomes in organization-adolescent relationships. In a study of early adolescent friendships, Parker and Asher (1993) identified a single quality named “help and guidance.” This concept is demonstrated when a friend offers assistance that allows the other to complete tasks more quickly or when a friend provides advice to another. Measures of this concept include “helps me so I can get done quicker,” “help each other with schoolwork a lot,” “gives advice with figuring things out,” “count on each other for good ideas on how to get things done,” “come up with good ideas on ways to do things,” “loan each other things all the time,” “share things with each other,” “do special favors for each other,” and “help each other with chores a lot” (Parker & Asher, 1993). Adolescents who rated a close friendship as higher in “help and guidance” indicated a greater satisfaction with that relationship. Eliminating the measures that are associated with “help” leaves two elements – advising others and offering ideas to one another. These elements are two of the ways in which adolescent friends provide “guidance” to one another.

Parents are significant sources of “advice” (McHale et al, 2000; Tucker et al, 2001) and “guidance” (Bronstein & Duncan, 1996) for adolescents as well. The definition of “advice” in the adolescent literature appears to be limited to the giving of counsel about a specific problem or decision (Tucker et al, 2001), while the definition of “guidance” incorporates the broader acts of setting limits and providing overall direction for adolescents.

The concept [of guidance] refers to parents providing direction, information, guidelines, and limits for their children so that they learn culturally appropriate behaviors and values, as well as life skills and good judgment. It may also involve helping them to develop their talents and interests and finding ways to stimulate intellectual growth... (Bronstein et al, 1996, p. 417)

The presence of guidance in the parent-adolescent relationship is assumed, and the lack of it can result in negative social and behavioral outcomes (Strom et al, 1998; Strom & Strom, 2002; Dishion et al, 2004). Parent-adolescent relationships that include an element of guidance are rated as higher in overall quality, including higher perceived responsiveness and supportiveness (Brody et al, 2005).

In the public relationship literature, one of the responsibilities of public relations managers is acting as “key policy and strategy advisor” (Moss et al, 2005). This occurs when practitioners offer advice or counsel to senior management, also called the dominant coalition. Acting in a role of advisor is a way of building the relationship between the public relations department and the highest level of management, with the goal of earning a seat for public relations among the dominant coalition.

Together, the concepts of “advice” and “guidance” are found in the literature related to romantic relationships, peer/friendships, parent-child relationships and relationships within public relations. Definitions of these concepts in the adult interpersonal literature, adolescent interpersonal literature and the public relations

literature cover a broad spectrum (Table 2-3). The narrowest definition is that of advice in the interpersonal literature, which is operationalized as (1) making recommendations for solutions to problems and (2) offering an opinion about a partner's life situation (Stafford et al, 2000). In the adolescent peer/friendship literature, "guidance" includes being advised by a friend or having a friend offer ideas (Parker & Asher, 1993). Guidance provided by parents includes "providing direction, information, guidelines, and limits" as well as help in the development of interests and talents (Bronstein & Duncan, 1996, p. 417) as well as helpful discussions about life decisions (Tucker et al, 2001), specific advice about problems (McHale et al, 2000) and instructing adolescents about values (Strom et al, 1998; Strom & Strom, 2002). In the public relations literature, giving advice is a management role that builds the ties to senior management and ultimately earns public relations more influence in the organization (Moss et al, 2005).

The definitions seem to fall into three categories: (1) *expert* who gives advice, makes recommendations, acts as reliable source for ideas, helps solve problems, provides direction, provides information, sets guidelines and sets limits; (2) *educator* who teaches values, teaches self-evaluation, develops individual's interest and develops individual's talents; and (3) *friend* who offers an opinion and helps generate ideas. Certainly these categories have some overlap; however, each definition identified in the literature seems to fit primarily into one of the categories.

For this study, the definition of guidance will be limited to the first category, the category of expert. While the other two categories of guidance are important in the parent-adolescent relationship and in adolescent-peer relationships, the organization-public relationship likely would benefit most from examples of guidance that fall into the

first category. However, one element within the expert category overlaps with another relational maintenance strategy. The element of providing information seems to be assumed in the maintenance strategy of “access,” when information is offered about the organization, about its uses of resources, about its decision processes and about its leadership. In the interest of explicating an independent definition of guidance, the element of providing information as an act of guidance will be restricted to those instances in which information is offered with the intention of assisting another. The definition could be further streamlined by eliminating redundancies in the definition, resulting in a modified version of Bronstein and Duncan, (1996) definition:

*Guidance* is defined as advice, help, direction or support. One can give guidance by offering counsel, developing guidelines, setting limits, assisting with decision making, providing information with the intent of aiding or act as a reliable source for ideas.

This proposed relational maintenance strategy will be tested along with the other strategies for their impact on relational quality outcomes.

### **Relational quality outcomes**

The third element in Broom et al.’s (1997) model of relationship focuses on the consequences of the relationship. Hon and Grunig (1999) and Grunig and Huang (2000) point primarily to Huang (1997; 2001) for their suggested outcomes: control mutuality, trust, commitment, and satisfaction. While Broom et al. define relationship consequences as “outputs that have the effects of changing the environment and of achieving, maintaining, or changing goal states both inside and outside the organization” (p. 16), Grunig and Huang focus on the measurable outcomes that indicate the state of the relationship.

Based on an extensive review of interpersonal communication literature, Huang (1997; 2001) proposed that four outcomes would capture the complex state that exists between an organization and a public: control mutuality, satisfaction, trust and commitment. These four measurable outcomes appear to play a role in adult interpersonal relationships, adolescent relationships and in the public relations relationships.

**Control mutuality:** Control mutuality involves the perception by all parties that they have a reasonable amount of power in the relationship (Grunig & Huang, 2000).

[Control mutuality is] the degree to which parties agree on who has rightful power to influence one another. Although some degree of power imbalance is natural in organization-public relationships, unilateral attempts to achieve control by one party are associated with decreases in perceptions of communicator competence and satisfaction with the relationship and increases in the level of activism. For the most stable, positive relationship, organizations and publics must have some degree of control over the other (Hon & Grunig, 1999, p. 19).

The interpersonal literature offers a similar definition of control mutuality as “the extent that both parties agree on who has the right to influence the other” (Canary et al, 2002, p. 397). The equitable distribution of power in an interpersonal relationship has been tied to relational satisfaction (Canary & Stafford, 1992). Recent research in public relations has found that control mutuality is predicted by relational maintenance strategies of access, positivity, shared tasks and assurances (Ki, 2006). The same study found that control mutuality does not contribute significantly to the overall relationship quality. In the adolescent literature, perceived relative *control* in peer and romantic relationships increases as individuals mature from childhood through adolescence and is related to the quality of a relationship (Furman & Buhrmester, 1992). Adolescents who perceive greater control in their parent-child relationship report greater satisfaction with that relationship (Vogl-Bauer et al, 1999).

**Satisfaction:** One of the most significant gauges of success of interpersonal relationships is the level of relational satisfaction (Hendrick, 1988; Canary & Stafford, 1992; Dainton, Stafford & Canary, 1994). In the public relations literature, satisfaction with an organization-public relationship has been predicted by publics' perceptions of trust, openness, involvement, investment and commitment (Bruning & Ledingham, 2000) in the relationship.

[Satisfaction is] the extent to which one party feels favorably toward the other because positive expectations about the relationship are reinforced. Or, a satisfying relationship is one in which the benefits outweigh the costs. Satisfaction also can occur when one party believes that the other party's relationship maintenance behaviors are positive. (Hon & Grunig, 1999, p. 20)

Satisfaction in an organization-public relationship is predicted by relational maintenance strategies of positivity, shared tasks and assurances (Ki, 2006). Satisfaction in an organization-public relationship is a fairly strong predictor of trust in the relationship, and it is a strong predictor of the overall relationship quality (Ki, 2006). The strength of pro-social beliefs and goals impacts *satisfaction* in adolescent peer relationships (Jarvinen & Nicholls, 1996; Berndt, 1982). As well, the more adolescents benefit from a parent-child relationship, the more they indicate satisfaction in that relationship (Vogl-Bauer et al, 1999).

**Trust:** The construct of trust appears in both the interpersonal and public relations literature (Canary & Cupach, 1988; L.A. Grunig, 1992). In public relations, trust is critical to reputation management.

...[Trust is] one party's level of confidence in and willingness to open oneself to the other party. Trust is a complicated concept, which has several underlying dimensions. One of these is integrity, the belief that an organization is fair and just. A second is dependability, the belief that an organization will do what it says it will do. A third is competence, the belief that an organization has the ability to do what it says it will do. In the context of the public-organization relationship, the value of

a trustworthy reputation is so great that it becomes rational not to try to seize any short-term advantage. (Hon & Grunig, 1999, p. 19)

Trust in an interpersonal relationship has been linked to an increase in security, a reduction in “inhibition and defensiveness” and an increase in freedom to share feelings (Larzelere & Huston, 1980). Two concepts seem to influence trust in a relationship – a partner’s benevolence and honesty. The factor of trust influences another outcome of an organization-public relationship: commitment (Morgan & Hunt, 1994). Recent research has found that satisfaction in an organization-public relationship predicts trust which then predicts commitment to the relationship (Ki, 2006). The same study found that relational maintenance strategies positivity and assurances predict trust. *Trust* in the adolescent literature has been linked to the success of relationships (Rawlins & Hall, 1987; Rotenberg et al, 2004).

**Commitment:** The construct of commitment in organization-public relationships is “the extent to which one party believes and feels that the relationship is worth spending time to maintain and promote” (Hon & Grunig, 1999, p. 20). Commitment is predicted by the relational maintenance strategy of assurances and by the relational quality outcome of trust (Ki, 2006). The concept of commitment contains two concepts: continuance commitment and affective commitment (Grunig & Huang, 2000). Continuance commitment is the promise “to continue a certain line of action” (p. 46). Affective commitment “is an affective or emotional orientation to an entity” (p. 46), a feeling of dedication or loyalty to a relationship. Meyer and Allen’s (1984) work on the influence of side-bets on commitment to organization relationships found that the level of investment in the relationship influences commitment.

Measuring these four qualities has become the commonly accepted way of measuring the outcomes of an organization-public relationship (Ledingham, 2006). However, not all scholars agree with this approach. Broom et al (1997) claim that a true measure of the relationship must be conducted on the second element of the relationship – concept of relationships or maintenance strategies – arguing that measurements of outcomes of a relationship may not accurately reflect the state of the relationship. They hold that outcome measurements are primarily measures of one party's perceptions of the relationships and do not capture the full picture of the state of the relationships. Grunig and Huang (2000), on the other hand, argue that measurement of outcomes is sufficient to determine the quality of the relationship. The authors hold that one's perspective on the relationship is of fundamental importance in gauging the success of the relationship. Based on this premise, much of the organization-public relationship research measures the outcomes of the organization-public relationships as an indication of strength of the relationship.

The study presented here will attempt to measure both the second and third elements of the organization-public relationship (relational maintenance strategies and relational quality outcomes) and the relationship that exists between them in an attempt to more fully understand the nature of the organization-adolescent public relationship.

### **A Model of the Organization-Public Relationship**

Based on the literature reviewed above, a model of the organization-public relationship can be conceived (Figure 2-1). In this model, both the organization and public engage in maintenance strategies to sustain their relationship. The effort that one partner invests in maintaining the relationship likely influences the efforts the other will make in engaging strategies. As each partner displays more or less effort in sustaining the

relationship, that will influence relational quality outcomes. In this model it is proposed that not only will the types of strategies and the level of perceived strategy engagement influence one's partner, but the effort one makes to sustain the relationship will influence one's own relational quality outcomes. Likely other variables influence the quality of the relationship as well, including involvement, attitudes, expectation and antecedents.

The quality of the relationship, as judged by the relational quality outcomes, influences other outcomes for the publics (Ki, 2006), including positive or negative behavioral outcomes, ranging from purchasing products from the organization to learning pro-social behaviors. For the organization, relational quality outcomes of the organization and the public will be indicators of the organization's success in the marketplace. The goal of the organization is to secure enough resources to continue functioning and contributing to its environment. It accomplishes this through the positive relationships it builds with publics.

In the study proposed here, only one small piece of this model will be tested, the effects of an organization's engagement of maintenance strategies on an adolescent public's judgment of the quality of the relationship, measured by the relational quality outcomes.

### **Linking Relational Maintenance Strategies and Relational Quality Outcomes**

One prior study of the relationship between relational maintenance strategies and relational quality outcomes in the organizational-public relationship has found that four of the six maintenance strategies directly predict the four quality outcomes of the relationship when data were subjected to a multiple regression and a subsequent path analysis (Ki, 2006) (Figure 2-2, Table 2-5). In addition, the study found a significant

predictive relationship between the relational quality outcomes, with satisfaction predicting trust and trust predicting commitment to the relationship.

The study, which identified the links between maintenance strategies and quality outcomes, surveyed adult members of a statewide industry organization (Ki, 2006). Because the data were collected from only one public of one organization, its generalizability is somewhat limited. The study proposed here will collect data from publics of multiple organizations in an attempt to establish greater generalizability. Based on a review of the adolescent literature, the study reported here proposes that the maintenance strategies will influence quality outcomes differently for adolescents, as will be described below. In addition, the study tests an additional maintenance strategy, guidance, which was identified in the adolescent literature.

### **Measuring the Organization-Public Relationship**

In addition to establishing the existence of the organization-public relationship and identifying its elements, studies of organization-public relationships have measured satisfaction with relationships (Bruning & Ledingham, 2000), intended behavior (Ledingham & Bruning, 1998; Ledingham, Bruning, & Wilson, 1999; Bruning & Ledingham, 2000; Bruning, 2000; Ledingham, 2001; Bruning et al, 2006), actual behavior (Wilson, 2000; Bruning, 2002), effect of communication on relationships (Jo & Kim, 2003; Ledingham & Bruning, 2000), ways organizations employ relationship management techniques (Kent, Taylor & White, 2003; Dougall, 2006), and the correlation between a public's knowledge of certain information about the organization and perceived strength of the relationship (Hall, 2006). Most studies have been conducted using a survey methodology. While surveys cannot establish causal relationships between variables, they are appropriate for the early exploration of the elements of the

relationship. Much work has been done to develop a reliable scale for outcome measurement (Huang 1997; 2001; others), and some work is beginning around maintenance strategies (Ki, 2006). The study presented here likewise will employ a survey methodology to assess the relationship between relational maintenance strategies and relational quality outcomes for adolescent members of publics.

### **Intended Behavior**

While understanding of the influence of relationship maintenance strategies on relational quality outcomes for adolescents in an organization-public relationship is a worthy study by itself, this study will attempt to explore how quality outcomes influence the future behavior of teen volunteers. This study investigates the potential link between the level of relational quality that adolescents experience in their adolescent volunteer-nonprofit organization and their likelihood to volunteer in the future. By investigating the consequence of the organization-public relationship on intended behaviors of teen volunteers, this study highlights the significance of this relationship type and the importance that it may play in the future behavior of teen volunteers.

The following sections will review literature on volunteerism and on intended behavior.

### **Volunteerism**

Over 61 million individuals ages 16 and up volunteered their time to nonprofit organizations in 2006 (Grimm et al, 2007). This includes 26% of young people ages 16-19. According to the Corporation for National and Community Service (Spring et al, 2006) young people donated more than 1.3 billion hours to nonprofit organizations in 2005.

Studies of antecedents of volunteer activity has found three strong predictors of volunteer behavior: (1) altruism (the feeling that one can make a contribution to the greater good), (2) need for activity (the need to have something to do) and (3) need for learning (the desire to take on new challenges and learn new things) (Mowen & Sujan, 2005). Other research has examined the functions of community service in the lives of volunteers. These functions include (1) values (acting on values that are important to the volunteer), (2) understanding (learning more about the world through the volunteer experience), (3) enhancement (growing and expanding personally), (4) career (learning skills that can be used in a career), (5) social (making social connections through a volunteer assignment) and (6) protection (escaping from personal problems) (Clary & Snyder, 1999, p. 157). When volunteer expectations are met in regard to these functions, volunteers are more likely to continue to volunteer (Clary et al, 1998).

As discussed earlier, the benefits for teen volunteers include building positive relationships, increased social responsibility, and more personal competence. As well, volunteering is an opportunity for adolescents to learn skills that will assist in future career goals. Other research has suggested that volunteerism among youth can increase political engagement in some cases (Walker, 2002; Tossutti, 2003). These are significant benefits that may be impacted by the quality of relationship between an adolescent and organization. It would be important to examine any relationship between the quality of the relationship that teens experience with an organization for which they volunteer and their future intentions to volunteer.

### **Volunteer intended behavior**

The theory of the hierarchy of effects posits that there are three classifications of effects: cognitive, attitudinal and behavioral (Lavidge & Steiner, 1961; Palda, 1964;

Barry, 1987). This study will examine the effect of the adolescent volunteer-nonprofit relationship on an adolescent's behavioral intent toward volunteering in the future.

Behavioral intent is one of the causes of behavior, and can be used to predict the likelihood of behavior (Ajzen & Fishbein, 1980). Studies of the theory of reasoned action and theory of planned behavior have found a high correlation between intended behavior and actual behavior (Fishbein & Ajzen, 1975; Ajzen, 1999). Studies in public relations have used intended behavior in their study of the organization-public relationship. Two seminal works in this area examined the relationship between relational quality outcomes and intended behavior toward the organization (intention to continue the relationship) (Ki, 2006; Ki & Hon, 2007). Both found that the level of relational quality predicted intended behavior toward the organization. However, they found that attitude toward the organization was more strongly predicted by relational quality and was a stronger predictor of intended behavior. Other studies found that publics' which more strongly identify themselves as being in a relationship with the organization, as well as those who indicate a stronger satisfaction with that relationship, tend to indicate a stronger intention to continue the relationship with the organization (Bruning, 2000, 2002).

The study presented here examines the relationship between relational quality and intended behavior, but rather than measure the intended behavior toward the organization, this study looks at the intended behavior toward future volunteering that is not organization specific. Rather, it looks at the likelihood that teens will intend to continue volunteering throughout their lifetime. Research has shown that when volunteers' expectations of volunteering are not met, they quit volunteering, not necessarily switch to another organization (Clary & Snyder, 1999). This suggests that the

quality of a volunteer experience impacts an individual's future volunteer behavior. Possibly the quality of a volunteer-nonprofit relationship impacts volunteers' intention to continue volunteering as well. This hypothesized relationship was tested in the study presented here.

While the model for the association between relationship maintenance strategies and relational quality outcomes measures the relationship at the organizational level (public rather than individual), intended behavior for future behavior unrelated to the organization is an individual choice; therefore, it is measured at the individual level. This study posited that the organizational relationship teens experience will influence his/her likelihood to volunteer in the future.

### **Research Questions and Hypotheses**

The study presented here predicts that the links between relational maintenance strategies and relational quality outcomes found by Ki (2006) will hold for the organization-adolescent relationship because these predictions do not contradict the literature on adolescent relationships. In addition, based on a review of the literature, this study predicts additional links between maintenance strategies and quality outcomes for an adolescent public and a link between relational quality outcomes and volunteer intended behavior.

First, the study explores whether all seven relationship maintenance strategies discussed above – positivity, guidance, assurances, shared tasks, openness, networking and access – will contribute significantly to the overall construct of relational maintenance in the adolescent-organization public relationship. This includes the new strategy of guidance, which is proposed and defined in this chapter. A prior study found that strategies of positivity, assurances, shared tasks, openness and networking are

significantly predicted by the construct of relational maintenance, but access is not (Ki, 2006). The model as proposed by Hon and Grunig (1999) includes the construct of access, and not enough evidence exists to remove it at this time.

Research question 1: Are the relationship maintenance strategies of positivity, guidance, assurances, shared tasks, openness, networking and access reliable and valid measurements of relationship maintenance in the adolescent-organization relationship?

Second, the study explores the relationship between the relational quality outcomes and the overall construct of relational quality. The model of the organization-public relationship proposed by Hon and Grunig (1999) posits that four relational quality outcomes – satisfaction, trust, control mutuality and commitment – can be used to measure relational quality. Other work has found that three of the four outcomes (satisfaction, trust and commitment) were significantly predicted by the construct of relational quality (Ki, 2006). Control mutuality was not. Again, not enough evidence exists to remove control mutuality from the model for the adolescent-organization relationship. This study investigated whether the four relational quality outcomes are significantly predicted by relational quality for this relationship type.

Research question 2: Are the relational quality outcomes of satisfaction, trust, control mutuality and commitment reliable and valid measurements of relational quality in the adolescent-organization public relationship?

Some research in the area of organization-public relationships has suggested that certain relational quality outcomes may act as predictors or antecedents to others. Specifically, Ki (2006) and Ki and Hon (2007) found that satisfaction is an antecedent for trust and trust is an antecedent for commitment. The nature of the relationship between these quality outcomes in the adolescent-organization public relationship is not known. This study tested whether satisfaction predicted trust and trust predicted commitment in

the adolescent-organization public relationship. Additionally, it tested the predictive power of control mutuality on satisfaction. Literature indicates that teens who feel more powerful in their relationship with their parents are more satisfied with that relationship (Vogl-Bauer et al, 1999). This would suggest that control mutuality may act as an antecedent for satisfaction, with the model offering a linear relationship from control mutuality → satisfaction → trust → commitment. Adolescents who feel more pleased with the level of control that they have in their relationship with a volunteer organization will feel more satisfied with that relationship. Likely this satisfaction is the result of the adolescents feeling that they are respected by the organization, their opinions are valued, and believing that they have the power to make changes in areas that concern them. The level of satisfaction in the relationship then influences the level of trust that adolescent volunteers have in the relationship. If adolescents feel that they have enough power in the relationship and they feel generally pleased with the relationship, likely they are going to feel more secure in the relationship (trust). If, on the other hand, adolescents feel that they don't have adequate power in the relationship and they are generally not pleased with their relationship with the organization, then they may not feel secure in that relationship; they may not feel that the organization is treating them fairly and honestly. The fourth relational quality outcome is commitment, which is the degree to which publics feel that the organization is trying to build a long-term relationship as well as the publics' belief that they, too, wish to continue the relationship. If the other three quality outcomes, control mutuality, satisfaction and trust, are low, then likely this will be low as well. If an organization is not providing adolescent volunteers with adequate power or if adolescents are generally not happy with the relationship or adolescents don't trust the volunteer

organization, then likely the teen volunteers will not want to continue the relationship and probably will perceive the organization as not showing signs of wanting to continue the relationship, too. Based on these assumptions, the following hypotheses are proposed.

Hypothesis 1: The level of control mutuality will significantly predict the level of satisfaction in the organization-adolescent public relationship.

Hypothesis 2: The level of satisfaction will significantly predict the level of trust in the organization-adolescent public relationship.

Hypothesis 3: The level of trust will significantly predict the level of commitment in the organization-adolescent public relationship.

Prior work in the area of organization-public relationships used multiple regression analysis to identify predictors of control mutuality. Four relationship maintenance strategies had significant predictive relationships with control mutuality. They were positivity, assurances, shared tasks and access (Ki, 2006). This is in agreement with the adolescent literature, so the same will be predicted for this study. When an organization attempts to make interactions pleasant for their teen volunteers (positivity) or when they take teen volunteers' concerns seriously (assurances), that will communicate to adolescents that they are valued and will increase their sense of power in the relationship. In addition, when teens perceive that they are working together with their volunteer organization to address issues important to them (shared tasks), this will increase their sense of control in the relationship. Teens will also feel more pleased with their level of power in the relationship when they have more access to upper level management in the organization (access).

Hypothesis 4: The degree of control mutuality perceived in the adolescent-organization public relationship will be significantly predicted by the levels of positivity, assurances, shared tasks and access the adolescent publics perceive in the relationship.

Prior research found that satisfaction in the organization-public relationship was influenced by positivity, assurances and shared tasks (Ki, 2006). When organizations make communication pleasant, when they consider publics' concerns, and when they engage with publics to address issues important to those publics, this results in the publics feeling more pleased with the relationship. Two additional maintenance strategies are predicted to influence satisfaction in this study. First, openness has been linked to satisfaction with family relationships for adolescents (Papini, et al, 1990). In the adolescent-organization public relationship, this could mean that organizations that are more active in informing their adolescent publics about upcoming changes in the organization will influence the level of satisfaction that the publics feel with the organization. Second, the interpersonal literature reflects that the provision of guidance creates greater satisfaction with close friendships in adolescence (Parker & Asher, 1993). In the organization-public relationship, this may mean that adolescent publics will feel more satisfaction with their relationship with a volunteer organization if they feel they are being given adequate guidance in their assignment. Both of these strategies (openness and guidance) likely will influence the satisfaction of an organization-adolescent relationship for the adolescent.

Hypothesis 5: The degree of satisfaction in the adolescent-organization public relationship will be significantly predicted by the degree of positivity, assurances, shared tasks, openness and guidance that adolescent publics perceive in the relationship.

Trust in an organization-public relationship has been linked to the maintenance strategies of positivity and assurances (Ki, 2006). This is likely the case for adolescent publics as well. The more that organizations attempt to make interactions positive with

adolescents and the more that they acknowledge the concerns of adolescent volunteers, the greater the amount of trust that adolescents will feel in the relationship.

Hypothesis 6: The degree of trust in the adolescent-organization public relationship will be significantly predicted by the degree of positivity and assurances that adolescent publics perceive in the relationship.

Though a recent study found that only assurances positively influenced the degree of commitment (Ki, 2006), work in the field of adolescent relationships found that positivity predicts the length of a relationship through transition. This would indicate that positivity may influence the commitment that adolescents have to a relationship. Therefore, this study predicts that both assurances and positivity will positively influence commitment. Again, when an organization attempts to make interactions with an adolescent pleasant, this will have an effect on the outcomes of the relationship. This study predicts that it will impact all four relational quality outcomes. In the case of commitment, the use of positivity by an organization would make the relationship more enjoyable, thus communicating to adolescents that the organization would like to continue the relationship and encouraging adolescents to choose to remain in the relationship. Positivity is a powerful strategy in interpersonal relationships and may hold the same power in the organization-public relationship.

Hypothesis 7: The degree of commitment in the adolescent-organization public relationship will be significantly predicted by the degree of positivity and assurances that adolescent publics perceive in the relationship.

In addition to testing the elements of the organization-public relationship, this study examined the impact of the level of quality of the relationship on intended behavior. Other studies have found a link between the level of quality in an organization-public behavior and a public's intention to behave toward that organization. This study goes beyond the organization and tests the influence of the quality of relationship on future

intention toward the behavior itself. Likely adolescents' current experiences with volunteering will influence the way that they perceive the value of volunteering in general, not just their perception of volunteering for on particular organization. Because many individuals have their first experiences with volunteering in adolescence, these formative experiences, positive or negative, would be fundamental in an adolescent's understanding of volunteering. If that is the case, then the organization-public relationship between adolescents and nonprofit organizations can have long-term impacts on the adolescent.

Hypothesis 8: The level of relational quality will significantly influence the level of volunteer intended behavior among adolescents.

To capture the influence that relationship maintenance strategies have on relational quality outcomes as well as the influence the outcomes have on intended behavior the entire model was tested.

Hypothesis 9: The level of relationship maintenance strategies will significantly influence the level of relational quality outcomes which will significantly influence the level of intended behavior.

Table 2-1. Model of the organization-public relationship proposed by Hon &amp; Grunig and Grunig &amp; Huang

Stages and Forms of Relationship		
Situational antecedents (behavioral consequences of each other [Interpenetration])		
Organization affects public ( $O_1 - P_1$ )	Symmetrical Disclosure (openness) Assurances of legitimacy	Control mutuality (Joint acceptance of degrees of symmetry)
Public affects organization ( $P_1 \rightarrow O_1$ )	Participation in mutual networks Shared tasks (helping to solve problems of interest to the other party)	Commitment (Interdependence, loss of some autonomy)
Organization-public coalition affects another organization ( $O_1P_1 \rightarrow O_2$ )	Integrative negotiation Cooperation/collaboration Be unconditionally constructive Win-win or no deal	Satisfaction/liking Trust Goal attainment Complementary behavior)
Organization-public coalition affects another public ( $O_1P_1 \rightarrow P_2$ )	Asymmetrical Distributive negotiation	
Organization affects an organization-public coalition ( $O_1 \rightarrow O_2P_2$ )	Avoiding Contending Compromising Accommodating	
Multiple organizations affect multiple publics ( $O_1 \rightarrow P_1$ )		
Measures of Concepts		
Environmental scanning	Ongoing observations of management and publics (such as monitoring of disclosure by management and publics, expressions of legitimacy, building networks with activity groups)	Coorientational measures of management and publics: Perceived by either or both parties Observed by third party (overlap in coorientation model) Predicted for other party (accuracy and congruence in coorientation model)

Table 2-2. Definitions of relational maintenance strategies.

Maintenance Strategies	Citation	Conceptual definition	Operational definition/Measures	Related to outcomes
Positivity	Ki (2006)	the degree to which members of publics benefit from the organization's efforts to make the relationship more enjoyable for key publics (p. 25)	<ul style="list-style-type: none"> <li>- members find attending meetings helpful</li> <li>- members find benefits (insurance, banking, etc) of membership beneficial</li> <li>- members find regular communication beneficial</li> <li>- members find communication courteous</li> <li>- org attempts to make interactions enjoyable</li> <li>- members find information useful</li> <li>- org cooperative with disagreements (p. 65)</li> </ul>	Control mutuality, Satisfaction, Trust
	Canary, Stafford & Semic (2002)		<i>positivity</i> includes acting polite and cheerful, being nice, courteous, and upbeat during conversations, and avoiding criticism; (p. 396)	Liking, Commitment, Control mutuality
Assurances	Ki (2006)	any efforts by an organization to assure its strategic publics that they and their concerns are attended to (p. 28)	<ul style="list-style-type: none"> <li>- org provides personal responses to concerns</li> <li>- members believe org cares about concerns</li> <li>- org communicates importance of members</li> <li>- org allows members to raise issues and propose solutions</li> <li>- org takes members concerns seriously (p. 66)</li> </ul>	Control mutuality, Satisfaction, Commitment
	Canary, Stafford & Semic (2002)		<i>assurances</i> involves expressions of love, commitment and in other ways implying the relationship has a future. (p. 396)	Liking, Commitment, Control mutuality
Sharing of tasks	Ki (2006)	organization's efforts to share in working on projects or solving problems of mutual interest between an organization and its publics (p. 27)	<ul style="list-style-type: none"> <li>- org works with members on problems for benefit of members</li> <li>- org involved in community issues of concern to members</li> <li>- org and members work well together (p. 66)</li> </ul>	Control mutuality, Satisfaction
	Canary, Stafford & Semic (2002)		<i>sharing tasks</i> refers to engaging in household chores as well as any tasks that may constitute the responsibilities of the couple (p. 396)	Commitment, Control mutuality

Table 2-3. Nominal and conceptual definitions of concept “guidance”

Citation	Nominal definition	Conceptual and/or operational definition
Stafford et al, 2000; Dainton & Aylor, 2002; Aylor & Dainton, 2004	Advice	making recommendation for solutions to problems and offering an opinion about a partner’s life situation
Tucker et al, 2001	Advice	“frequency and helpfulness of talking about future job, education, and family plans” (p. 734)
McHale et al, 2000	Coach	“give advice about how to solve problem” (p. 746)
Parker & Asher, 1993	Help and guidance	advising others and offering ideas to one another (guidance only)
Bronstein et al, 1996	Guidance	“providing direction, information, guidelines, and limits” as well as help in development of interests and talents (p. 417)
Strom et al, 1998; Strom et al, 2002	Guiding	“teaching values and self-evaluation” (1998, p. 146)
Moss et al, 2005	Key policy and strategy advisor	advise top management on important issues and contribute to policy making

Table 2-4. Definition of relational quality outcomes.

Relational Quality Outcomes	Citations	Conceptual definition	Operational definition/measures
Control mutuality	Hon & Grunig (1999)	the degree to which parties agree on who has rightful power to influence on another (p. 19)	<ul style="list-style-type: none"> <li>- organization and people like me are attentive to what each other say</li> <li>- organization believes the opinions of people like me are legitimate</li> <li>- in dealing with people like me, this organization has a tendency to throw its weight around (reversed)</li> <li>- organization really listens to what people like me have to say</li> <li>- management of this organization gives people like me enough say in the decision-making process.</li> </ul>
	Canary, Stafford, Semic (2002)	the extent that both parties agree on who has the right to influence the other. (p. 397)	
Satisfaction	Hon & Grunig (1999)	the extent to which one party feels favorably toward the other because positive expectations about the relationship are reinforced (p. 20)	<ul style="list-style-type: none"> <li>- I am happy with this organization</li> <li>- both the organization and people like me benefit from the relationship</li> <li>- most people like me are happy in their interactions with this organization</li> <li>- generally speaking, I am pleased with the relationship this organization has established with people like me</li> <li>- most people enjoy dealing with this organization</li> </ul>
	Dainton, Stafford, & Canary (1994)	Relational satisfaction is generally defined as an individual's attitude toward the partner and the relationship, typically in terms of the perceived quality of the relationship (p. 90)	
Trust	Hon & Grunig (1999)	one party's level of confidence in and willingness to open oneself to the other party (p. 19)	<ul style="list-style-type: none"> <li>- organization treats people like me fairly and justly</li> <li>- whenever this organization makes an important decision, I know it will be concerned about people like me</li> <li>- organization can be relied upon to keep its promises</li> <li>- I feel very confident about this organization's skills</li> <li>- organization has the ability to accomplish what it says it will do</li> </ul>
	Larzelere & Huston (1980)		trust is related to increase in security, a reduction in inhibition and defensiveness

			and an increase in freedom to share feelings
Commitment	Hon & Grunig (1999)	The extent to which one party believes and feels that the relationship is worth spending energy to maintain and promote (p. 20)	<ul style="list-style-type: none"> <li>- I feel that this organization is trying to maintain a long-term commitment to people like me</li> <li>- I can see that this organization wants to maintain a relationship with people like me</li> <li>- there is a long-lasting bond between this organization and people like me</li> <li>- compared to other organizations, I value my relationship with this organization more</li> <li>- I would rather work together with this organization than not</li> </ul>
	Canary, Stafford, Semic (2002)	the extent to which partners want to continue their relationship indefinitely (p. 397)	

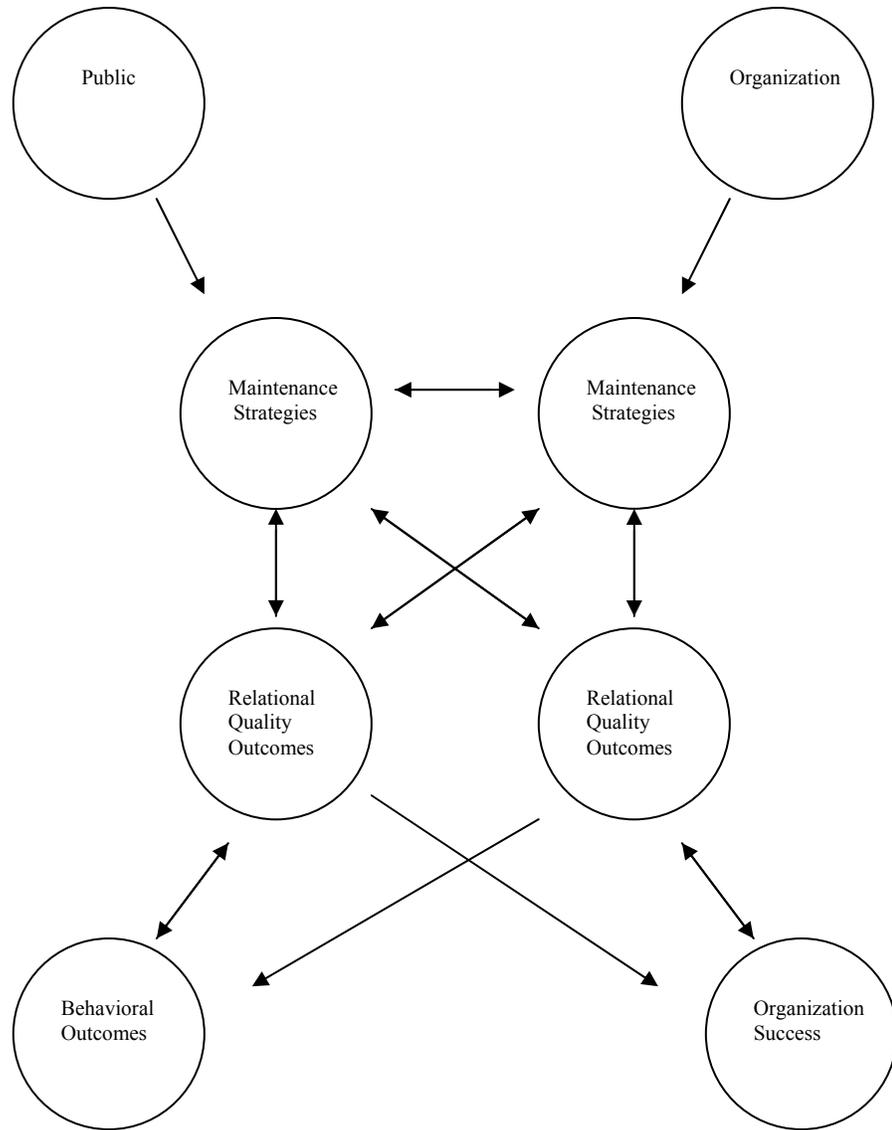


Figure 2-1. Model of the organization-public relationship

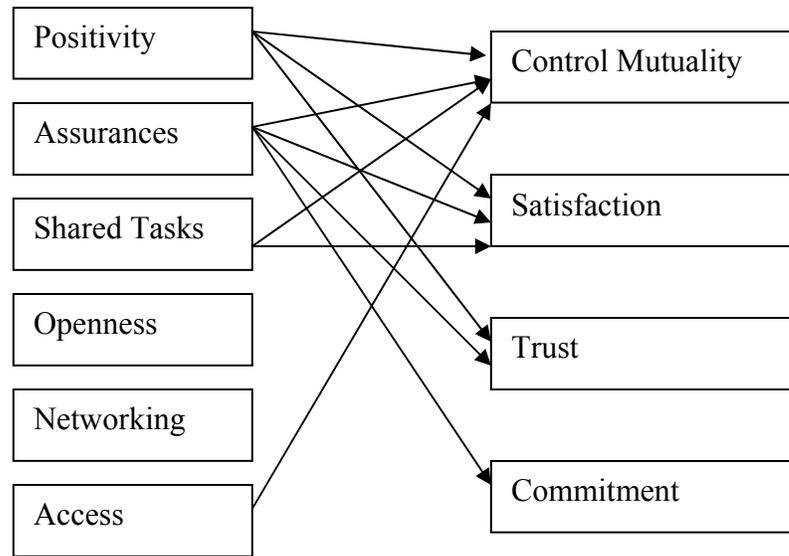


Figure 2-2. Linkages between relational maintenance strategies and relational quality outcomes for adult publics

Table 2-5. Standardized coefficients and standardized errors of paths between maintenance strategies and quality outcomes in the organization-public relationship as reported by Ki (2006).

Relationship	Standardized coefficient	Standardized error	Significance
Positivity → Control Mutuality	.07	.64	p<.001
Positivity → Satisfaction	.24	.06	p<.05
Positivity → Trust	.14	.06	p<.001
Assurances → Control Mutuality	.36	.08	p<.001
Assurance → Satisfaction	.49	.07	p<.001
Assurance → Trust	.40	.07	p<.001
Assurance → Commitment	.42	.07	p<.001
Shared Tasks → Control Mutuality	.16	.06	p<.01
Shared Tasks → Satisfaction	.13	.06	p<.05
Access → Control Mutuality	.20	.06	p<.001

## CHAPTER 3 METHODOLOGY

The study reported here aimed to explore the following: (1) the impact of relational maintenance strategies on quality outcome measures in the organization-public relationship with adolescents, and (2) the fit of a model that predicted the influence of relationship maintenance on relational quality and the influence of relational quality on adolescent volunteer intended behavior. These areas of discovery were explored through a study employing a survey of 315 adolescents ages 15-18 from a Southeastern state in the United States.

### **Study Overview**

The current study tested a model of the relationship between relational maintenance strategies on relational quality outcomes (Figure 3-1) and a model of the influence of relational maintenance on relational quality and relational quality on volunteer intended behavior (Figure 3-2). Existing measures for the relational maintenance strategies, relational quality outcomes and volunteer intended behavior proposed and tested by Ki (2006) were modified for an adolescent public and tested for an adolescent-organization relationship. In addition, measures were created for the newly proposed strategy of guidance. Data were collected through a survey administered to students from a number of high schools during the 12-week period between February 1 and April 30, 2007. The data were analyzed, and the results can be found in chapter four.

## Sample

This study examined adolescents' perceptions of the organization-adolescent public relationship. One specific public, the volunteer public, was chosen for this study for two reasons. First, many teens volunteer as part of a requirement for their high school, for an honors program or to earn a college scholarship. In order to be eligible for the Florida Bright Futures Scholarship Program<sup>2</sup>, high school students in Florida must complete a minimum of 75 hours of community service. More hours are required for participation in other programs, like National Honor Society which requires 150 hours of community service. Therefore, it is a common for high school students to fall into the public of "volunteer." Second, and more importantly, research has demonstrated that teens who volunteer derive benefits from that activity (Youniss, McLellan & Mazer, 2001). It can be reasoned that teens who fall into this public are benefiting from the relationship. This is an organization-public relationship that has potential benefit for the adolescent and as a result is worthy of study.

In order to gain permission to survey high school students, the researcher contacted school boards in two medium-sized school districts and was granted permission to approach schools in those districts to recruit for the study. Four high schools agreed to participate in the study, two from each school district. In the first school district, one school distributed 250 surveys and returned 105. The other distributed 100 and returned 39. In the other school district, one school distributed 122 and returned 47, and the other

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<sup>2</sup> The Florida Bright Futures Scholarship Program is funded by the Florida Lottery and is administered by the Florida Department of Education. Students who meet the criteria in the areas of community service, SAT/ACT scores, and high school grade point average are eligible for a grant of up to 100% of tuition and fees plus additional expenses for a public institution in the state.

distributed 100 and returned 28. In addition to the public school systems, two private schools were approached, and one agreed to participate. Fifty surveys were distributed at that school and 18 were returned. A church youth group participated in the study as well with 30 surveys being distributed at a weekly meeting of the group and 11 surveys being returned. And finally, participants in the study were recruited by university students attending a communications class at a large Southeastern university. The university students were given extra credit for every high school student whom they were able to recruit as a survey respondent. One hundred and ten surveys were distributed through this means and 67 were returned. All total, 762 surveys were distributed and 315 were returned, a return rate of 41%.

### **Pretest**

Before the surveys were distributed through the channels mentioned above, a pretest was conducted with 10 high school students from one of the schools. These students were members of an extracurricular group whose primary purpose was to participate in community service. The purpose of the pretest was to ensure that the questions on the survey were clear and understandable for an adolescent population. As well, the pretest helped to determine if any questions did not apply to the adolescent volunteer population.

To further establish validity of the measures, an expert in teen community service was asked to review the questions and provide feedback on their appropriateness for the adolescent population.

Based on the feedback from the pretest and from the community service expert, a number of changes were made. First, the survey was redesigned to include a more conversational tone in the directions for each section. Second, the number of questions in

each section was reduced, creating more sections but shorter sections. The researcher and the expert felt that this would reduce the likelihood of fatigue for respondents. Third, six of the questions were eliminated from the survey. All six came from the relational quality outcomes section<sup>3</sup>. Both the expert and the teens in the pretest felt that the survey was too long and that teens would not complete it as it was presented. In an effort to shorten the survey, the number of measures per construct was reduced to five or six (see original questions in Appendix F). The final survey included 22 relational quality outcome measures (see final survey in Appendix E). Measures for relationship maintenance strategies and volunteer intended behavior were not reduced, nor were demographic questions.

### **Survey Administration**

The survey was administered to a number of high schools, to a church youth group and through university students' as recruiters of other teens, as described above. The study utilized voluntary participation through convenience sampling, including voluntary participation and snowball sampling because achieving a random sample of teens who volunteer in a community would be difficult to achieve and costly. It is argued that in this seminal study, the results will be important and directive if the sample pool is diverse and the demographics dispersed.

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<sup>3</sup> The following items were eliminated based by the researcher on advice from a teen volunteer expert. These items were deemed by the research to be either redundant or not appropriate for teen volunteers.

Control mutuality items (2 items): (1) When dealing with volunteers, the organization has a tendency to throw its weight around. (2) The organization cooperates with volunteers.

Satisfaction items (2 items): (1) Volunteers feel they are important to the organization. (2) In general nothing of value has been accomplished by the organization for volunteers.

Trust items (2 items): Sound principles guide the organization's behavior. (2) Volunteers feel very confident about the organization's abilities.

Surveys in this study were self-administered by the high school students themselves. Each participant in this study received a packet of information in a manila envelope. The packet contained a letter of invitation to participate in the study, a copy of the survey, a community service credit form (for those from schools who offered this as an incentive), a student assent form and a parental consent form. The letter explained that students were to sign the assent form, and that anyone younger than 18 years of age should have a parent sign the parental consent form before the survey was completed (Appendices A through E). The label on the outside of the envelope indicated who the respondent should return the packet to and the deadline for submitting it.

Any survey returned without the proper signatures was discarded. The letter told those who received the community service form to complete it and return it in the manila envelope, along with the survey and signed consent form, to the appropriate person by the deadline. Those who did not receive a community service form because their participation was not rewarded with an hour of community service credit were instructed simply to return the signed forms and the survey in the envelope to the appropriate person by the deadline. Following is a description of the survey administration through each venue. See Table 3-1 for rate of return by source.

The first school to participate received 300 surveys on Tuesday, February 6, 2006. The surveys were delivered to the vice principal, who passed along approximately 130 along to the sponsor of the National Honors Society for the school. These surveys were distributed at a monthly meeting. The balance was distributed to teachers of sophomores, juniors and seniors. The teachers distributed them in their classrooms with an explanation of the survey process. An initial deadline of February 28, 2007, was set for final

collection of the surveys; however, due to statewide testing that was being conducted during that time period, the deadline was extended to March 16, 2007. All total, 105 completed surveys were returned, and 50 surveys were not distributed, making the total distribution 250 and the return 105, a 42% return rate.

The second school to receive surveys was a private school that had requested 150 surveys to be distributed to three classes of juniors in a college preparation class. The surveys were delivered to a representative in the community service office of the school on February 9, 2007, and a deadline was set for final collection on February 28, 2007. Only one of the three classes successfully distributed the surveys to its students, reducing the number of distributed surveys to 50. Because the initial return was very low, students were offered an additional incentive, a \$5 gift certificate to Smoothie King stores, if they returned the survey by an extended deadline of April 27, 2007. Eighteen completed surveys were returned from this school.

A school in the same district as the first school agreed to distribute 250 surveys to their International Baccalaureate Diploma Program (IB) students<sup>4</sup>. The surveys were delivered to the vice principal of the school on April 2, 2007, and a deadline for collection was set for April 20, 2007. Thirty-nine surveys were returned completed and 150 were returned undistributed due to lack of time on the part of the advisor. This becomes a survey distribution of 100 and a return of 39.

Another school district gave approval for surveys to be distributed to students in their schools; however, it restricted the distribution and collection time to non-instructional time periods. This meant that the surveys were to be distributed to students

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<sup>4</sup> The International Baccalaureate Diploma Program is a program comparable to Advanced Placement which prepares juniors and seniors for college level work.

during extracurricular activities rather than during class time. Two schools agreed to distribute surveys at their national honor society (NHS) meetings. One school requested 245 surveys, which were delivered to the advisor of the NHS group on April 16, 2007. During a meeting held that week, the advisor asked students to pick up a survey after the meeting and complete it by the Friday of the following week (April 27, 2007). As stated earlier, those who completed the survey were compensated with one hour of community service credit. A total of 122 surveys were picked up by the students, and 47 were returned by the deadline. The other school in this district agreed to distribute 150 surveys to students at an NHS meeting held during that same week. Of the 150, 100 were passed out to students and 28 were returned by the deadline, which was also April 27<sup>th</sup>.

Additional surveys were handed out at a youth group meeting of a local church in a medium-sized Southeastern city. Teens attending the meeting were given the opportunity to pick up a packet and return the completed survey the following night. Those who filled out the survey were given free admission to an event held the following night. Admission for the event was \$5. A total of 30 surveys were picked up by meeting attendees, and 11 were returned.

The final way that participants were recruited for this study was through a university class. Twenty-nine students in a public relations strategy class at a large Southeastern university were offered extra credit if they were able to recruit high school students to complete a survey. Each university student was permitted to recruit up to 5 participants. A total of 110 surveys were distributed to the university students, and 67 were returned.

## **Measures**

Four sets of measures were used in this study: (1) relational quality outcomes, (2) relational maintenance strategies, (3) volunteer intended behavior and (4) demographic questions. Following are descriptions of the measures.

### **Relational quality outcomes**

Twenty-two scale items were used to measure relational quality outcome constructs of control mutuality, satisfaction, trust and commitment. These items were modified from the scale proposed and refined by Huang (1997; 2001) and applied by Ki (2006). The measures were judged to have adequate internal consistency in prior research: control mutuality (Cronbach's alpha = .93), satisfaction (Cronbach's alpha = .91), trust (Cronbach's alpha = .92) and commitment (Cronbach's alpha = .88) (Ki, 2006).

A modified version of these measures were used in the current study (Table 3-1). The measures have been adapted to reflect the adolescent volunteer public included in this study. Efforts were made to maintain as much of the original statement as possible for each measure (see Appendix F for original items and tables 3-1, 3-2 and 3-4 for modified items).

### **Relational maintenance strategies**

In the organization-public relationship, six relationship maintenance strategies are hypothesized to influence relational quality outcomes of the relationship. In this study, This six strategies – positivity, assurances, shared tasks, openness, networking and access – were measured using 30 scale items. The items were adopted from a scale proposed and tested by Ki (2006) and modified to reflect an adolescent volunteer public. The measures were assessed using a nine-point scale.

Prior research has found the following levels of internal consistency for these measures – positivity (Cronbach's alpha = .82), assurances (Cronbach's alpha = .83), shared tasks (Cronbach's alpha = .79), openness (Cronbach's alpha = .77), networking (Cronbach's alpha = .71) and access (Cronbach's alpha = .84) (Ki, 2006).

As stated earlier, the scale items were modified to reflect the interests of the volunteer publics (Table 3-2). Every effort was made to maintain the essence of each measure.

### **Maintenance strategy: guidance**

In addition to the six relationship maintenance strategies discussed above, this study introduced a new relational maintenance strategy to the study of the organization-public relationship – guidance. Prior definitions of this term and related terms were considered in the formulation of a definition of guidance (Table 3-3). The proposed definition is as follows:

Guidance is defined as advice, help, direction or support. One can give guidance by offering counsel, developing guidelines, setting limits, assisting with decision making, providing information with the intent of aiding or act as a reliable source for ideas.

This definition was used in the formulation of measures to test the perception of the strategy of guidance in the organization-public relationship with adolescents (Table 3-4).

Six measures were created to measure this construct.

### **Volunteer Intended Behavior**

The model proposed in this study predicts that the level of relational quality outcomes in an adolescent-volunteer organization public relationship will influence the intended behavior of individual adolescent volunteers. The adolescent volunteer-nonprofit organization relationship has the potential to have a positive long-term effect on

adolescents who engage in it by influencing their likelihood to volunteer in the future. To test volunteer intended behavior three measures were adapted from Zeithaml, Berry and Parasuraman (1996) and Ki (2006). These measures were tested using a nine-point scale (Table 3-5).

### **Demographic measures**

Three questions were asked for demographic purposes. First, respondents were asked for age. Results from this question are reported in the descriptive statistics section of chapter four. In addition, this question acted as a filter question for those to be included in this study. In an effort to limit the age range in this study to only high school student, the acceptable ages for participants were 15-18 years old. Anyone reporting a higher or lower age was removed from the study.

Two other demographic questions asked for race and gender. The results of these questions, too, can be found in the descriptive statistics section of chapter four.

### **Analysis**

The goal of this study was to test the relationships between relationship maintenance strategies, relational quality outcomes and intended behavior. In the process, it sought to provide evidence in support of the proposed model of adolescent-organization public relationship. Data collected during this study were analyzed for their fit to this model. The proposed model consists of 13 constructs: seven relationship maintenance strategies, four relational quality outcomes and volunteer intended behavior. Sixty-one items were used to measure these 13 unobserved constructs. In order to analyze the relationship between the variables, the statistical methodology of structural equation modeling (SEM) was employed.

### **Structural equation modeling**

Structural equation modeling is a way of testing theoretical models of relationships between latent and observed variables. Unlike classical methods of general linear modeling, SEM takes into account the measurement error of variables in the model. This results in a more accurate reflection of the relationship that exists between variables. Three most common types of testing for SEM are confirmatory factor analysis, path analysis and structural regression analysis. CFA tests the loading of observed items on latent factors. Unlike exploratory factor analysis, CFA is designed to be used to test previously identified factor structure. Second, path analysis can be used to test the linear relationship between observed variables, taking into consideration the error in measurement of the variables. Third, structural regression modeling is a powerful statistical method that tests for the regression of latent variables on one another. Not only can the relationship between latent and observed variables be tested with this methodology, but the relationship between latent variables can be tested.

SEM statistical methodology tests the fit of data to a proposed model. The model fit indicators are judged for their degree of fit to the proposed model. Criteria for a good model fit includes the following: (1) a Chi-square score equal or greater than .005, (2) a non-significant Chi-Square, (3) a ratio of Chi-square to degrees of freedom of equal or less than 3, (4) a comparative fit analysis (CFI) greater than or equal to .90, (5) a goodness of fit index (GFI) score of greater than or equal to .90, (6) a normed fit index (NFI) score of greater than or equal to .90, and (7) root mean squared error approximation (RMSEA) of less than or equal to .05 (Raykov & Marcoulides, 2000).

Chi-square is an inferential statistic which identifies the model fit for any given model for any data. In structural equation modeling (SEM), the proposed model acts as

the null hypothesis (Raykov & Marcoulides, 2000); therefore, the desired result of a Chi-square test for a given model is non-significance. Non-significance would indicate that there is not enough evidence to reject the proposed model. A significant Chi-square would indicate a poor model fit. As a result, a non-significant Chi-square score is ideal, as is a low Chi-square score and a low ratio of Chi-square to degrees of freedom. Because the T statistic is sensitive to sample size, other goodness of fit indices should be used to gauge the model fit. Two tests which measure the degree to which the data fit the model are goodness of fit index (GFI) and normed fit index (NFI) (Kline, 2005). GFI measures the degree to which a model can explain the variance and covariance in the data. Scores for GFI range from zero to one, with a score of 1.0 indicating a perfect fit. A normed fit index (NFI) is a way of judging how the data fit the independence model (model with no relationships) vs. saturated model (the proposed model), with the ideal fit being the saturated model. A score of .90 or greater indicates a reasonable fit, with 1.0 indicating an excellent fit (Raykov & Marcoulides, 2000). Two other fit indices measure how the data does not fit a model by looking at alternative fit. These two indices are comparative fit index (CFI) and root mean square error approximation (RMSEA) (Kline, 2005). CFI is the degree of improvement in fit when moving from a model with no relationships to the proposed model. Scores for CFI range from zero to one with one indicating an excellent fit. A root mean square error approximation (RMSEA) takes into consideration the complexity of the model and measures the degree to which the model does not fit the data. Scores of .05 or lower indicate a good model fit. Scores of .08 or greater should be questioned (Raykov & Marcoulides, 2000). This study employs the more stringent criteria of RMSEA of .05 or less.

Results and analysis are presented in chapter 4.

Table 3-1. Relationship quality outcome measurement items for current study

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Control mutuality

- 
- Q1-3. The organization believes the opinions of volunteers are legitimate.  
 Q1-4. The organization neglects volunteers. [R]  
 Q1-8. Managers give volunteers enough say in decisions that affect them.  
 Q1-11. The organization really listens to what volunteers have to say.  
 Q2-1. The organization seems to ignore volunteers' opinions in the decisions that affect them [R]  
 Q2-8. When volunteers interact with the organization, they feel that they have some sense of control.
- 

Satisfaction

- 
- Q1-1. I am happy with the organization.  
 Q1-6. Both the organization and volunteers benefit from their relationship.  
 Q1-10. I think volunteers are dissatisfied with their interaction with the organization. [R]  
 Q2-2. Generally speaking, volunteers are unhappy with the relationship the organization has established with them. [R]  
 Q2-5. Volunteers enjoy dealing with the organization.  
 Q2-9. The organization fails to satisfy volunteers' needs. [R]
- 

Trust

- 
- Q1-2. I think the organization treats volunteers fairly and justly.  
 Q1-5. Whenever the organization makes an important decision, I know it will consider the impact on volunteers.  
 Q1-9. The organization can be relied on to keep its promises to volunteers.  
 Q2-3. The organization misleads volunteers. [R]  
 Q2-4. I feel very confident about the organization's abilities to accomplish its mission.
- 

Commitment

- 
- Q1-7. I believe the organization wants to maintain a positive relationship with its volunteers.  
 Q1-12. I see the organization as committed to its volunteers.  
 Q2-5. Compared to other organizations, volunteers value their relationship with this organization the most.  
 Q2-7. I would rather work with this organization than another.  
 Q2-10. Volunteers feel a sense of loyalty to the organization.  
 Note: [R] indicates reverse code.

Table 3-2. Relationship maintenance strategy measurement items for current study

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 Access
 

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- Q3-2. It is clear to me who the upper-level managers are and how to contact them.  
 Q3-8. I have had opportunities to meet with senior management.  
 Q4-13. Upper-level managers are approachable.  
 Q5-2. I think volunteers feel comfortable making complaints to management.  
 Q5-4. I feel comfortable approaching management with my questions.
- 

 Positivity
 

---

- Q3-13. I think meetings volunteers attend are helpful.  
 Q4-2. The organization's communication with volunteers is courteous.  
 Q4-5. I believe the organization attempts to make its interactions with volunteers enjoyable.  
 Q5-1. I believe the organization would be cooperative when handling disagreements with volunteers.  
 Q5-9. I find the information the organization provides to me to be useful.
- 

 Openness
 

---

- Q3-12. The organization shares information with volunteers about how it is managed.  
 Q4-9. During meetings, volunteers are encouraged to communicate their opinions.  
 Q4-11. I feel the organization is not upfront about current activities and future plans. [R]  
 Q4-14. I do not have a clear understanding of the mission of the organization. [R]  
 Q5-8. The organization freely shares information with volunteers.
- 

 Shared tasks
 

---

- Q3-5. The organization works with volunteers to develop solutions encountered by volunteers.  
 Q3-6. The organization is involved in community issues (environmental issue, disaster relief, etc.) that volunteers care about.  
 Q3-9. The organization works effectively to resolve issues its volunteers are facing.  
 Q4-3. The organization and volunteers do not work well together at solving joint problems. [R]  
 Q5-3. The organization and volunteers care about the same community issues.
- 

 Networking
 

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- Q3-11. The organization works with other community groups that impact volunteers.  
 Q4-4. The relationships that the organization has with other community groups benefits volunteers.  
 Q4-7. The department for which you volunteer works well with other departments in a way that benefits volunteers.  
 Q4-8. The organization's associations with other like-minded groups are not useful for volunteers. [R]  
 Q5-6. The organization works with community groups that I care about.
- 

 Assurances
 

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- Q3-4. The organization makes a genuine effort to provide personal responses to volunteers' concerns  
 Q3-10. The organization acts on the concerns of its volunteers.  
 Q4-1. The organization communicates to me the importance of volunteers.  
 Q4-10. When volunteers raise concerns, the organization ignores them. [R]  
 Q5-7. I believe the organization cares about its volunteers
- 

Note: [R] indicates reverse code

Table 3-3. Nominal and conceptual definitions of concept “guidance”

Citation	Nominal definition	Conceptual definition
Stafford et al, 2000; Dainton & Aylor, 2002; Aylor & Dainton, 2004	Advice	making recommendation for solutions to problems and offering an opinion about a partner’s life situation
Tucker et al, 2001	Advice	“frequency and helpfulness of talking about future job, education, and family plans” (p. 734)
McHale et al, 2000	Coach	“give advice about how to solve problem” (p. 746)
Parker & Asher, 1993	Help and guidance	advising others and offering ideas to one another (guidance only)
Bronstein et al, 1996	Guidance	“providing direction, information, guidelines, and limits” as well as help in development of interests and talents (p. 417)
Strom et al, 1998; Strom et al, 2002	Guiding	“teaching values and self-evaluation” (1998, p. 146)
Moss et al, 2005	Key policy and strategy advisor	advise top management on important issues and contribute to policy making

Table 3-4. Measures of the relationship maintenance strategy of guidance

Guidance
Q3-1. The guidelines that the organization has set for volunteers are clear.
Q3-3. Volunteers receive clear and helpful direction from the organization.
Q3-7. The organization offers valuable advice to volunteers.
Q4-6. The organization sets appropriate limits for its volunteers.
Q4-12. The organization can be counted on to provide good ideas for solving problems.
Q5-5. When I encounter a problem, I am given good advice.

Table 3-5. Measures of volunteer intended behavior.

Measures
Q7-1. Will you volunteer (for this organization or another) in the years to come? [responses on nine-point scale from “Not likely” to “Very likely”]
Q7-2. Would you recommend to a friend that he/she participate in community service in years to come? [responses on nine-point scale from “Not likely” to “Very likely”]
Q7-3. How much of an effort will you make to volunteer in the years to come? [responses on nine-point scale from “Not much” to “A lot”]

## CHAPTER 4 RESULTS

This chapter reports the results of analysis of data collected from adolescents who participate in volunteerism. The data were used to test eight hypotheses about the relationship that exists between adolescent volunteers and their volunteer organizations. Results inform the understanding of the organization-public relationship, specifically the relationship between adolescents and nonprofit organizations. Findings from the analysis are reported below.

### **Respondents**

Of the 762 surveys distributed to teens, 315 were filled out and returned by high school sophomores, juniors and seniors, yielding a rate of return of 41%. When the surveys were examined, 18 were discarded for the following three reasons: (1) incomplete survey - one of the surveys not completed, (2) age - in two of the surveys the respondents were younger than 15, in one survey the respondent was older than 18, and eight of the surveys did not provide an age so they were discarded, (3) pattern of response - in six of the surveys, the pattern of response raised concerns about the authenticity of the responses. Examples of this third reason include the respondent answering “9” for all questions or the pattern of responses beginning at one end of the semantic differential (1 or 9) and each subsequent response being one greater or lesser than the previous, creating a pattern that ran diagonally across the page and then back again. It was suspected that this pattern was the result of respondents marking the answers without reading the questions.

A final count of 297 surveys (N=297) were included in the analysis of data, providing a 39% return rate. Specific rate of return by source are indicated in table 4-1. The highest rate of return came from the university student project, likely because most students passed along the surveys to individuals who were known to them and the personal relationship increased the rate of return. The lowest rate of return came from the Bartram Trail High School. The advisor to the NHS student group at that school indicated that students were not interested in completing the survey because most had already fulfilled their community service requirements for the school year.

The ages of the respondents ranged from 15-18, with most reporting to be ages 17 or 18. One hundred ten (37%) reported being 18 years old, and 108 (36%) reported their age as 17. Fifty-eight respondents were 16 years old (20%), and 21 were 15 years old (7%). All respondents were high school students. One hundred eighty-five respondents were female (62%), and 110 were male (37%). Two respondents (1%) did not indicate gender. The fact that more females responded to the survey than males may have been due to the fact that more members of NHS are female than male. In addition, in general more females volunteer than males; nearly 32% of all females volunteer while only 24% of males volunteer (Grimm et al, 2007). The majority of respondents were Caucasian, with 206 (69%) reporting Caucasian and 19 (6%) indicating Hispanic/Latino heritage. Other ethnicities included 31 (10%) African-American, 23 (8%) Asian, 6 (2%) Middle Eastern, and 1 (.3%) Native American. Eight respondents did not report their ethnicity.

### **Descriptive Statistics**

Descriptive statistics for the three major constructs in this study – relationship maintenance strategies, relational quality outcomes and volunteer intended behavior – are reported below. For each item, the mean and standard deviation are reported. Missing

data for maintenance strategy items and relational quality outcomes items were replaced with mean scores. A total of 33 respondents did not answer at least one of the 52 items that support these constructs, thus a listwise deletion would have greatly reduced the number of participants in the study and threatened the validity of the data.

However, missing data for the construct of volunteer intended behavior was handled with listwise deletion. The researcher reasoned that the lack of a response to one of the three questions that support this construct could be an indication of lack of intention to behave. Four respondents were eliminated from the study for lack of response to one of the three intended behavior questions, reducing the count to 293 (N=293).

On average, the teens in this study reported volunteering 8.6 hours (SD=10.1) per week for their volunteer organization. In response to a question about the last time they had volunteered for the organization, the teens on average said 4.6 months ago (SD=4.4). However, most appeared to be either volunteering currently or had not volunteered since the previous summer (approximately 9 months earlier), which created a mean score around 4.5 months.

### **Relationship Maintenance Strategies**

Theoretically, relationship maintenance strategies are those behaviors and communications in which organizations and publics engage that are thought to have an influence on the relational quality outcomes of the relationship. The teens in this study rated their volunteer organizations positively in the use of these strategies, with total mean scores for the strategy ratings ranging from 6.9 to 7.6 on a nine-point scale (Table 4-2). The most frequently used strategies appear to be positivity (M=7.6, SD=1.2), guidance (M=7.5, SD=1.1) and assurances (M=7.5, SD=1.3), all of which received a mean score greater than 7.5. The strategy that was least detected in the relationship was

networking, which received a mean score of 6.9 (SD=1.5), still a score well above the midpoint of the scale.

The three items that received the highest mean score ratings were (1) “The organization’s communication with volunteers is courteous” (M=8.0, SD=1.4); (2) “I believe the organization cares about its volunteers” (M=7.9, SD=1.5); and (3) “The guidelines that the organization has set for volunteers are clear” (M=7.9, SD=1.2). The three items are measures of positivity, assurances and guidance respectively. They reflect the three most common maintenance strategies in which teen volunteers said their volunteer organization engaged. The three measures suggest that these teens believe volunteer organizations show concern for volunteers, are considerate of volunteers and offer clear communication and guidelines to their teen volunteers.

The lowest mean scores were received by these three items: (1) “The organization works with other community groups that impact volunteers” (M=6.7, SD=2.1); (2) “The organization’s associations with other like-minded groups are not (are, reverse coded) useful for volunteers” (M=6.8, SD=2.2); and (3) “I have had opportunities to meet with senior management” (M=6.8, SD=2.5). The first two items measure networking and the third measures access. It appears from these results that compared to the other items in this study, teens are less likely to believe their volunteer organizations are working well with other organizations or they do not see the value in these associations. At the same time, it appears that teens are not being given access to upper level management in their volunteer assignments to the same degree that they are experiencing other types of maintenance strategies. However, it should be noted that the scores for the lowest three items are still well above the midpoint of the scale.

### **Relational Quality Outcomes**

Additional data were collected to measure the strength of relational quality outcomes. Relationship quality outcome measures give an indication of the strength of the relationship between organizations and publics. Teens in this study viewed the relationship with their volunteer organization positively, with overall mean scores on the four relational quality outcomes ranging from 7.3 to 7.7 on a nine-point scale (Table 4-3). Of the four outcomes, the teen volunteers rated their satisfaction with the relationship as highest ( $M=7.7$ ,  $SD=1.2$ ) and the control mutuality in the relationship as lowest ( $M=7.3$ ,  $SD=1.2$ ). Three items achieved a mean score greater than 8.0. They were (1) “I believe the organization wants to maintain a positive relationship with its volunteers” ( $M=8.2$ ,  $SD=1.2$ ), (2) “The organization misleads volunteers” (reversed) ( $M=8.1$ ,  $SD=1.5$ ), and (3) “I think the organization treats volunteers fairly and justly” ( $M=8.1$ ,  $SD=1.3$ ). The first item measures the level of commitment and the next two measure trust in the relationship. Taken together, these indicate that teens perceive volunteer organizations as making an attempting to build a good relationship with them and as behaving honestly and fairly toward them.

Three items achieved less than 7.0 on the nine-point scale. These three were: “Whenever the organization makes an important decision, I know it will consider the impact on volunteers” ( $M=6.7$ ,  $SD=1.9$ ), (2) “Managers give volunteers enough say in decisions that affect them” ( $M=6.7$ ,  $SD=1.9$ ), and (3) “When volunteers interact with the organization, they feel that they have some sense of control” ( $M=6.9$ ,  $SD=1.6$ ). The first item is a measure of trust and the last two are a measure of control mutuality. Clearly, teens feel that they lack the power that they would like to have in the relationship with their volunteer organizations.

Looking at only the highest and lowest scoring items for relational quality outcomes provides a picture of the adolescent-nonprofit organization as fair and honest but less likely to offer the balance of power desired by the teen volunteers. However, the level of satisfaction in the relationship, as reported by the teens, indicates that teen volunteers are pleased with the relationship.

### **Volunteer Intended Behavior**

Responses to a third set of items were collected and analyzed. These items measured the construct of volunteer intended behavior. The teens in this study indicated a strong likelihood to volunteer some time in the future, with the overall mean score for volunteer intended behavior reaching 7.7 (SD=1.5) on a nine-point scale (Table 4-4). Of the three items used to measure volunteer intended behavior, recommending that a friend participate in community service achieved the highest mean score (M=8.1, SD=1.0). The teens' mean score for their likelihood to volunteer in the future was a little lower at 7.7 (SD=2.2). The lowest mean score for this construct was for the item measuring the amount of effort that teens would make to volunteer in the years to come (M=7.5, SD=1.8).

Teens appear to believe in the value of volunteering as evidenced by their desire to encourage others to volunteer. They also indicated a moderate to strong likelihood to volunteer in the future and to make an effort to volunteer.

### **Measurement Reliability**

Reliability of the scale items in this study were tested using Cronbach's alpha. Results can be found in Table 4-5. All items achieved a reliability score of .80 or better except for two concepts – openness and shared tasks. These two items achieved a score

below .70; therefore, more work was done to examine individual measurement items for these variables. Discussion of that analysis can be found below.

This study tested only one type of reliability, internal consistency. Future tests of reliability for these variables should employ other types of measurement, including test-retest reliability.

### **Confirmatory Factor Analysis**

To provide evidence of validity of the constructs presented in this research, a series of confirmatory factor analyses were conducted using AMOS 6.0. Confirmatory factor analysis provides a way of confirming a previously identified factor structure. The latent variables tested here come from the public relations literature (Hon & Grunig, 1999; Grunig & Huang, 2000; Ki, 2006); therefore, confirmatory factor analysis, rather than exploratory factor analysis, is appropriate. Confirmatory factor analyses were run for all seven relational maintenance strategies, for the four relational quality outcomes and for intended behavior. The results are reported below.

### **Confirmatory factor analyses of relationship maintenance strategies**

A confirmatory factor analysis was conducted for each of the relationship maintenance strategies to test the latent variable using the observed measures. Items were retained in the model if they received significance ( $p < .05$ ).

As stated in chapter 2, criteria for a good model fit includes the following: (1) a Chi-square score equal or greater than .005, (2) a non-significant Chi-Square, (3) a ratio of Chi-square to degrees of freedom of equal or less than 3, (4) a comparative fit analysis (CFI) greater than or equal to .90, (5) a goodness of fit index (GFI) score of greater than or equal to .90, (6) a normed fit index (NFI) score of greater than or equal to .90, and (7)

root mean squared error approximation (RMSEA) of less than or equal to .05 (Raykov & Marcoulides, 2000).

The confirmatory factor analysis for the relationship maintenance strategy *access* achieved an acceptable level with all criteria for a good model fit being met (Table 4-6). In fact, the results indicate an excellent fit for the model, with CFI and GFI scores achieving a perfect score of 1.0, and RSMEA score reaching .00. All measures loaded significantly onto the model and loadings were similar across items. The loadings ranged from .62 to .79 (Figure 4-1 and Table 4-8). This indicates that the latent variable was a fairly good predictor of all five measures. The item most strongly correlated with access was “I have had opportunities to meet with senior management.” The item least correlated was “I think volunteers feel comfortable making complaints to management.”

All measurement items for the relationship maintenance strategy of *positivity* too proved to be significantly predicted by the factor of positivity. All criteria for model fit were met (Table 4-8), though the fit was not as strong as that of the relationship maintenance strategy of access. This may have been due to the somewhat weaker loading ( $\beta=.52$ ) of the item “I think meetings volunteers attend are helpful” in comparison to the other loadings, which ranged from .66 to .78 (Figure 4-2 and Table 4-9). This item had the lowest mean score as well, as displayed above. Teens appear to think that meetings are not as helpful as they could be. Anecdotal feedback from the respondents (notes on the surveys) indicated that some teens may not be invited to meetings and, therefore, did not respond consistently to this statement. This, too, may have contributed to the results.

Relationship maintenance strategy *openness* met all criteria except the RMSEA which reached .06, still within a reasonable range, as stated above. The relatively poorer

performance of this model on a number of criteria may be due to the low loading of two items “I feel the organization is not upfront about current activities and future plans” (reversed) and “I do not have a clear understanding of the mission of the organization” (reversed) (Figure 4-3). The other statements which addressed the sharing of information within the organization and the openness of the organization to volunteer opinions all loaded similarly and much more strongly than the two items mentioned above. The mean score of the first item fell toward the midpoint for measurement items for this construct, meaning it was not more or less detected than other strategies. The second item received the highest mean score of all items for openness, meaning that it was more likely to be true than the other statements. Neither of these items were well predicted by the overall level of openness that the teens observed in their relationship with the volunteer organization. It could be argued that the second item, which asks about the understanding of the mission statement, is not closely related to the openness of the organization. However, the first item, about the disclosure of information, would seem logically to be related to openness in the relationship. Possibly the fact that both of these items were negatively worded statements caused misunderstanding and misidentification of answers, which would contribute to an items’ poor loading.

To address the issue of low factor loading and low reliability for this construct, the two low loading items were removed from the analysis and the reliability was tested again. The results indicated that the removal of these items would increase the reliability of openness from .65 to .68. This was deemed a strong enough result to merit this removal of items. The confirmatory factor analysis was conducted without the two items, and results indicated a perfect fit for the model. Based on these findings, the decision to

remove the items was deemed appropriate (see Tables 4-10 and 4-11 for results with the two low loading factors removed).

The relationship maintenance strategy *shared tasks* achieved a good model fit with all criteria being met. All items were significantly predicted by the latent variable of shared tasks; however, three measures had fairly low loading scores (Figure 4-4). The construct of shared tasks involves the working together between the publics and organizations to reach a common goal. Possible explanations for the low loadings on the construct of shared tasks include (1) teen volunteers may not be aware of the community issues with which volunteer organizations are involved and (2) volunteer organizations may, in fact, not be involved in issues that teens consider important.

Overall, the reliability and validity of this construct was a bit uncertain, considering the low loading of some of its factors and the low score the construct received for reliability. As a result, the lowest loading factor was removed from the analysis and the reliability analysis was rerun. With the removal of this measure, the reliability of the variable of shared tasks increased from .64 to .67. The removal of the item had no significant impact on the model fit indicators. All indicators continued to exceed the criteria. Tables 4-12 and 4-13 reflect the results of the CFA and the new factor loading with the removal of measure Q3-6.

As with the other relationship maintenance strategies, the confirmatory factor analysis for the strategy *networking* indicated that all criteria for a good model fit were met (Table 4-14). All five items were significantly predicted by the construct (Figure 4-5 and Table 4-15). One item had a high factor loading ( $\beta=.89$ ) “the relationships that the organization has with other community groups benefits volunteers.” The mean score for

this item was near the median for the measurement items for this strategy, so it was not more or less observed than other items. However, it was strongly predicted by the overall strategy of networking. The lowest loading factor for this construct was “the organization’s associations with other like-minded groups are not useful for volunteers” (reversed) ( $\beta=.46$ ). It, too, had a mean score near the median for the construct. It appears that the construct of networking was more likely to predict teens’ awareness of their volunteer organization’s relationship with community groups than the usefulness of that relationship for volunteers.

The confirmatory factor analysis for the relationship maintenance strategy *assurances* found that the factor structure as predicted was a good fit for the data, and all model criteria for a good fit were met (Table 4-17). All five items were significant predictors of the latent construct (Figure 4-6 and Table 4-18). The loadings of the five factors were similar across the board, with the loadings ranging from .62 to .79.

The last relationship maintenance strategy tested was *guidance*, which, too, met all criteria for a good model fit (Table 4-18). The six items used to measure guidance all loaded significantly onto the construct (Figure 4-7 and Table 4-19). The loadings represented a fairly large spread from .56 to .77, with the largest loading coming from item “When I encounter a problem, I am given good advice” ( $\beta=.77$ ) and the smallest loading from item “The guidelines that the organization has set for volunteers are clear” ( $\beta=.56$ ). This second item had the highest mean score of all items for this construct, indicating that it was the most frequently observed item. Overall, the construct appears to hold together well and all items load adequately.

### **Confirmatory factor analyses of relational quality outcomes**

Confirmatory factor analyses were run for the relational quality outcomes, resulting in all four meeting criteria for good model fit. Details of the analysis for each outcome follows.

The confirmatory factor analysis for the relational quality outcome *control mutuality* indicated that all items loaded significantly onto the factor of control mutuality (Figure 4-8 and Table 4-21). The model met all criteria for a good fit (Table 4-20). The item with the lowest factor loading ( $\beta=.40$ ) “The organization neglects volunteers” (reversed) also achieved the highest mean score of all items for this construct. Teens clearly felt that they were not neglected by the organization, and yet this did not appear to load strongly onto the factor of control mutuality. The item with the strongest factor loading was “The organization really listens to what volunteers have to say” ( $\beta=.89$ ). The item most strongly predicted by control mutuality appears to be the degree to which teens perceived their volunteer organization as listening to volunteers. This construct has a good model fit and adequate loadings.

A confirmatory analysis of the factor of *satisfaction* achieved an adequate model fit (Table 4-22), and all items had significant loadings onto the factor (Figure 4-9 and Table 4-23). The factor loadings ranged from .57 to .78, with the strongest loading coming from item “Volunteers enjoy dealing with the organization” and the weakest coming from item “I think volunteers are dissatisfied with their interaction with the organization” (reversed). This second item obtained the lowest mean score of all items for this construct, indicating that there may be some dissatisfaction among teen volunteers; however, responses to this item do not necessarily load strongly onto the overall construct of satisfaction.

Like the other outcomes, the relational quality outcome of *trust* held together well as a factor, as evidenced by the achievement of good model fit indicators (Table 4-24). All measurement items loaded adequately onto the factor of trust (Figure 4-10 and Table 4-25). The item most strongly predicted by the factor trust was an item “The organization can be relied on to keep its promises to volunteers” ( $\beta=.80$ ), and the lowest loading came from the item “Whenever the organization makes an important decision, I know it will consider the impact on volunteers” ( $\beta=.53$ ). This second item achieved the lowest mean score of all items for this construct as well as achieving one of the lowest mean scores of all indicators for relational quality outcomes. However, this item was not strongly predicted by the overall construct of trust. The factor loadings for this construct are adequate and the model fit is very good.

The confirmatory factor analysis for the final relational quality outcome *commitment* indicated that all five measures loaded significantly onto the factor of commitment (Figure 4-11 and Table 4-27). The model met all criteria for a good model fit (Table 4-26), and fit indicators suggested that the model fit was an excellent one. The loading scores for the items ranged from .60 to .80, with most falling between .60 and .67. The strongest loading came from item “Volunteers feel a sense of loyalty to the organization,” a measure that gets at the heart of the concept of loyalty. This construct appears to hold together well, and the measures for this construct load well onto the factor of commitment.

### **Confirmatory factor analysis of volunteer intended behavior**

The construct of *volunteer intended behavior* was measured using three items (Table 4-30). A confirmatory factor analysis confirmed that these three items load significantly onto the factor of intended behavior (Figure 4-12 and Table 4-30). The

factor loadings for the three items ranged from .75 to .79. The test of the model revealed a perfect model fit, with all indicators reaching their ideal score.

### **Test for Correlation Among Variables**

Before hypothesis testing was begun, a test was run to measure the correlations between a number of the independent and dependent variables in this study. Composite variables were created for each of the maintenance strategies and for the relational quality outcomes using the regression weight scores obtained from the confirmatory factor analyses. These variables were used in the Pearson bivariate analysis (Table 4-31).

All variable associations were strongly significant at the  $p < .001$  level. The strongest relationships between the relational quality outcomes and the relationship maintenance strategies were between satisfaction and guidance ( $r = .74$ ) and between assurances and control mutuality ( $r = .74$ ). The weakest were between networking and satisfaction ( $r = .40$ ) and between access and commitment ( $r = .41$ ).

Satisfaction was most strongly correlated with guidance ( $r = .74$ ), assurances ( $r = .69$ ) and positivity ( $r = .69$ ). These three strategies, along with shared tasks, tended to have the strongest relationship with all of the outcomes. The weakest correlations for satisfaction were with networking ( $r = .40$ ) and access ( $r = .42$ ). These tended to have the weakest relationship with other quality outcomes as well. The relationship between satisfaction and the relationship maintenance strategies may mean that offering instruction, support and encouragement will influence the relational satisfaction that teens feel with a volunteer organization more strongly than keeping them informed about upcoming changes in the organization or building relationship with organizations that benefit the teens.

Like satisfaction, trust had a strong relationship with guidance ( $r=.72$ ) and assurances ( $r=.71$ ). It was also strongly correlated to shared tasks ( $r=.72$ ). The weakest relationships were, again, between networking ( $r=.42$ ) and access (.45). Positivity did not have as strong a relationship with trust as it did with satisfaction. More investigation of the relationship between quality outcomes and relational maintenance strategies may find that making the communication between an organization and teens fun and upbeat may have a stronger impact on the level of satisfaction teens feel with their relationship with an organization than it does on the level of trust that they have with the organization. While positivity was not as strongly correlated with trust as it was with satisfaction, shared tasks was more strongly correlated with trust than with satisfaction. This could mean that when organizations partner with their teens to address community issues that teens care about, this more strongly influences trust in the relationship than satisfaction.

Control mutuality was most strongly correlated with the same three relationship maintenance strategies as trust. Assurances ( $r=.74$ ) had the strongest relationship followed by guidance ( $r=.73$ ) and shared tasks ( $r=.72$ ). The weakest correlations were with access ( $r=.45$ ) and networking ( $r=.49$ ). The relationship between control mutuality and assurances was one of the two strongest in these data. That may indicate that organizations can most effectively engage with teens in a way that gives them adequate power by offering them support and encouragement in their volunteer roles.

Like control mutuality and trust, the three strongest correlations for commitment were guidance ( $r=.70$ ), assurances ( $r=.69$ ) and shared tasks ( $r=.69$ ). The weakest relationships were with access ( $r=.41$ ) and with networking ( $r=.46$ ). The strongest correlations for commitment were slightly lower than the strongest relationships for the

other relational quality outcomes. That may be an overall indication that maintenance strategies are less likely to influence commitment than other outcomes. Possibly other variables, like organization type or organizational mission, would have a greater impact on the level of commitment that teen volunteers feel to an organization.

The correlations between the relational quality outcomes was examined as well, since this study measured the predictive power that quality outcomes have on one another. The relationship between all four relational quality outcomes was high, achieving  $r=.70$  or greater. The strongest relationship was between satisfaction and trust ( $r=.80$ ) and between commitment and satisfaction ( $r=.77$ ). The weakest relationship was between commitment and trust ( $r=.72$ ). This study has hypothesized a predictive relationship between satisfaction and trust and one between trust and commitment. From the results of the correlation analysis, the relationship between satisfaction and trust seems more promising than the one between commitment and trust; however, both relationships are strong.

Some of the correlations between relationship maintenance strategies were high as well, achieving over  $.80$ . For this reason, confirmatory factor analysis uses an appropriate statistical method of analysis for this study. Potential issues of multicollinearity can be controlled through this statistical methodology because of its use of weighted error measurement.

### **Research Questions**

Of the 61 items that were used to measure the constructs in this study, 58 loaded adequately onto one of the factors. These measures and constructs will be used to examine the research questions and test the hypotheses initially proposed in chapter two.

**Research Question 1**

To explore the first research question, whether or not all seven maintenance strategies were significantly predicted by the overall construct of relationship maintenance strategies, a confirmatory factor analysis was conducted. Composite variables were created for the seven maintenance strategies using the factor score weights obtained from the confirmatory factor analyses of the individual maintenance strategies. The composite variables were used as observed variables predicted by the latent variable of relationship maintenance strategies.

Results indicate that the model is a good fit for the data (Table 4-32). All items loaded significantly onto the factor of relationship maintenance strategies, with the highest loadings coming from the strategies of guidance ( $\beta=.90$ ) and assurances ( $\beta=.91$ ) and the lowest coming from the strategies of access ( $\beta=.60$ ) and networking ( $\beta=.53$ ). Not surprisingly, the two variables with the highest loadings (guidance and assurance) were also two of the strategies with the highest mean scores. The two poorest loading variables, networking and access, had the lowest mean scores. Guidance and assurances are more frequently observed by teen volunteers in their relationships with volunteer organizations, and these same strategies are the most likely to be predicted by the construct of relationship maintenance strategies. Conversely, the strategies of access and networking were least observed in the adolescent-nonprofit organization relationship, and these strategies were the least likely to be predicted by the overall construct of relationship maintenance strategies.

**Research Question 2**

To address the second research question, whether the four outcomes – control mutuality, satisfaction, trust and commitment – are predicted by the overall construct of

relational quality outcomes, a confirmatory factor analysis was conducted. Like the composite variables used for relationship maintenance strategies, the relational quality outcome variables were created using the regression factor scores from individual CFAs.

Results indicate a very strong model fit, with most indicators achieving a perfect score (see Table 4-34). All indicators loaded strongly onto the factor of relational quality outcomes and the range of scores (.84 to .92) indicated similar factor loading scores among items (Figure 4-14 and Table 4-35). All four quality outcomes appear to contribute strongly to the overall construct of relationship quality outcomes.

### **Path Analysis**

In order to test hypotheses 1-7 the constructs confirmed by the factor analysis were subjected to a number of path analyses. Path analysis tests a model of relationships between observed variables by measuring the independent variables without error (Raykov & Marcoulides, 2000). Acceptable results of a path analysis are the same as those for the confirmatory factor analysis.

### **Hypotheses 1 through 3**

Hypothesis one, two and three made the following predictions about the relationship between the relational quality outcomes. According to hypothesis one, commitment would be predicted by trust in the organization-public relationship; hypothesis two said that trust would be predicted by satisfaction; and the third hypothesis proposed that satisfaction would be predicted by control mutuality. That model was created to test these three hypotheses. The model was subjected to a path analysis and all three paths were significant at the  $p < .001$  level; however, the model did not reach the minimum requirements for a good model fit. One insignificant path was removed and three additional paths were added, based on suggestions from the modification indices

available through the software program AMOS 6.0. Any suggested modification index greater than five merits attention (Raykov & Marcoulides, 2000) and should be considered for addition to the model if theoretically viable. The addition of these three paths created a model that was an excellent fit for the data (Table 4-36). In the revised model, control mutuality is a predictor of the other three outcomes, and satisfaction is a predictor of two of the outcomes – trust and commitment. Neither trust nor commitment predicted other outcomes, and there was no direct significant relationship between the two. The strongest relationships existed between control mutuality and satisfaction ( $\beta=.73$ ), a relationship predicted in hypothesis 3c. The next strongest relationship was observed between satisfaction and trust ( $\beta=.53$ ), a relationship predicted by hypothesis 3b. In this model the relationship between trust and commitment was not significant, contrary to the prediction of hypothesis 3a. The five significant paths in this model suggest a direction of influence between quality outcomes (Figure 4-15). Two outcomes – control mutuality and satisfaction – appear to be moderate to strong predictors of the other two outcomes – commitment and trust. The influence appears to originate with control mutuality, as it is a predictor of satisfaction as well.

Based on these findings, hypothesis one was confirmed. Control mutuality appears to be a predictor of the level of satisfaction in the organization-public relationship. Not only does control mutuality predict satisfaction, it appears to predict trust and commitment as well.

Hypothesis two was confirmed as well. Satisfaction does appear to be a predictor of trust. These two variables had the highest correlation of any variables in the study, and

the path analysis seems to indicate that the direction of influence most strongly flows from satisfaction to trust.

Hypothesis three was not confirmed. While the relationship between trust and commitment was initially found to be significant, the model in which this relationship fell was not a good fit for the data. With the addition of other stronger relationship to the model, the relationship between trust and commitment was found to be non-significant.

#### **Hypotheses 4 through 7**

The next four hypotheses predicted the relationship between relational quality outcomes and relationship maintenance strategies (Figure 4-16). Hypotheses four predicted that control mutuality would be best predicted by four relationship maintenance strategies – positivity, assurances, shared tasks and access. Hypothesis five predicted that five relationship maintenance strategies would best predict satisfaction. These five were – positivity, assurances, shared tasks, openness and guidance. The sixth hypothesis predicted that the quality outcome of trust would be best predicted by positivity and assurances, and the seventh hypothesis predicted that commitment would be best predicted by the same two relationship maintenance strategies – positivity and assurance.

The hypotheses were tested using a path model analysis of the data. For the quality outcomes, the findings from hypothesis three were used to create the paths between the four outcomes. An initial test of the model created from the predicted relationships yielded a number of non-significant paths, which were eliminated from the model. The overall fit for the model did not meet all criteria for the good fit (Table 4-38).

However, the addition of two paths suggested by the modification indices in the analysis software AMOS 6.0 allowed the model to meet all criteria (Figure 4-17 and Table 4-40). These two paths lead from networking to the quality outcome of control

mutuality and from guidance to the outcome of control mutuality. This model became the final accepted model of the influence of relationship maintenance strategies on relational quality outcomes.

Hypothesis four had predicted that control mutuality in the relationship between teen volunteers and volunteer organizations would be best predicted by the strategies of positivity, assurances, shared tasks and access. In the final model, the four significant predictors of control mutuality were shared tasks, networking, assurances and guidance. Hypothesis four was not supported. Assurances was the strongest predictor of control mutuality, with a standardized estimate of .34, more than three times greater than the standardized estimate of the weakest significant predictor, networking. Guidance was the next strongest predictor to assurances with a  $\beta$  weight of .31. Shared tasks was a significant predictor as well, with a standardized estimate of .15.

The fifth hypothesis predicted that satisfaction would be most influenced by strategies of positivity, assurances, shared tasks, openness and guidance. In the final model only two strategies were significant predictors of satisfaction – shared tasks and guidance. Hypothesis five was not supported. Guidance was the strongest predictor, with a standardized estimate score of .31. Shared tasks earned a standardized estimate of .25.

Hypothesis six predicted that two strategies would significantly influence the relational quality outcome of trust. The two strategies were positivity and assurances. In the final model, only assurances predicted the level of trust in a relationship between teen volunteers and the volunteer organization. Hypothesis six was not supported. Assurances had a standardized estimate score of .17, a fairly low score relative to the other paths in this study.

Hypothesis seven predicted that two relationship maintenance strategies would significantly influence the level of commitment in an organization-public relationship between teen volunteers and the volunteer organization. The two strategies were positivity and assurances. In the final model, only positivity was a significant predictor of commitment. The standardized estimate score, .17, indicates that the influence is not a strong one. Hypothesis seven was not supported.

The three strongest relationships between the relationship maintenance strategies and relational quality outcomes exist between assurances and control mutuality (.34), between guidance and satisfaction (.31) and between guidance and control mutuality (.28). More strategies predicted control mutuality than any other with four strategies predicting this outcome. Two strategies predicted satisfaction, and the other two outcomes had one predictor each.

In general, the strongest relationships in this model exist between the outcomes themselves, with satisfaction predicting trust and commitment with standardized estimate scores of .48 and .40 respectively. Control mutuality most strongly predicted commitment, with that relationship receiving a standardized estimate score of .38. Control mutuality predicted outcomes of satisfaction and trust as well, with those relationships receiving scores of .33 and .29 respectively.

### **Hypothesis 8**

The eighth hypotheses of this study predicted the relationship between the relational quality outcomes and the construct of intended behavior. The hypothesis predicted that the quality of relationship that exists between a volunteer organization and its adolescent volunteers will influence the intended behavior of individuals in that public related to future volunteering. It was reasoned that a more positive experience with a

volunteer organization would result in a more positive perception of volunteering in general.

To test this hypothesis, a model was created that included the observed variables of outcomes trust, control mutuality, satisfaction and commitment being predicted by an unobserved variable of relational quality. It also included the three observed measures of intended behavior being predicted by the unobserved variable of intended behavior. In the model, relational quality predicted intended behavior (Figure 4-18). The model was subjected to a path analysis and proved to be a good fit for the data (Tables 4-41 and 4-42). The path between the relational quality outcomes and intended behavior were significant at the  $p < .001$  level. This hypothesis was supported.

### **Hypothesis 9**

The last hypothesis predicted an overall model of the relationship between relationship maintenance strategies, relational quality outcomes and intended behavior. The hypothesized direction of influence flows from the relationship maintenance strategies to the relational quality outcomes to the volunteer intended behavior; therefore, a model was created to reflect this influence (Figure 4-19). In the model, the seven relationship maintenance strategies are predicted by the overall strategy of relationship maintenance. This latent variable predicts the latent variable of relational quality, which predicts the four relational quality outcomes as well. The latent construct of volunteer intended behavior is predicted by relational quality, and volunteer intended behavior predicts the three measures of its construct.

The model was tested using an SEM technique called structural regression modeling. This form of analysis is similar to the confirmatory factor analysis used above with the addition of explanatory relationships between latent variables (Raykov &

Marcoulides, 2000). In this model the latent variable of relationship maintenance predicts relational quality, and relational quality predicts volunteer intended behavior.

Results indicate that the model fit is adequate with all indicators of fit criteria except for Chi-square, which does not achieve significance in this model (Table 4-43). Considering the high number of degrees of freedom, this result is not surprising. However, the normed Chi-square score does meet the requirements for a good fit. Hypothesis nine was supported.

In this model relationship maintenance is a strong significant predictor of relational quality while relational quality is a significant, but somewhat weak, predictor of volunteer intended behavior (Figure 4-19 and Table 4-44). Overall, there appears to be a linear relationship between relationship maintenance and relational quality. In addition, there appears to be a linear relationship between relational quality and volunteer intended behavior.

### **Post-hoc Testing**

To further test the relationships between relationship maintenance strategies and relational quality outcomes, an analysis was run on the indirect relationships between the variables. Two relationships were strongly detected, the influence of guidance on trust ( $\beta=.26$ ) and the influence of guidance on commitment ( $\beta=.26$ ). Indirect relationships were detected between shared tasks and the same two quality outcomes, trust (.20) and commitment (.19). Assurances had an indirect influence on commitment (.17) as well.

The variance among many variables in this study was moderate to low; therefore, additional post-hoc testing was conducted to determine if other factors influence these variables (maintenance strategies, quality outcomes and intended behavior). Differences based on gender, race and reason for volunteering were tested.

To test gender, an independent sample t-test was run for two groups – male and female – comparing their scores for the seven relationship maintenance strategies, the four relational quality outcomes and intended behavior. No significant difference was detected between the two groups for any variable.

To test differences along the lines of race, comparisons were made between those who indicated a Caucasian race and those who did not. This created uneven groups, with 208 respondents indicating Caucasian heritage and 88 indicating a heritage of African-American, Asian, Hispanic, Middle Eastern, Native American or other. T-tests of differences for the twelve variables along the lines of race revealed a significant difference among groups for one variable and a near significant difference for another. The maintenance strategy of access was rated significantly different between the groups ( $t=2.09$ ,  $p=.04$ ) and intended behavior was nearly significantly different ( $t=1.92$ ,  $p=.06$ ). To further investigate the differences perceived in access between these two groups, a series of independent sample t-tests was run on the five measures which compose access. Only one measure showed a significant difference between groups, “Upper-level managers are approachable.” This has implications that will be discussed in chapter 5.

To test differences based on reason for volunteering, two groups were created. Respondents had been asked on the survey whether or not they had volunteered for the organization they were rating to fulfill a requirement. Those who responded “yes” were placed in one group, and those who responded “no” were placed in another. The groups were a bit uneven, with 190 indicating that they had volunteered to fulfill a requirement and 102 indicating that they had not. A series of independent sample t-tests revealed that nearly all variables were rated significantly different between groups (Table 4-44). Those

who indicated that they did not volunteer to fulfill a requirement rated all relationship maintenance strategies significantly higher, with the exception of access. They also rated all relational quality outcomes significantly higher and intended behavior higher. The three variables with the strongest relationship with reason to volunteer were intended behavior, commitment and assurances.

To further test the influence of race and reason for volunteering on the model of the teen volunteer-nonprofit organization, both variables were added to the full model found in figure 4-19. A path was indicated between each of the two variables and the three latent variables of relationship maintenance, relational quality and intended behavior. The paths between race and the other variables were non-significant. Two of the paths between reason for volunteering and the other variable were significant. Relationship maintenance ( $p=.01$ ) and intended behavior ( $p=.01$ ) were both significant; however, they were the two weakest relationships in the model, achieving  $\beta$  scores of .15 and .16 respectively (Figure 4-20).

In general, these findings indicate that both race and reason for volunteering are influential variables in the adolescent-organization public relationship. Race appears to influence the level of access that teen volunteers feel in the organization and to some degree their intention to volunteer throughout their lifetimes. Reason for volunteering appears to have a stronger influence on the model, as it not only influences individual strategies, but the overall construct of relationship maintenances. It also influences the intention to volunteer throughout ones' lifetime.

### **Summary**

This chapter reported on the results of analysis of data collected from high school students who were currently participating in community service or had participated in

community service in the prior 12 months. The survey measured 12 constructs, including seven relational maintenance strategies, four relational quality outcomes and the construct of volunteer intended behavior. Confirmatory factor analysis of the data indicated that all constructs held together adequately, and these constructs were used to test two research questions and eight hypotheses.

The results of the exploration of the two research questions revealed that the seven relationship maintenance strategies are significantly predicted by the overall factor of relationship maintenance. It also showed that the four relational quality outcomes were significantly predicted by the factor of relational quality.

Hypothesis testing indicated that the relational quality outcomes of control mutuality and satisfaction appear to be predictors of the other two outcomes – commitment and trust. Control mutuality is a strong predictor of satisfaction as well. Hypothesis one and two proposed that control mutuality would significantly predict satisfaction and that satisfaction would predict trust were supported. The third hypothesis, that trust would significantly predict commitment, was not supported.

Some individual relationship maintenance strategies were better predictors of relational quality outcomes than others; however, overall, the level of relationship maintenance that teen volunteers detected in their relationship with their volunteer organization significantly predicted the level of relational quality of the relationship. Hypothesis four through seven attempted to predict the relationships between relationship maintenance strategies and relational quality outcomes. None of these hypotheses were supported; however, the testing of hypotheses yielded a model of relationship between the variables.

The eighth hypothesis predicted the relationship between relational quality outcomes and future intended behavior of volunteers. Teens who reported higher relational quality in their adolescent-nonprofit organization public relationship tended to report a stronger intention to volunteer in the future with this organization or another. This hypothesis was supported.

The last hypothesis predicted the overall model of the adolescent-organization relationship. This hypothesis too was supported. Relationships maintenance strategies appear to influence relational quality outcomes which influence teen volunteer intended behavior.

Post-hoc testing revealed indirect relationships between the relationship maintenance strategies and relational quality outcomes. The three strategies of guidance, shared tasks and assurances all had indirect relationships with relational quality outcomes.

Post-hoc testing also revealed that gender is not a factor in the model tested here; however, race and reason for volunteering both appear to play a role in the model. Race influences the teen volunteers' perception of the level of access provided to volunteers and, to some degree, it influences teens' intentions toward volunteering in the future. Reason for volunteering appears to influence all variables in this study with the exception of access. It also has significant influence on the latent variables of relationship maintenance and intended behavior.

Table 4-1. Initial rate of return by source.

Source	Surveys distributed	Surveys returned	Rate of return (%)
Stanton College Prep	250	105	42
Nease High School	122	47	39
Student Project (various high schools)	110	67	61
Bartram Trail High School	100	28	28
Paxon High School	100	39	39
Episcopal High School	50	18	36
Church Youth Group	30	11	37
Total	762	315	41

Table 4-2. Descriptive statistics for Relationship Maintenance Strategy items.

Variable	Mean	SD
Positivity – Overall	7.6	1.2
Q4-2. The organization's communication with volunteers is courteous.	8.0	1.4
Q4-5. I believe the organization attempts to make its interactions with volunteers enjoyable.	7.8	1.5
Q5-1. I believe the organization would be cooperative when handling disagreements with volunteers.	7.7	1.5
Q5-9. I find the information the organization provides to me to be useful.	7.6	1.5
Q3-13. I think meetings volunteers attend are helpful.	6.9	2.2
Assurances – Overall	7.5	1.3
Q5-7. I believe the organization cares about its volunteers	7.9	1.5
Q4-1. The organization communicates to me the importance of volunteers.	7.8	1.5
Q4-10. When volunteers raise concerns, the organization ignores them. [R]	7.4	1.9
Q3-4. The organization makes a genuine effort to provide personal responses to volunteers' concerns	7.4	1.6
Q3-10. The organization acts on the concerns of its volunteers.	7.0	1.8
Guidance – Overall	7.5	1.1
Q3-1. The guidelines that the organization has set for volunteers are clear.	7.9	1.2
Q4-6. The organization sets appropriate limits for its volunteers.	7.8	1.4
Q3-3. Volunteers receive clear and helpful direction from the organization.	7.7	1.3
Q5-5. When I encounter a problem, I am given good advice.	7.5	1.5
Q3-7. The organization offers valuable advice to volunteers.	7.2	1.6
Q4-12. The organization can be counted on to provide good ideas for solving problems.	7.2	1.7
Openness – Overall	7.3	1.3
Q4-14. I do not have a clear understanding of the mission of the organization. [R]	7.8	2.1
Q5-8. The organization freely shares information with volunteers.	7.3	1.7
Q4-11. I feel the organization is not upfront about current activities and future plans. [R]	7.2	2.2
Q3-12. The organization shares information with volunteers about how it is managed.	7.1	1.8
Q4-9. During meetings, volunteers are encouraged to communicate their opinions.	6.9	2.0
Shared tasks – Overall	7.3	1.1
Q5-3. The organization and volunteers care about the same community issues.	7.8	1.4
Q4-3. The organization and volunteers do not work well together at solving joint problems. [R]	7.4	2.0
Q3-5. The organization works with volunteers to develop solutions encountered by volunteers.	7.4	1.5

Q3-9. The organization works effectively to resolve issues its volunteers are facing.	7.1	1.7
Q3-6. The organization is involved in community issues (environmental issue, disaster relief, etc.) that volunteers care about.	6.9	2.2
<hr/>		
Access – Overall	7.2	1.5
Q3-2. It is clear to me who the upper-level managers are and how to contact them.	7.6	1.9
Q5-4. I feel comfortable approaching management with my questions.	7.4	1.8
Q4-13. Upper-level managers are approachable.	7.4	1.9
Q5-2. I think volunteers feel comfortable making complaints to management.	6.9	1.9
Q3-8. I have had opportunities to meet with senior management.	6.8	2.4
<hr/>		
Networking – Overall	6.9	1.5
Q4-7. The department for which you volunteer works well with other departments in a way that benefits volunteers.	7.2	1.8
Q5-6. The organization works with community groups that I care about.	7.0	1.9
Q4-4. The relationships that the organization has with other community groups benefits volunteers.	6.9	1.9
Q4-8. The organization's associations with other like-minded groups are not useful for volunteers. [R]	6.8	2.2
Q3-11. The organization works with other community groups that impact volunteers.	6.7	2.1

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Note: [R] indicates reverse code

Table 4-3. Descriptive statistics for Relational Quality Outcomes items.

Variable	Mean	SD
Satisfaction – Overall	7.7	1.2
Q1-6. Both the organization and volunteers benefit from their relationship.	7.9	1.4
Q1-1. I am happy with the organization.	7.8	1.2
Q2-2. Generally speaking, volunteers are unhappy with the relationship the organization has established with them. [R]	7.8	1.5
Q2-5. Volunteers enjoy dealing with the organization.	7.7	1.4
Q2-9. The organization fails to satisfy volunteers' needs. [R]	7.6	1.7
Q1-10. I think volunteers are dissatisfied with their interaction with the organization. [R]	7.5	1.9
Trust – Overall	7.7	1.1
Q1-2. I think the organization treats volunteers fairly and justly.	8.1	1.3
Q2-3. The organization misleads volunteers. [R]	8.1	1.5
Q2-4. I feel very confident about the organization's abilities to accomplish its mission.	7.9	1.4
Q1-9. The organization can be relied on to keep its promises to volunteers.	7.5	1.5
Q1-5. Whenever the organization makes an important decision, I know it will consider the impact on volunteers.	6.7	1.9
Commitment – Overall	7.5	1.3
Q1-7. I believe the organization wants to maintain a positive relationship with its volunteers.	8.2	1.2
Q2-10. Volunteers feel a sense of loyalty to the organization.	7.5	1.6
Q1-12. I see the organization as committed to its volunteers.	7.2	1.7
Q2-5. Compared to other organizations, volunteers value their relationship with this organization the most.	7.2	1.9
Q2-7. I would rather work with this organization than another.	7.2	1.9
Control mutuality – Overall	7.3	1.2
Q1-4. The organization neglects volunteers. [R]	8.0	1.6
Q1-3. The organization believes the opinions of volunteers are legitimate.	7.6	1.5
Q2-1. The organization seems to ignore volunteers' opinions in the decisions that affect them [R]	7.4	1.8
Q1-11. The organization really listens to what volunteers have to say.	7.1	1.7
Q2-8. When volunteers interact with the organization, they feel that they have some sense of control.	6.9	1.6
Q1-8. Managers give volunteers enough say in decisions that affect them.	6.7	1.9

Note: [R] indicates reverse code.

Table 4-4. Descriptive statistics for Volunteer Intended Behavior.

Variable	Mean	SD
Volunteer Intended Behavior – Overall	7.7	1.5
Q7-2. Would you recommend to a friend that he/she participate in community service in years to come?	8.1	1.4
Q7-1. Will you volunteer (for this organization or another) in the years to come?	7.7	2.2
Q7-3. How much of an effort will you make to volunteer in the years to come?	7.5	1.8

Table 4-5. Measurement reliability for all items.

Variable	Number of items	Number of cases	Cronbach's $\alpha$
Relational Quality Outcomes			
Satisfaction	6	291	.85
Commitment	6	289	.83
Control Mutuality	6	287	.82
Trust	5	290	.80
Relationship Maintenance Strategies			
Assurance	5	287	.83
Guidance	6	291	.83
Access	5	289	.82
Networking	5	285	.82
Positivity	5	292	.81
Openness	5	288	.65 <sup>1</sup>
Shared Tasks	5	289	.64 <sup>2</sup>
Intended behavior	6	291	.85

1 Reliability of openness was increased to .68 with the removal of items as discussed below.

2 Reliability of shared tasks was increased to .67 with the removal of items as discussed below.

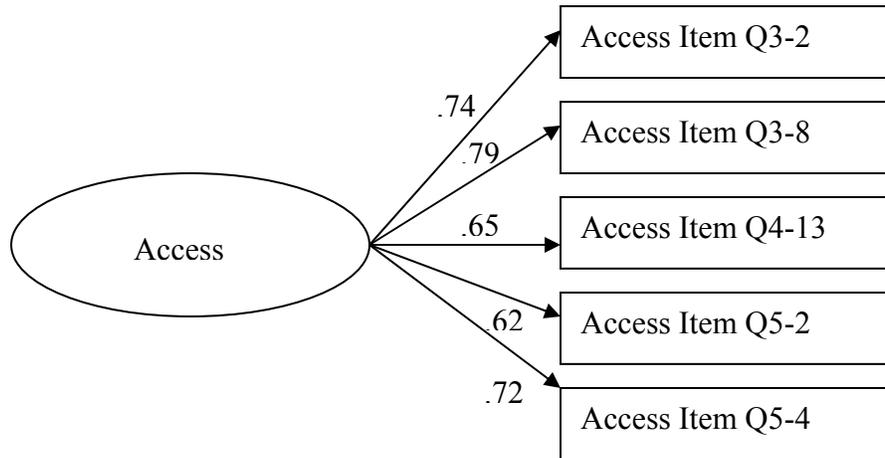


Figure 4-1. Confirmatory factor analysis of the Relational Maintenance Strategy – Access.

Table 4-6. Model fit for Relationship Maintenance Strategy of Access.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	.381 (df=1)
Significance (p)	$p \geq .05$	$p = .54$
Chi-square/degrees of freedom	$\leq 3$	.381
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.00

Table 4-7. Confirmatory factor analysis of Relationship Maintenance Strategy: Access

Measurement items	Indicators
Q3-2. It is clear to me who the upper-level managers are and how to contact them.	.74 <sup>a</sup>
Q3-8. I have had opportunities to meet with senior management.	.79***(.10)
Q4-13. Upper-level managers are approachable.	.65***(.09)
Q5-2. I think volunteers feel comfortable making complaints to management.	.62***(.11)
Q5-4. I feel comfortable approaching management with my questions.	.72***(.09)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

a Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

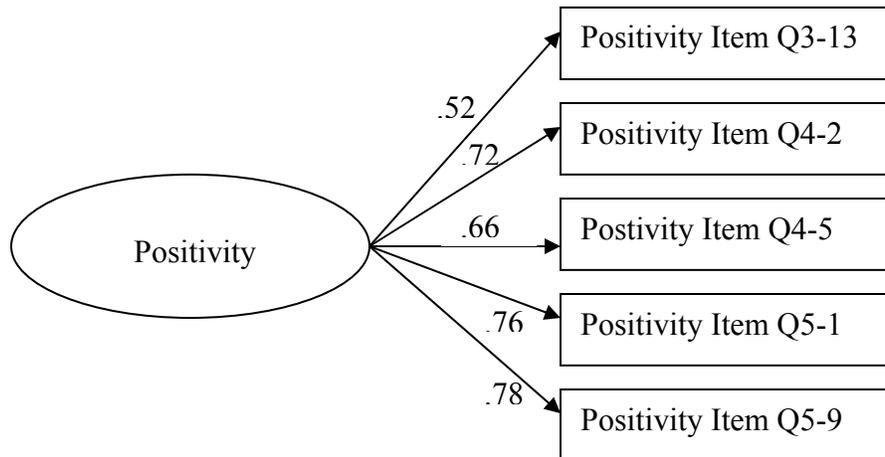


Figure 4-2. Confirmatory factor analysis of the Relationship Maintenance Strategy: Positivity.

Table 4-8. Model fit for Relationship Maintenance Strategy of Positivity.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	7.61 (df=4)
Significance (p)	$p \geq .05$	$p = .11$
Chi-square/degrees of freedom	$\leq 3$	1.90
Comparative Fit Index (CFI)	$\geq .90$	.99
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.05

Table 4-9. Confirmatory factor analysis of Relationship Maintenance Strategy: Positivity.

Measurement items	Indicators
Q3-13. I think meetings volunteers attend are helpful.	.52 <sup>a</sup>
Q4-2. The organization's communication with volunteers is courteous.	.72***(.11)
Q4-5. I believe the organization attempts to make its interactions with volunteers enjoyable.	.66***(.12)
Q5-1. I believe the organization would be cooperative when handling disagreements with volunteers.	.76***(.12)
Q5-9. I find the information the organization provides to me to be useful.	.78***(.12)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

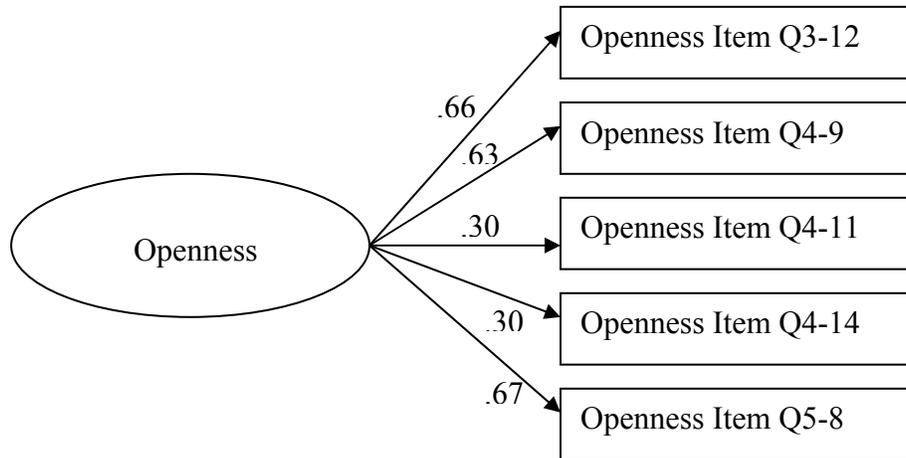


Figure 4-3. Confirmatory factor analysis of Relationship Maintenance Strategy: Openness.

Table 4-10. Model fit for Relationship Maintenance Strategy of Openness with removal of items Q4-11 and Q4-14.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	0 (df=0)
Significance (p)	$p \geq .05$	$p = 1.00$
Chi-square/degrees of freedom	$\leq 3$	.00
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	1.0
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.00

Table 4-11. Confirmatory factor analysis of Relationship Maintenance Strategy: Openness – with removal of items Q4-11 and Q4-14.

Measurement items	Indicators
Q3-12. The organization shares information with volunteers about how it is managed.	.65 <sup>a</sup>
Q4-9. During meetings, volunteers are encouraged to communicate their opinions.	.66***(.16)
Q5-8. The organization freely shares information with volunteers.	.65***(.12)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

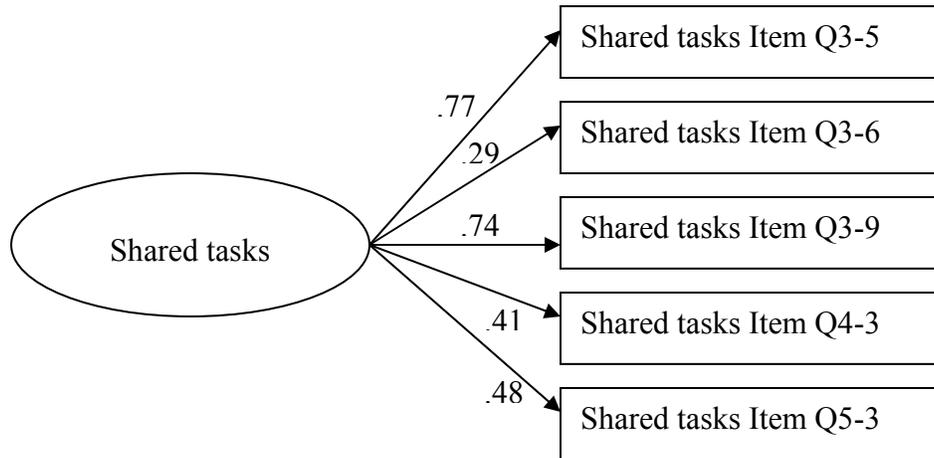


Figure 4-4. Confirmatory factor analysis of Relationship Maintenance Strategy: Shared Tasks.

Table 4-12. Model fit for Relationship Maintenance Strategy Shared Tasks with measure Q3-6 removed.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	1.71 (df=2)
Significance (p)	$p \geq .05$	$p = .43$
Chi-square/degrees of freedom	$\leq 3$	.85
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.00

Table 4-13. Confirmatory factor analysis of Relationship Maintenance Strategy: Shared Tasks.

Measurement items	Indicators
Q3-5. The organization works with volunteers to develop solutions encountered by volunteers.	.78 <sup>a</sup>
Q3-9. The organization works effectively to resolve issues its volunteers are facing.	.73***(.13)
Q4-3. The organization and volunteers do not work well together at solving joint problems. [R]	.41***(.12)
Q5-3. The organization and volunteers care about the same community issues.	.48***(.09)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

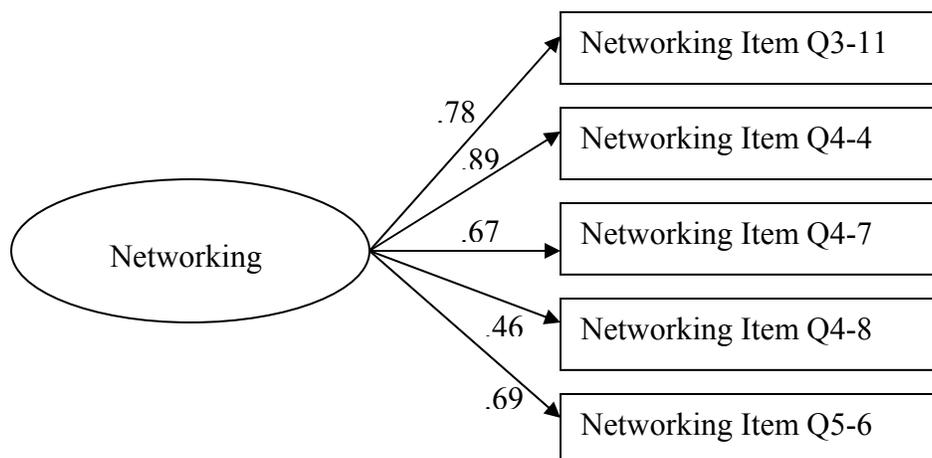


Figure 4-5. Confirmatory factor analysis of the Relationship Maintenance Strategy: Networking.

Table 4-14. Model fit for Relationship Maintenance Strategy of Shared Networking.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	3.96 (df=4)
Significance (p)	$P \geq .05$	p = .41
Chi-square/degrees of freedom	$\leq 3$	.99
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.00

Table 4-15. Confirmatory factor analysis of Relationship Maintenance Strategy: Networking.

Measurement items	Indicators
Q3-11. The organization works with other community groups that impact volunteers.	.78 <sup>a</sup>
Q4-4. The relationships that the organization has with other community groups benefits volunteers.	.89***(.07)
Q4-7. The department for which you volunteer works well with other departments in a way that benefits volunteers.	.67***(.06)
Q4-8. The organization's associations with other like-minded groups are not useful for volunteers. [R]	.46***(.08)
Q5-6. The organization works with community groups that I care about.	.69***(.07)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\* p < .001

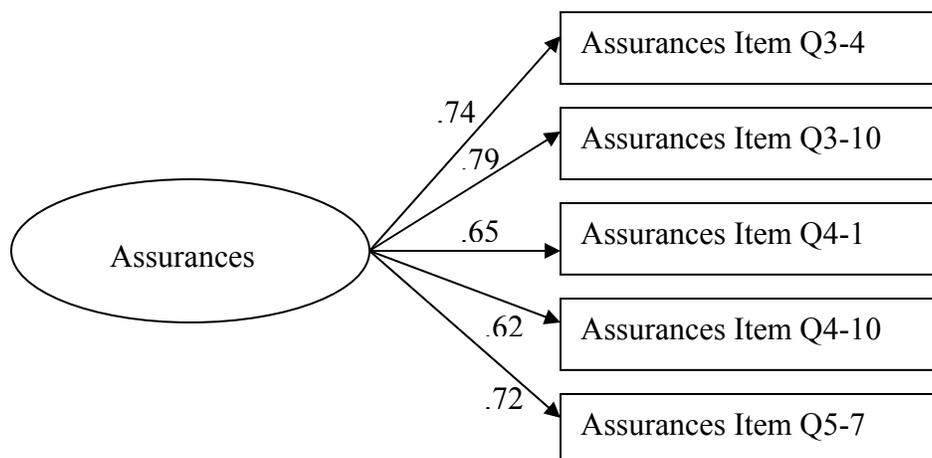


Figure 4-6. Confirmatory factor analysis of Relationship Maintenance Strategy: Assurances.

Table 4-16. Model fit for Relationship Maintenance Strategy of Assurances.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	7.06 (df=4)
Significance (p)	$p \geq .05$	$p = .13$
Chi-square/degrees of freedom	$\leq 3$	1.77
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.05

Table 4-17. Confirmatory factor analysis of Relationship Maintenance Strategy: Assurances.

Measurement items	Indicators
Q3-4. The organization makes a genuine effort to provide personal responses to volunteers' concerns	.74 <sup>a</sup>
Q3-10. The organization acts on the concerns of its volunteers.	.79***(.10)
Q4-1. The organization communicates to me the importance of volunteers.	.65***(.09)
Q4-10. When volunteers raise concerns, the organization ignores them. [R]	.62***(.11)
Q5-7. I believe the organization cares about its volunteers	.72***(.09)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

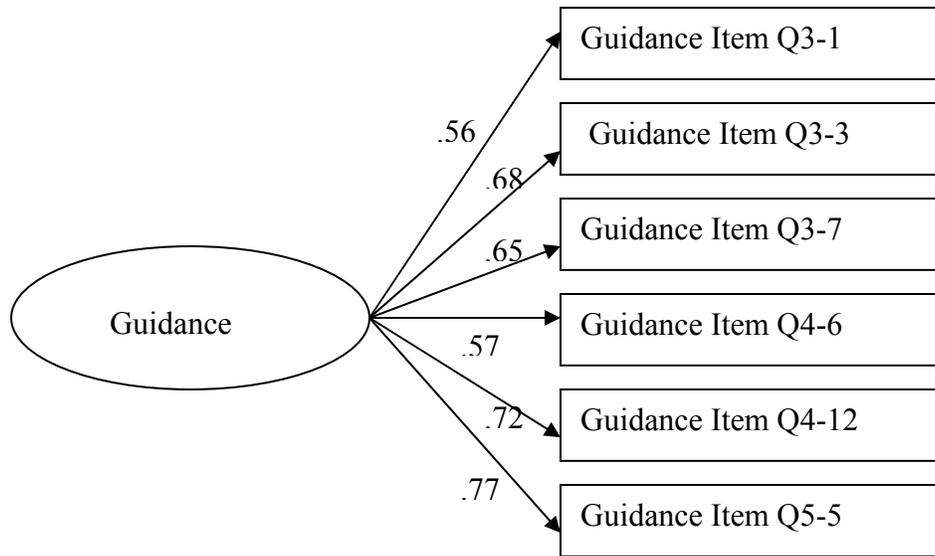


Figure 4-7. Confirmatory factor analysis of Relationship Maintenance Strategy: Guidance.

Table 4-18. Model fit for Relationship Maintenance Strategy of Guidance.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	8.23 (df=8)
Significance (p)	$p \geq .05$	p = .42
Chi-square/degrees of freedom	$\leq 3$	1.02
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.01

Table 4-19. Confirmatory factor analysis of Relationship Maintenance Strategy: Guidance.

Measurement items	Indicators
Q3-1. The guidelines that the organization has set for volunteers are clear.	.56 <sup>a</sup>
Q3-3. Volunteers receive clear and helpful direction from the organization.	.68***(.16)
Q3-7. The organization offers valuable advice to volunteers.	.65***(.20)
Q4-6. The organization sets appropriate limits for its volunteers.	.57***(.14)
Q4-12. The organization can be counted on to provide good ideas for solving problems.	.72***(.22)
Q5-5. When I encounter a problem, I am given good advice.	.77***(.20)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\* p < .001

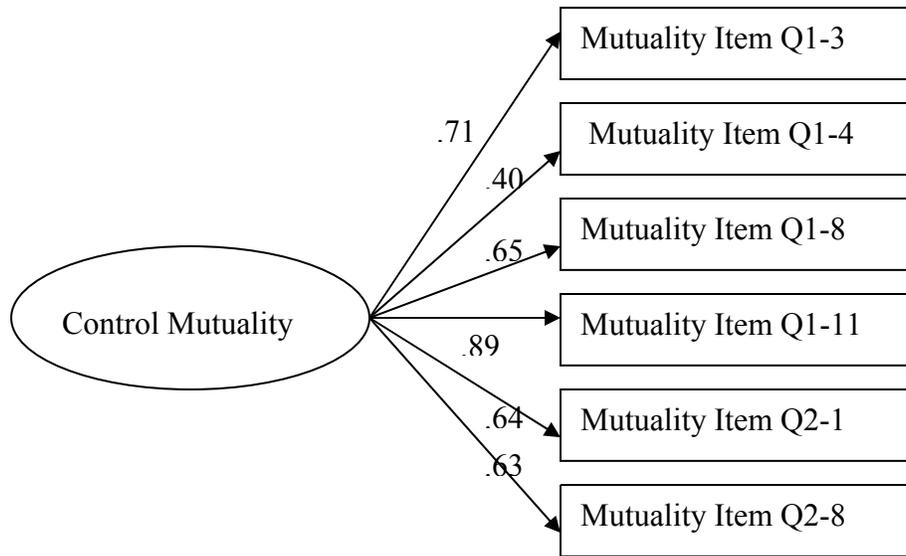


Figure 4-8. Confirmatory factor analysis of Relational Quality Outcome: Control Mutuality.

Table 4-20. Model fit for Relational Quality Outcome – Control Mutuality.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	8.84 (df=8)
Significance (p)	$p \geq .05$	$p = .36$
Chi-square/degrees of freedom	$\leq 3$	1.11
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.02

Table 4-21. Confirmatory factor analysis of Relational Quality Outcome: Control Mutuality.

Measurement items	Indicators
Q1-3. The organization believes the opinions of volunteers are legitimate.	.71 <sup>a</sup>
Q1-4. The organization neglects volunteers. [R]	.40***(.10)
Q1-8. Managers give volunteers enough say in decisions that affect them.	.65***(.11)
Q1-11. The organization really listens to what volunteers have to say.	.89***(.11)
Q2-1. The organization seems to ignore volunteers' opinions in the decisions that affect them [R]	.64***(.11)
Q2-8. When volunteers interact with the organization, they feel that they have some sense of control.	.63***(.10)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

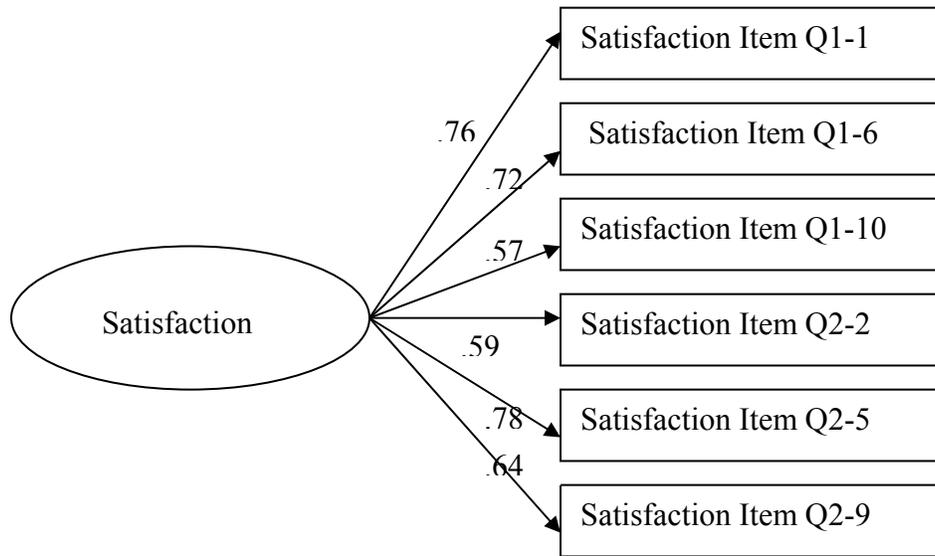


Figure 4-9. Confirmatory factor analysis for Relational Quality Outcome: Satisfaction.

Table 4-22. Model fit for Relational Quality Outcome of Satisfaction.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	2.14 (df=6)
Significance (p)	$p \geq .05$	p = .91
Chi-square/degrees of freedom	$\leq 3$	2.14
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	1.0
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.00

Table 4-23. Confirmatory factor analysis of Relational Quality Outcome: Satisfaction.

Measurement items	Indicators
Q1-1. I am happy with the organization.	.76 <sup>a</sup>
Q1-6. Both the organization and volunteers benefit from their relationship.	.72***(.09)
Q1-10. I think volunteers are dissatisfied with their interaction with the organization. [R]	.57***(.13)
Q2-2. Generally speaking, volunteers are unhappy with the relationship the organization has established with them. [R]	.59***(.11)
Q2-5. Volunteers enjoy dealing with the organization.	.78***(.09)
Q2-9. The organization fails to satisfy volunteers' needs. [R]	.64***(.11)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\* p < .001

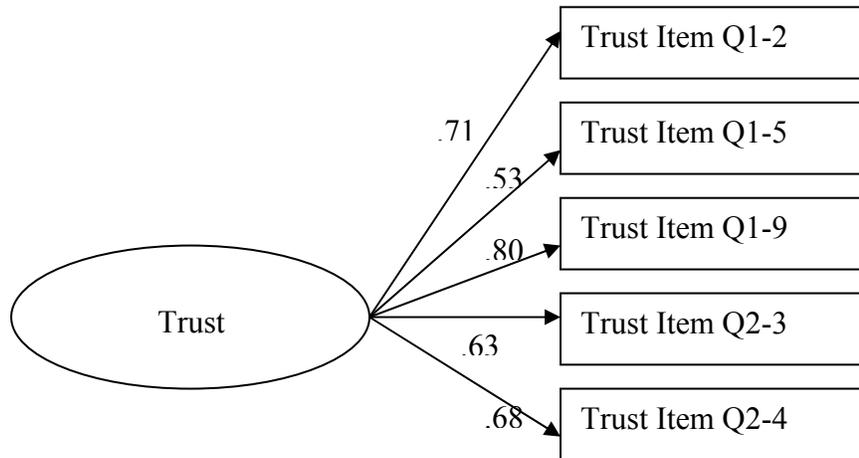


Figure 4-10. Confirmatory factor analysis for Relational Quality Outcome -- Trust.

Table 4-24. Model fit for Relational Quality Outcome of Trust.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	4.71 (df=4)
Significance (p)	$p \geq .05$	$p = .32$
Chi-square/degrees of freedom	$\leq 3$	1.18
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.03

Table 4-25. Confirmatory factor analysis of Relational Quality Outcome: Trust.

Measurement items	Indicators
Q1-2. I think the organization treats volunteers fairly and justly.	.71 <sup>a</sup>
Q1-5. Whenever the organization makes an important decision, I know it will consider the impact on volunteers.	.53***(.14)
Q1-9. The organization can be relied on to keep its promises to volunteers.	.80***(.12)
Q2-3. The organization misleads volunteers. [R]	.63***(.11)
Q2-4. I feel very confident about the organization's abilities to accomplish its mission.	.68***(.10)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

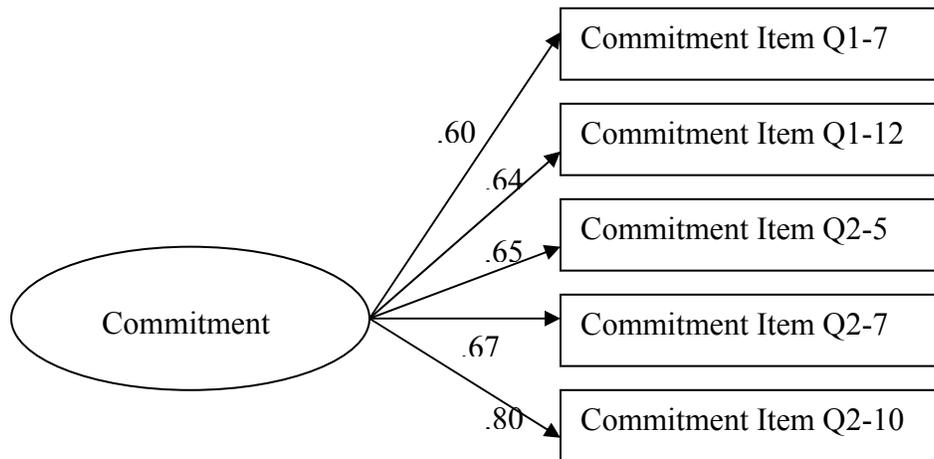


Figure 4-11. Confirmatory factor analysis of Relational Quality Outcome – Commitment.

Table 4-27. Model fit for Relational Quality Outcome of Commitment.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	1.86 (df=3)
Significance (p)	$p \geq .05$	p = .60
Chi-square/degrees of freedom	$\leq 3$	.62
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	1.0
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.00

Table 4-28. Confirmatory factor analysis of Relational Quality Outcome: Commitment.

Measurement items	Indicators
Q1-7. I believe the organization wants to maintain a positive relationship with its volunteers.	.60 <sup>a</sup>
Q1-12. I see the organization as committed to its volunteers.	.64***(.16)
Q2-5. Compared to other organizations, volunteers value their relationship with this organization the most.	.65***(.21)
Q2-7. I would rather work with this organization than another.	.67***(.21)
Q2-10. Volunteers feel a sense of loyalty to the organization.	.80***(.20)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\* p < .001

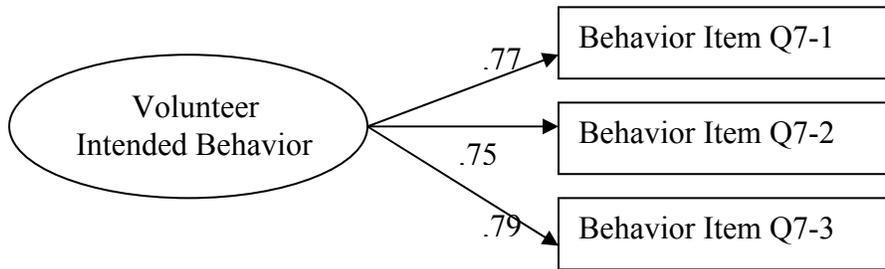


Figure 4-12. Confirmatory factor analysis for Volunteer Intended Behavior.

Table 4-29. Model fit for Volunteer Intended Behavior.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	0 (df=0)
Significance (p)	$p \geq .05$	$p \leq .001$
Chi-square/degrees of freedom	$\leq 3$	0
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	1.0
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.00

Table 4-30. Confirmatory factor analysis of Volunteer Intended Behavior.

Measurement items	Indicators
Q7-1. Will you volunteer (for this organization or another) in the years to come?	.77 <sup>a</sup>
Q7-2. Would you recommend to a friend that he/she participate in community service in years to come?	.75***(.06)
Q7-3. How much of an effort will you make to volunteer in the years to come?	.79***(.08)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

Table 4-31. Correlation matrix for relational quality outcomes and relationship maintenance strategies.

	1	2	3	4	5	6	7	8	9	10	11
<b>1. Satisfaction</b>	<b>1.0</b>										
<b>2. Trust</b>	<b>.80</b> ***	<b>1.0</b>									
<b>3. Control Mutuality</b>	<b>.73</b> ***	<b>.76</b> ***	<b>1.0</b>								
<b>4. Commitment</b>	<b>.77</b> ***	<b>.72</b> ***	<b>.76</b> ***	<b>1.0</b>							
<b>5. Guidance</b>	<b>.74</b> ***	<b>.72</b> ***	<b>.73</b> ***	<b>.70</b> ***	<b>1.0</b>						
<b>6. Access</b>	<b>.42</b> ***	<b>.44</b> ***	<b>.45</b> ***	<b>.41</b> ***	<b>.54</b> ***	<b>1.0</b>					
<b>7. Assurances</b>	<b>.69</b> ***	<b>.71</b> ***	<b>.74</b> ***	<b>.69</b> ***	<b>.81</b> ***	<b>.64</b> ***	<b>1.0</b>				
<b>8. Shared Tasks</b>	<b>.73</b> ***	<b>.72</b> ***	<b>.72</b> ***	<b>.69</b> ***	<b>.80</b> ***	<b>.47</b> ***	<b>.81</b> ***	<b>1.0</b>			
<b>9. Networking</b>	<b>.40</b> ***	<b>.42</b> ***	<b>.49</b> ***	<b>.46</b> ***	<b>.48</b> ***	<b>.32</b> ***	<b>.47</b> ***	<b>.56</b> ***	<b>1.0</b>		
<b>10. Openness</b>	<b>.55</b> ***	<b>.55</b> ***	<b>.65</b> ***	<b>.58</b> ***	<b>.70</b> ***	<b>.57</b> ***	<b>.74</b> ***	<b>.68</b> ***	<b>.49</b> ***	<b>1.0</b>	
<b>11. Positivity</b>	<b>.69</b> ***	<b>.66</b> ***	<b>.68</b> ***	<b>.67</b> ***	<b>.81</b> ***	<b>.49</b> ***	<b>.78</b> ***	<b>.76</b> ***	<b>.49</b> ***	<b>.71</b> ***	<b>1.0</b>

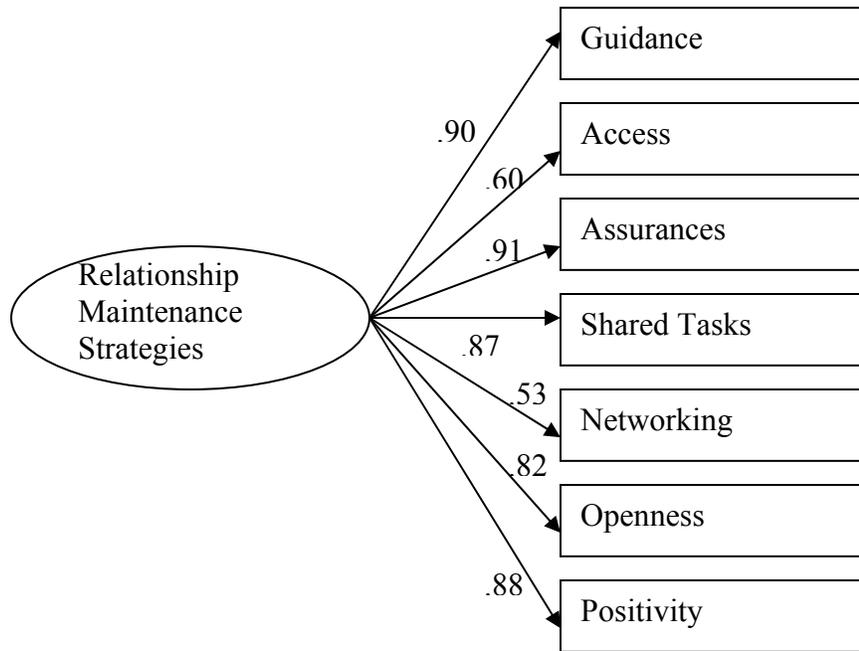


Figure 4-13. Confirmatory factor analysis for Relationship Maintenance Strategies.

Table 4-32. Model fit for Relationship Maintenance Strategies.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	15.02 (df=9)
Significance (p)	$p \geq .05$	$p = .09$
Chi-square/degrees of freedom	$\leq 3$	1.67
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.05

Table 4-33. Confirmatory factor analysis of Relationship Maintenance Strategies.

Measurement items	Indicators
Guidance	.90 <sup>a</sup>
Access	.60***(.10)
Assurances	.91***(.07)
Shared tasks	.87***(.07)
Networking	.53***(.16)
Openness	.82***(.08)
Positivity	.88***(.11)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

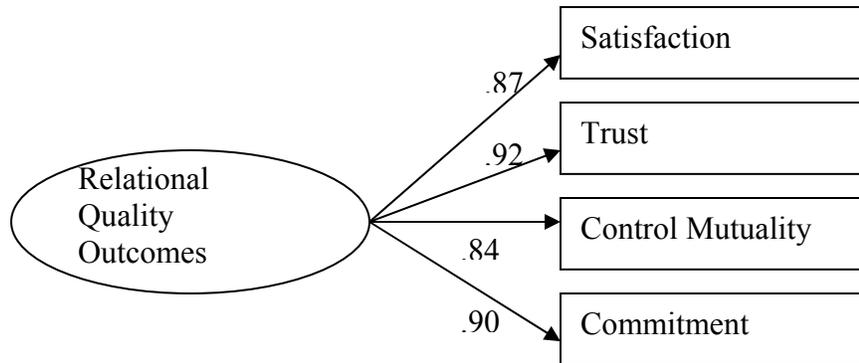


Figure 4-14. Confirmatory factor analysis for Relational Quality Outcomes.

Table 4-34. Model fit for Relational Quality Outcomes.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	1.13 (df=1)
Significance (p)	$p \geq .05$	p = .29
Chi-square/degrees of freedom	$\leq 3$	1.13
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	1.0
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.02

Table 4-35. Confirmatory factor analysis of Relational Quality Outcomes.

Measurement items	Indicators
Satisfaction	.87 <sup>a</sup>
Trust	.92***(.05)
Mutuality	.84***(.06)
Commitment	.90***(.04)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\* p < .001

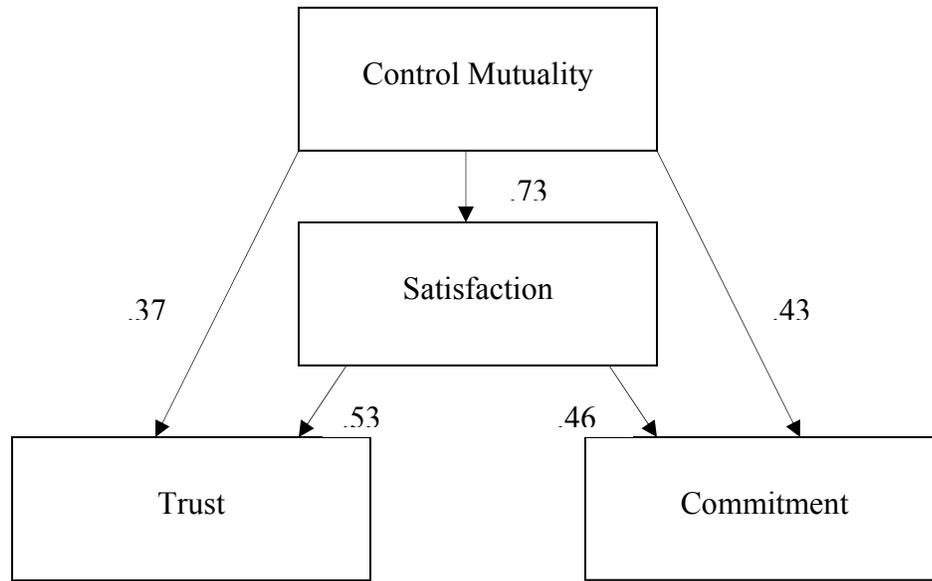


Figure 4-15. Path analysis of relationship between Relational Quality Outcomes.

Table 4-36. Model fit for relationship between Relational Quality Outcomes.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	1.49 (df=1)
Significance (p)	$p \geq .05$	.22
Chi-square/degrees of freedom	$\leq 3$	1.49
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	1.0
Normed Fit Index (NFI)	$\geq .90$	1.0
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.04

Table 4-37. Path analysis of relationships between Relational Quality Outcomes.

Paths	Indicators
Mutuality → Satisfaction	.73 <sup>a</sup>
Mutuality → Commitment	.43***(.03)
Mutuality → Trust	.37***(.04)
Satisfaction → Trust	.53***(.05)
Satisfaction → Commitment	.46***(.04)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

<sup>a</sup> Leading was set to 1.0 to fix construct variance; therefore, values were not calculated.

\*\*\*  $p < .001$

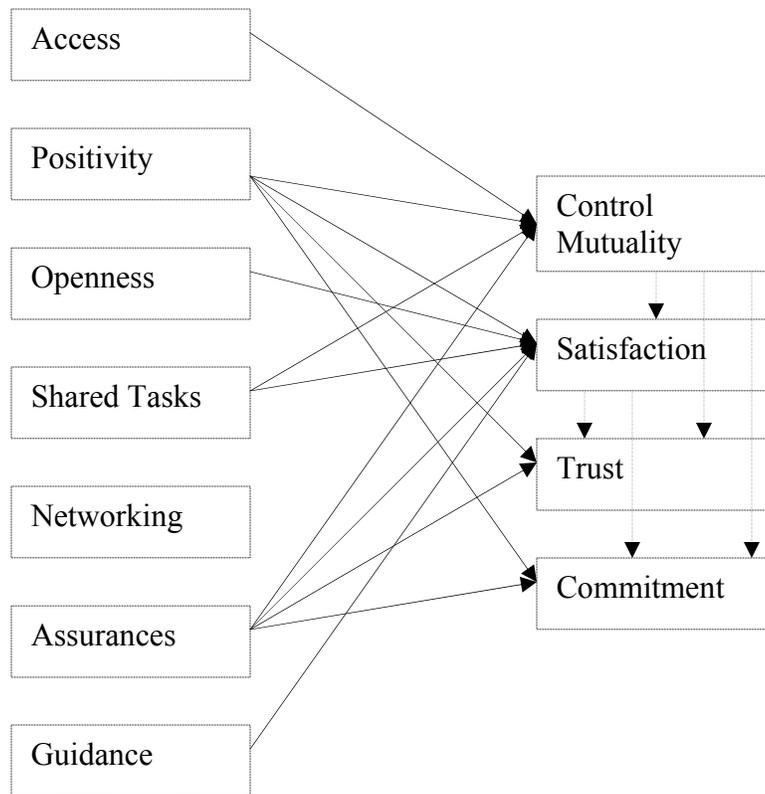


Figure 4-16. Initial model of relationship between Relationship Maintenance Strategies and Relational Quality Outcomes.

Table 4-38. Results of initial hypothesized relationship between Relationship Maintenance Strategies and Relational Quality outcomes

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	38.34
Significance (p)	$p \geq .05$	$p = .02$
Chi-square/degrees of freedom	$\leq 3$	1.74
Comparative Fit Index (CFI)	$\geq .90$	.99
Goodness of Fit Index (GFI)	$\geq .90$	.98
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.05

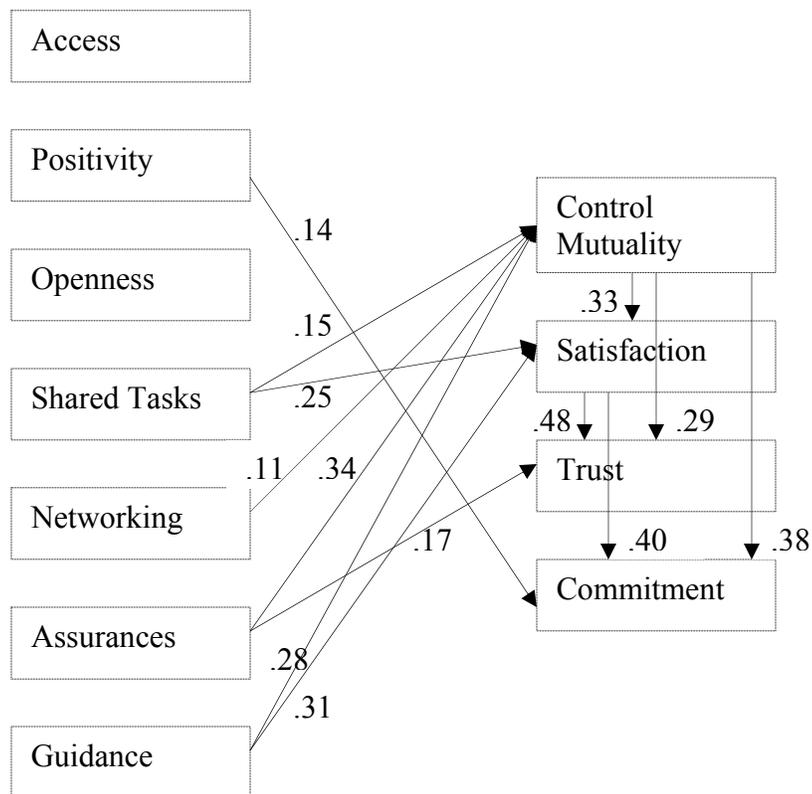


Figure 4-17. Fitted model for influence of Relationship Maintenance Strategies on Relational Quality Outcomes

Table 4-39. Final model fit of influence of Relationship Maintenance Strategies and Relational Quality Outcomes.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	21.83 (df=21)
Significance (p)	$p \geq .05$	$p = .41$
Chi-square/degrees of freedom	$\leq 3$	1.04
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.01

Table 4-40. Path analysis of relationships between Relationship Maintenance Strategies and Relational Quality Outcomes.

Paths	Indicators
Positivity → Commitment	.14**(.02)
Shared Tasks → Control Mutuality	.15*(.07)
Shared Tasks → Satisfaction	.25***(.05)
Networking → Control Mutuality	.11**(.03)
Assurances → Control Mutuality	.34***(.07)
Assurances → Trust	.17***(.04)
Guidance → Control Mutuality	.28***(.11)
Guidance → Satisfaction	.31***(.09)
Control Mutuality → Satisfaction	.33***(.05)
Control Mutuality → Trust	.29***(.04)
Control Mutuality → Commitment	.38***(.03)
Satisfaction → Trust	.48***(.05)
Satisfaction → Commitment	.40***(.04)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

\*  $p \leq .05$  \*\*  $p \leq .01$  \*\*\*  $p \leq .001$

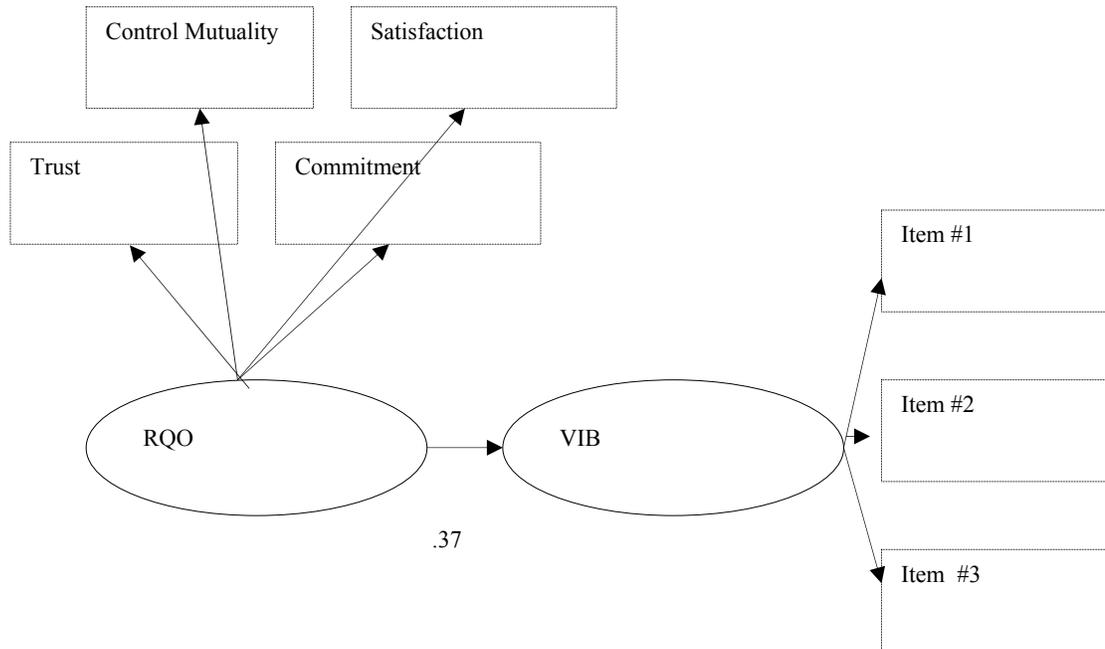


Figure 4-18. Path analysis of relationship between Relational Quality and Intended Behavior.

Table 4-41. Model fit of relationship between relational quality and intended behavior.

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	14.86 (df=12)
Significance (p)	$p \geq .05$	$p = .249$
Chi-square/degrees of freedom	$\leq 3$	1.24
Comparative Fit Index (CFI)	$\geq .90$	1.0
Goodness of Fit Index (GFI)	$\geq .90$	.99
Normed Fit Index (NFI)	$\geq .90$	.99
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.03

Table 4-42. Path analysis of relationship between Relational Quality and Intended Behavior.

Paths	Indicators
Relational Quality Outcomes → Volunteer Intended Behavior	.37***(.14)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

\*  $p \leq .05$  \*\*  $p \leq .01$  \*\*\*  $p \leq .001$

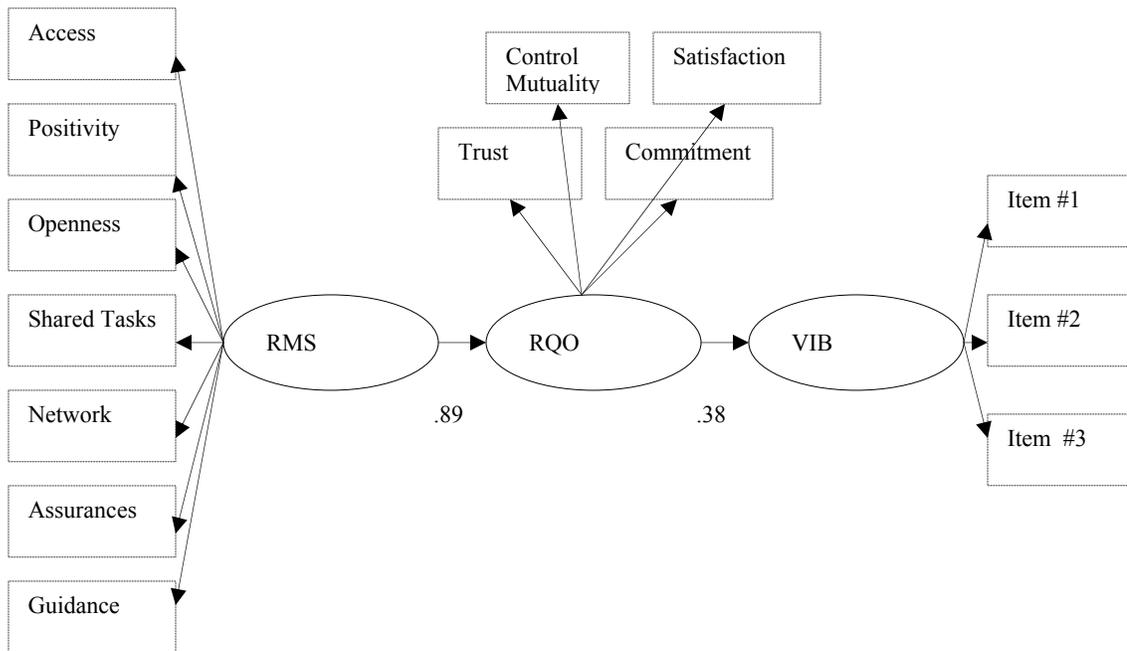


Figure 4-19. Model of adolescent-nonprofit organization public relationship including Intended Behavior.

Table 4-43. Model fit of influence of adolescent-nonprofit organization relationship including Intended Behavior

Model Fit Index	Criteria	Fit Statistics
Chi-square	$\geq .005$	96.47 (df=68)
Significance (p)	$P \geq .05$	p=.01
Chi-square/degrees of freedom	$\leq 3$	1.42
Comparative Fit Index (CFI)	$\geq .90$	.99
Goodness of Fit Index (GFI)	$\geq .90$	.96
Normed Fit Index (NFI)	$\geq .90$	.97
Root Mean Squared Error Approximation (RMSEA)	$\leq .05$	.04

Table 4-44. Path analysis of influence of Relational Quality Outcomes on Intended Behavior.

Paths	Indicators
Relationship Maintenance Strategies $\rightarrow$ Relational Quality Outcomes	.89***(.07)
Relational Quality Outcomes $\rightarrow$ Volunteer Intended Behavior	.38***(.14)

Note: Indicators include standardized estimates ( $\beta$ ) and standard error (inside parentheses).

\*  $p \leq .05$  \*\*  $p \leq .01$  \*\*\*  $p \leq .001$

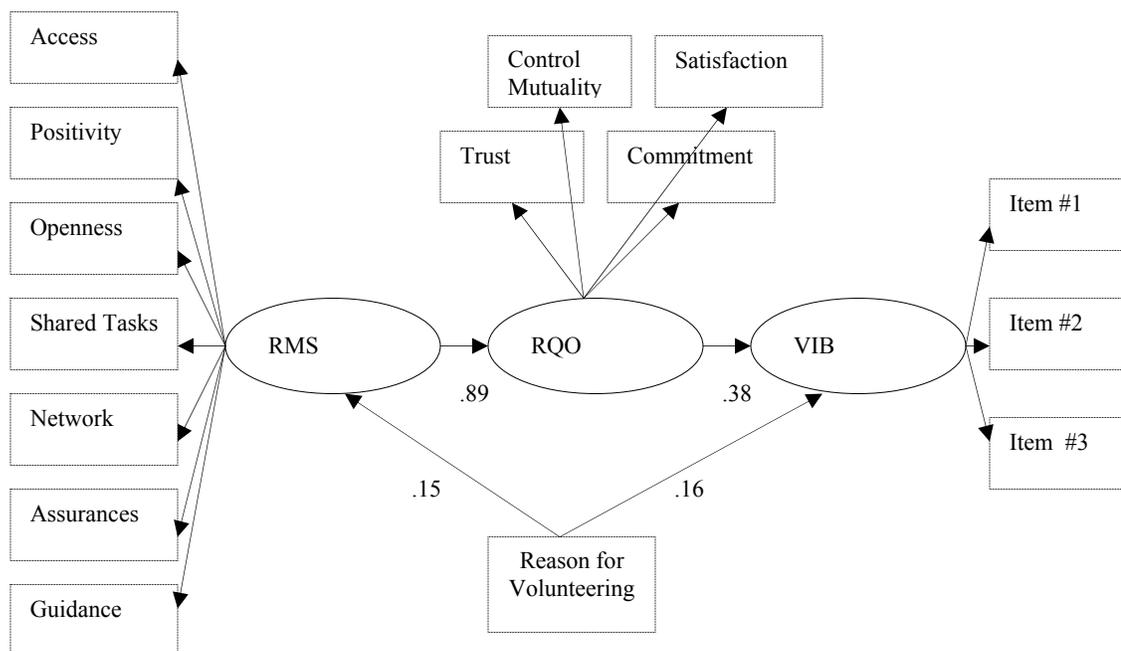


Figure 4-20. Influence of reason for volunteering on model of adolescent-nonprofit organization public relationship including Intended Behavior.

Table 4-45. Significant differences in rating of variables for those who volunteered to fulfill a requirement and those who did not

Variable	Reason for volunteering	N	Mean	SD
Relational Quality Outcomes				
Satisfaction*	Fulfill requirement	190	7.6	1.1
	Not fulfill requirement	102	7.9	1.2
Trust*	Fulfill requirement	190	7.5	1.2
	Not fulfill requirement	102	7.9	1.1
Control Mutuality*	Fulfill requirement	190	7.2	1.2
	Not fulfill requirement	102	7.5	1.1
Commitment**	Fulfill requirement	190	7.4	1.3
	Not fulfill requirement	102	7.7	1.1
Relationships Maintenance Strategies				
Guidance*	Fulfill requirement	190	7.4	1.1
	Not fulfill requirement	102	7.7	.9
Access	Fulfill requirement	190	7.2	1.5
	Not fulfill requirement	102	7.3	1.6
Assurances**	Fulfill requirement	190	7.3	1.4
	Not fulfill requirement	102	7.8	1.0
Sharing *	Fulfill requirement	190	7.2	1.2
	Not fulfill requirement	102	7.5	1.0
Networking *	Fulfill requirement	190	6.7	1.5
	Not fulfill requirement	102	7.2	1.5
Openness*	Fulfill requirement	190	7.1	1.3
	Not fulfill requirement	102	7.5	1.1
Positivity*	Fulfill requirement	190	7.5	1.3
	Not fulfill requirement	102	7.8	1.1
Intended Behavior***	Fulfill requirement	190	7.5	1.6
	Not fulfill requirement	102	8.1	1.3

\* Significant at  $p \leq .05$  level \*\* Significant at  $p \leq .01$  level \*\*\*Significant at  $p \leq .001$  level

## CHAPTER 5 DISCUSSION AND CONCLUSION

The study presented here offers insights into the organization-public relationship for adolescent publics. It tested the Hon and Grunig (1999) model of organization-public relationships with adolescent volunteers by measuring the relationship between relationship maintenance strategies and relational quality outcomes in the volunteer-nonprofit organization relationship. In addition, the study measured the impact of the relational quality outcomes on volunteer intended behavior. In general, the study found that relationship maintenance predicts relational quality which predicts volunteer intended behavior.

Hypotheses in this study posited that certain quality outcomes would predict others; that individual strategies would have a direct influence on individual relational quality outcomes; and that relational quality would influence volunteer intended behavior.

### **Relationship Maintenance**

All seven relationship maintenance strategies were predicted by the factor of relational quality. The two strongest relationships were with guidance and assurance, suggesting that adolescent volunteers' perception of relationship maintenance is most strongly influenced when an organization offers advice and clear instruction as well as when it listens to and considers volunteers' concerns. The weakest predictors were access and networking, the same two strategies that received the lowest mean score and had the lowest correlation to relational quality outcomes. Later testing for the predictive power of relationship maintenance strategies on relational quality outcomes showed that access

lacks direct influence on any quality outcome, and networking has a very small impact on only one quality outcome, control mutuality. This may be an indication that these two strategies are not effective with adolescents. It appears that adolescent volunteers do not detect these strategies in their organizational relationships, and when they do, it has little impact on the way they perceive the relationship, as measured by the relational quality outcomes. Teen volunteers may not spend enough time with an organization to see the value that comes for the organization's network with other entities, and teens may not feel that they need to have access to higher levels of management in order to be successful in their efforts. Therefore, these two strategies may not need to be measured in future studies with teen volunteers. Additional research would need to be done to determine whether these strategies should be eliminated from the model for adolescents. More work would need to be done to determine whether these strategies are important for adolescents who fall in other public types (advocates, consumers, members, etc.).

Three other strategies were tested as well: shared tasks, openness and positivity. Of the three only shared tasks had a strong predictive relationship with an outcome, satisfaction (as discussed in the following section). Positivity had only a weak association with commitment, and openness had no significant relationship with any of the quality outcomes. Like the strategies of access and networking, positivity and openness may not play a significant role in the adolescent-organization public relationship. Certainly, they do not appear to be important in the adolescent volunteer-nonprofit organization public relationship. Their significance in other types of relationships should be tested.

### **Relational Quality Outcomes**

As predicted by the hypotheses, the four relational quality outcomes – satisfaction, trust, control mutuality and commitment – were significantly predicted by the overall

construct of relational quality. Prior work had found that control mutuality did not have a significant relationship with relational quality, but that does not appear to be the case with this public. All four quality outcomes had a strong relationship with relational quality with  $\beta$  scores ranging from .84 to .92. This would indicate that all four outcomes are strong contributors to the overall construct of relational quality, with trust and commitment having the strongest relationships to relational quality. This means that teens are detecting all four relational quality outcomes, and all four make up their concept of relational quality.

Additional analysis was used to test the hypothesis that some of the quality outcomes predicted others. It was hypothesized that control mutuality predicted satisfaction, satisfaction predicted trust and trust predicted commitment. Two of the relationships proved to be significant: the relationship between control mutuality and satisfaction and the relationship between satisfaction and trust. The later proved to be a stronger relationship. Indicators suggested that other relationships may exist between the outcomes, and another model was fitted to the data. The final model indicated that control mutuality was a predictor of the other three outcomes and satisfaction was a predictor of trust and commitment. Trust and commitment did not predict other outcomes. This new model suggests that control mutuality is a key predictor of the other outcomes. It appears that the level of power that teens feel in a relationship with a volunteer organization will influence the degree to which they feel satisfied with the relationship, the degree to which they trust the organization and the degree to which they are committed to the organization. Additionally, the level of satisfaction that they feel influences the degree to which they trust the organization and are committed to it.

The role of control mutuality as a predictor of all other outcomes may suggest that it is a type of mediating factor between strategies and outcomes. Organizations can actively influence the level of control mutuality that publics feel by providing more power to that public, but it's more difficult to tie specific actions to an increase in satisfaction or trust or commitment. These three constructs (satisfaction, trust and commitment) may be the best indicators of the overall relationship, with control mutuality acting as another avenue to influence the three relational quality outcomes. As it is currently explicated, control mutuality (the degree to which publics feel they have adequate power in the relationship) cannot be a strategy because it is not an action that can be taken by the organization. However, the degree to which an organization gives publics control in the relationship could be a strategy, and this concept should be studied in the future.

### **Influence of Maintenance Strategies on Quality Outcomes**

This study made predictions about the relationship between specific relationship maintenance strategies and relational quality outcomes. Most predicted paths were significant, but a few were not, and a few paths not predicted were found to be significant. The final model offers a picture of the influence of relationship maintenance strategies on relational quality outcomes. A pattern emerged in the flow between the relationship maintenance strategies and relational quality outcomes. The strategies appeared to flow through the strategy of control mutuality.

The difference between the findings in this study and others may be due to the design of the testing of the relationship between relationship maintenance strategies and relational quality outcomes in this study. Associations between the strategies and outcomes were measured while considering the associations between the outcomes.

Conducting the analysis in this way gives us a clearer picture of the influence of variables on one another. The strongest predictive relationships in this study occurred between the outcomes. Testing the influence of strategies on outcomes without considering the relationships that exist between the quality outcomes would not take into consideration the stronger relationships that existed, those between outcomes. As a result, errors could be made about the source of influence. By first considering the relationship between outcomes, we see the additional influence that strategies provide. It appears that the strategies most strongly influence control mutuality in the adolescent-nonprofit organization relationship. This outcome then acts as a predictor of the other outcomes. However, the strategies offer some additional influence on the other outcomes. This tells us that while strong, the relationships between the outcomes are not the only influence on outcomes.

Taking a closer look at the relationship, the associations between relationship maintenance strategies and relational quality outcomes paints a picture of the way this relationship work. The strategies of assurances and guidance appear to have the strongest predictive power of all the strategies. Assurances' influence on control mutuality ( $\beta=.34$ ) was the strongest of all relationships between relationship maintenance strategies and relational quality outcomes. Its influence on trust was significant but much weaker ( $\beta=.17$ ). Guidance had a strong predictor power for both control mutuality ( $\beta=.28$ ) and satisfaction ( $\beta=.31$ ). These are the two outcomes that act as predictors of the other outcomes.

It appears that when organizations offer *assurances*, like assurance to a public that its concerns are legitimate, this increases the level of control mutuality considerably and

the level of trust to some degree. Prior research found that the level of assurances was a significant predictor of all four relational quality outcomes as well as being the strongest predictor of overall relational quality. In this study assurances was not a significant direct predictor of commitment (though it did have an indirect influence on this outcome) or satisfaction; however, it was the strongest predictor of overall relational quality ( $\beta=.91$ ). Assurances was the only strategy to directly predict trust. This is significant because trust is strongly predicted by both satisfaction and control mutuality, but still assurances contributes to a small degree to the level of trust in this organization-public relationship. That would indicate that most of the influence on trust flows from the levels of these other outcomes; however, when an organization listens to its teen volunteers and considers their concerns (assurances), that behavior does influence the level of trust that the teens feel toward the organization. That is the only strategy that appears to directly influence trust.

The other strategy with a very strong influence on the quality outcomes was *guidance*. This strategy was the second strongest predictor of the overall level of relational quality ( $\beta=.90$ ). The level of guidance had a direct influence on both the level of control mutuality and the level of satisfaction. In other words, when an organization offers advice and provides instruction to its teen volunteers, the adolescents feel more satisfied with the relationship and they feel more comfortable with the level of power that they have in the relationship. The only other predictor for satisfaction was shared tasks. Satisfaction was strongly predicted by control mutuality, and although guidance predicted control mutuality as well, it still had a strong direct influence on the level of satisfaction in the relationship. This may be due to the fact that teens expect to be clearly directed

when working in a volunteer capacity. The lack of instruction or guidance may create some confusion or lack of knowledge on the volunteers' part that reduces the level of enjoyment they have in the relationship. If a volunteer is attempting to perform a task that is unknown or unfamiliar, then guidance would reduce the likelihood of frustration or poor performance. Therefore, it is not surprising to see that guidance is one of the strongest predictors of the relational quality outcomes. Not only did guidance influence satisfaction and control mutuality directly, it also had a strong indirect influence on the other two outcomes, trust and commitment. Considering the strength of both the direct and indirect relationships of guidance, it appears to be the strategy with the strongest influence on relational quality. This strong influence of guidance on relational maintenance and on relational quality outcomes suggests that it should be considered in future research on the organization-public relationship. More testing should be done to see if it holds up for adult members of publics and for other public types (members, activists, consumers, etc.).

*Shared tasks* was the only other strategy that had a direct significant relationship with more than one of the outcomes. It was a predictor for both control mutuality and satisfaction and have an indirect influence on trust and commitment. This aligns with the results of other research, which found that shared tasks was a predictor of the two outcomes control mutuality and satisfaction. The more that teen volunteers detected that their volunteer organization was working with them to jointly accomplish tasks that were important to the teens, the more likely they were to be satisfied with the relationship and to feel a balance of power in the relationship. Like guidance, shared tasks had an influence on both control mutuality and satisfaction. Although control mutuality was a

strong predictor of satisfaction, shared tasks still had a direct significant influence on satisfaction. The influence on satisfaction did not flow through control mutuality only. Shared tasks was a strong predictor of the overall relationship maintenance as well ( $\beta=.87$ )

*Positivity* had the next strongest direct relationship with a quality outcome ( $\beta=.14$ ). This was the only strategy with a significant direct influence on the quality outcome of commitment, though the relationship was a weak one. This means that in addition to the influence by both satisfaction and control mutuality on commitment, the level of positivity that teen volunteers felt in their relationship with the nonprofit organization had a small positive influence on the level of commitment that they felt to the organization. Other research has shown that positivity predicted the levels of the other three outcomes, control mutuality, satisfaction and trust, but not commitment. In the case of teen volunteers, the degree to which an organization makes the relationship enjoyable influences the level of commitment that the teens have to the organization. This may be the result of the nature of volunteering for teens. Many volunteer to fulfill a requirement, and therefore any efforts on the part of the organization to make the experience more enjoyable or fun could make the teens feel that they would like to continue the relationship. One of the measures of commitment asked teens to indicate the degree to which they would rather work with this organization than another. Teens likely would prefer to stay with an organization that makes their experience more enjoyable than begin volunteering with another. Positivity was a strong predictor of the overall relational quality as well ( $\beta=.87$ ).

The only other strategy that had a direct predictive relationship with a relational quality outcome was *networking*. This strategy was a predictor for the outcome of control mutuality. Networking joined shared tasks, assurances and guidance as predictors of this outcome. Teens were more likely to feel that they had adequate power in the organization-public relationship when they perceived a greater benefit to volunteers from relationships that nonprofits maintained with other organizations or groups. *The fact that most strategies were predictors for control mutuality may be an indication that rather than the strategies having an impact on the outcomes directly, the use of relationship maintenance strategies in the organization-public relationship between nonprofit organizations and teen volunteers influences the degree to which teens feel they have the level of power that they expect in the relationship. This results in them becoming more satisfied in the relationship and having a higher quality of relationship, as predicted by trust and commitment.*

The two strategies of *openness* and *access* were not direct predictors of any of the relational quality outcomes in this study. Openness was not a direct predictor of relational quality outcomes in another study of this same type (Ki, 2006). That does not mean that it does not have an indirect influence on the perception of other strategies. The other strategy which did not predict any outcomes in this study was *access*. In another study it predicted control mutuality, which seems like a logical relationship. It is possible that teens are not concerned about the level of access they are given to management or the level of openness or disclosure that the organization engages in with them. It could be that volunteers are not as concerned about information being withheld from them and are more concerned about being given good direction (guidance), about having their opinions

validated (assurances) and about having enjoyable experiences (positivity). The nature of this public and of the developmental stage of the individuals in this public may influence the types of strategies that are most important to them.

A former study with adult members of publics found that assurances was the strategy with the strongest predictive power for relational quality outcomes (Ki, 2006). Positivity and access had strong predictive relationships as well. In the study presented here, guidance appears to have the strongest impact on relational quality, when both direct and indirect relationships are considered. This was followed by assurances and shared tasks. It appears that the adolescent-organization and the adult-organization relationship are influenced by somewhat different strategies. More study is needed to identify how these differences manifest themselves in different public groups (consumers, activists, members, etc.).

Using the rule of thumb that standardized estimates ( $\beta$ ) of less than .20 are weak associations, the following is a summary of the relationships between relational quality outcomes and relationship maintenance strategies. Control mutuality was somewhat strongly associated with relationship strategies of assurances and guidance and weakly associated with shared tasks and networking in the adolescent-organization relationship. Satisfaction was relatively strongly associated with shared tasks and guidance. Trust was weakly associated with assurances, and commitment was weakly associated with positivity. Overall, guidance was strongly associated with two outcomes (control mutuality and satisfaction), assurances was strongly associated with one outcome (control mutuality) and shared tasks was strongly associated with one outcome (satisfaction).

The model that emerges from examining the strong associations appears to suggest that strategies are a predictor of control mutuality and satisfaction and these are predictors of trust and commitment which are the strongest predictors of the overall relational quality (Figure 5-1).

The fact that control mutuality was predicted by more strategies than any other outcome is not surprising (when considering both the stronger and weaker associations), nor is the role of control mutuality as a predictor of the other outcomes in this relationship given the (limited) research on interpersonal relationship maintenance strategies with teens. As discussed in chapter 2, Vogl-Bauer et al (1999) found that the more that adolescents detected maintenance strategies in their relationship with their parents, the more likely they were to feel “over-benefited” in the relationship. The more benefited that they felt in the relationship the greater their feeling of power in the relationship, and the more powerful they felt in their parent-child relationship, the more satisfied they felt with the relationship (strategies → level of benefit felt → power → satisfaction). The results found in this study about the flow of influence from relationship maintenance strategies to the outcomes appear to align with this literature. The degree to which maintenance strategies are used appears to influence control mutuality to a great degree and other outcomes to a lesser degree. The level of control mutuality, or the degree of power teens feel, most strongly influences satisfaction which then influences the outcomes of trust and commitment, which ultimately predict the overall relational quality in the relationship (maintenance strategies → control mutuality (similar to power) → satisfaction → trust and commitment).

The final model of the teen-organization relationship identified in this study makes a great deal of sense for adolescent volunteers (Figure 5-1). First, the influence of guidance on both control mutuality and satisfaction seems logical. Adolescent volunteers are often experiencing a work environment for the first time and, therefore, would benefit greatly from clear guidance and instruction on how to perform the tasks in their job as well as guidance on dressing appropriately, the importance of arriving on-time, and how to manage their time while on the job. Teen volunteers who are given guidance on their work and general work behaviors will likely feel more satisfied because they will understand how to perform their jobs well. This would lead to better performance, and probably more positive feedback from peers and managers. In addition, those who are given good instruction in their volunteer assignments likely feel empowered to do their jobs, thus leading to a higher sense of control mutuality. When an organization takes the time to establish programs for training and instruction for teen volunteers, that likely communicates to teens that their service to the organization is valued, again increasing the teens sense of empowerment in their position.

The relationship between assurances and control mutuality, too, seems clear. The more that teen volunteers are told they are valuable to the organization, the more they will feel they have power in the relationship with the organization. The relationship between shared tasks and satisfaction seem obvious for the teen volunteer experience as well. The act of volunteering, in a way, is a shared tasks. Teens are donating hours to an organization to help them accomplish a goal that is important to the organization, and hopefully one that the teens care about too. The more that the teens view the relationship as embodying this sense of shared tasks, the more satisfied the teen will feel. Likely teens

who work with an organization that addresses an issue they value will have a greater sense of shared tasks and greater satisfaction. As well, the responsibility that teens are given in their volunteer position will impact the level of shared tasks that they perceive. For example, if a teen volunteers with an organization because he/she is passionate about literacy but then spends all volunteer hours copying, filing and shelving books, likely that teen will not perceive as much shared tasks as if he/she were given the opportunity to tutor a reader or read stories to children. Teens should be given the opportunity to engage an issue in the work that they do. This likely will provide them with a greater sense of purpose, a greater sense of shared tasks and greater satisfaction.

Testing of the model proposed in this study revealed the influence that relational quality outcomes have on one another. No testing was done on the relationship between relationship maintenance strategies. It is likely that the maintenance strategies influence one another. Correlation scores suggest that guidance, assurances and shared tasks are all highly related. Positivity and openness are strongly correlated with these three strategies as well. Access and networking appear to function more independently.

A model of the relationship between relationship maintenance strategies could be proposed that suggests that engaging guidance is a way of engaging in shared tasks, and offering assurances may be part of the process of guidance. Adolescents who receive training or instruction in their volunteer responsibilities may feel more engaged in their job and may perceive the training as a way in which the organization is working with them to resolve problems (an element of shared tasks). When an organization offers training, advice and instruction to its teen volunteers that may communicate a desire to respond to volunteers needs and concerns (an element of assurances). Also, taking the

time to offer guidance may be perceived as an indication of the volunteers' value to the organization (an element of assurances). In these ways guidance may influence the perception of the two maintenance strategies of shared tasks and assurances (assurances  $\leftarrow$  guidance  $\rightarrow$  shared tasks). Guidance would not act as a prerequisite for the other two, but when it is present it may be a predictor of the perception of the others. At the same time, assurances and shared tasks are highly correlated. Offering assurances may be a prerequisite for the perception of shared tasks. In order for teens to feel that they are working together with the organization on a task of mutual interest, they may first need to feel that their contributions to the organization are valuable. Only then would they perceive their work as contributing to the mission of the organization (assurances  $\rightarrow$  shared tasks).

Other maintenance strategies may influence one another as well. Positivity, the attempt to make interactions pleasant, may be a prerequisite for the strategy of assurances. One may assume that offering assurances, or communicating the value of a partner, begins with the desire to make the interaction positive (positivity  $\rightarrow$  assurances). Another potential relationship exists between access and openness. The concepts of access, providing access to upper management, seems to be related to openness, providing information about upcoming events and changes in the organization, to the degree that both are providing access to information or resources (access  $\leftrightarrow$  openness). The presence of both of these strategies communicates the importance of the volunteer (assurances). By giving volunteers access to information and people, the organization is including the volunteer in important communication and thus indicating their value to the organization (access  $\leftrightarrow$  openness  $\rightarrow$  assurances). Access and openness would not be

prerequisites of assurances, but like guidance, their presence could act as a predictor of the level of assurances.

### **Intended Behavior**

Volunteerism has many benefits for teens, including the development of social networks (Yates & Youniss, 1996) and an increased sense of social responsibility and personal competence (Conrad & Hedin, 1982; Newmann & Rutter, 1983). This study found that teens who reported a higher quality in their volunteer-nonprofit organization relationship had a significantly higher intention to volunteer throughout their lifetimes. This has incredible implications for volunteer organizations engaged with adolescents. Not only does the level of quality in the relationship benefit the organization through loyalty and other outcomes (Brunig, 2002; Hall, 2006; Ki & Hon, 2007), quality in an organization-public relationship can benefit the members of the public as well. In this case, increasing the level of quality of the relationship can have long-term positive effects for the teen members of the volunteer public and for the broader society. When organizations engage the relational maintenance strategies with teen volunteers, the young people feel a greater sense of power in the relationship and a greater sense of satisfaction with the relationship, which influences the level of trust and commitment in the relationship resulting in a greater overall relational quality. The greater the relational quality for teens in a volunteer public, the greater the likelihood that those individuals will intend to volunteer throughout their lifetimes.

### **Post-hoc Testing**

Post-hoc testing of the data raised a number of interesting questions about the way the organization-public relationship works for teen volunteers. First, gender does not

appear to be a critical factor in the way the relationship is perceived; however, both race and reason for volunteering did have significant impact on the relationship.

Most respondents in this study identified their ethnicity as white (non-Hispanic). (70%). A test of the influence of race is difficult with such a large majority falling into one category. To test race, a simple comparison was made between those who self-identified as white (non-Hispanic) and those who were not. The results indicated a significant difference for the relationship maintenance strategy of access and a near significant difference for intended behavior. Further investigation revealed that one measure of the five measures of access was significantly different for one group over the other. Those in the minority group rated the following statement significantly lower than those who self-identified as white (non-Hispanic): "Upper-level managers are approachable." There are a number of reasons why this might be the case. First, First, it is possible that minority teens in general feel less empowered in their lives and as a result, feel more hesitant to approach authority figures. Second, managers at volunteer organizations may not make themselves as available for their minority volunteers as they do for their white volunteers. Third, it is possible that managers at the volunteer organizations are primarily white and minority youth do not feel as comfortable approaching them as they would approaching someone of a different race or ethnicity. Whatever the true reasons, minority teen volunteers clearly feel like they are less able to approach management.

In addition to the differences in the level of access along the lines of race, minority teen volunteers are near-significantly less likely to intend to volunteer throughout their lifetime. This may be an indication of SES influence on intended behavior. Other

research has shown that volunteer behavior among teens is influenced by parental volunteer experiences, parental education and family SES. More research should be done to see if that is the source of the difference found here or if racial difference independently influences intended behavior.

The variable with a greater impact was reason for volunteering. Those who indicated that they did not volunteer to fulfill a requirement rated all relationship maintenance strategies higher, except for access, and they rated all relational quality outcomes significantly higher. They also rated intended behavior significantly higher. Teens who volunteer without external provocation likely would feel more strongly about the relationship with the organization; they probably feel more committed to the organization and generally are more committed to volunteering. It's not surprising that two of the three variables with the strongest relationship to reason for volunteering are commitment and intended behavior. The third variable, assurances, however is a bit surprising. Apparently, teens who volunteer without requirements feel that the organization does a better job of communicating their value than do teens who are volunteering to fulfill a requirement. This may mean that teen volunteers tend to continue volunteering with organizations (even after all requirements are fulfilled) that do a good job of offering assurances. Or, it could mean that teens who volunteer without requirements are more sensitive to the communication of assurances. Most likely it means that teens who volunteer without requirement actually are more valuable to the organization because they are more invested in it, and the offering of assurances follows.

### **Implication for Practice**

The proposed model of the adolescent-organization relationship has implications for public relations, for nonprofit organizations, for teen volunteers and for schools and community service department within schools.

For public relations, the model suggests that good practices with teen volunteers can be a type of social responsibility. Organizations who invest in their teen volunteers by implementing the strategies as identified in this study are encouraging a more positive organization-public relationship with teen volunteers. The quality of the relationship influences teens' likelihood to volunteer throughout their lifetimes. Not only does a lifetime of volunteering benefit the individual, it benefits society through the impact made by volunteers and by the likelihood of greater political engagement of the volunteers. These outcomes do not directly benefit the organization; rather they are a contribution that the organization will make to society through their encouragement of teens toward volunteering.

For nonprofits, the model indicates the ways in which organizations can best engage their teen volunteers to make the experience as positive as possible for both volunteer and organization. Organizations should invest in training programs and/or have processes in place that ensure that teen volunteers receive adequate training. Volunteer organizations should provide channels for questions from teens, so when they are uncertain about their responsibilities, they can solicit instruction from the organization. In addition, the organization should provide a channel of feedback to the teens, letting them know that they are valued by the organization and that their work is important. And finally, they should be sure to allow teens to engage in addressing the issues that are important to the teens. As discussed earlier, teens appear to be most satisfied with their

volunteer-nonprofit organization relationship when they are actively engaged in addressing an issue of importance to them. Assigning teens menial tasks is often the most convenient way of handling teen volunteer hours. It requires little instruction and takes care of tasks that others may not want to do. However, for the sake of the organization-public relationship and for the long-term sake of the teen volunteers, organizations should give teens some responsibilities that allow them to contribute to the mission of the organization.

For teen volunteers, the model suggests that they will be most pleased with the relationship if they choose to work with an organization whose mission they feel strongly about. They should seek out opportunities that allow them to engage in work that they care about. As well, when they encounter issues or questions about their volunteer responsibilities, they should ask questions.

For schools and community service departments, the model indicates ways that they can work to improve the adolescent volunteer-nonprofit organization relationship. First, they should actively educate nonprofit organization about the ways to engage adolescent volunteers effectively. Second, they need to educate students about their choice of volunteer opportunity.

### **Implications for Theory**

The results of this study support the model of the organization-public relationship proposed by Hon and Grunig (1999). All of the constructs in this study held up to testing, and the level of relationship maintenance predicted the level of relational quality. Results also supported other research on the influence of the organization-public relationship on intended behavior (Bruning 2002; Ki, 2007; Ki & Hon, 2007). The level of quality in the

relationship between the adolescent volunteers and the nonprofit organizations predicted the teen's intended behavior toward volunteering.

In addition to supporting current theory, the findings add to the existing literature in a number of ways. First, a new relationship maintenance strategy, guidance, was identified and tested in this study. This strategy was found to be strongly predicted by the overall construct of relational maintenance and to strongly predict the relational quality outcomes. Its role in the relationships tested here may be due to the fact that guidance is an important factor for adolescents. Teens often find themselves in relationships in which guidance is a fundamental element (parent-child relationship, student-teacher relationship, group member-leader relationship, etc.), so they come to expect to be given clear advice and guidance. As stated earlier, teen volunteers may wish to be guided through their responsibilities because of their lack of experience in the workplace or in similar situations. It is possible that other organizational relationships in which teens participate would benefit from the same strategy – employer-employee, member-organization, etc. These other relationships should be examined as well to find the impact of this newly-identified strategy.

The second way this research adds to the literature is through the understanding of the relationships between the relational quality outcomes. As discussed earlier, control mutuality appears to be a predictor of the other three quality outcomes, and satisfaction predicts trust and commitment. Other research has found that satisfaction predicts trust and trust predicts commitment (Ki, 2006). The more complex model presented here singles out control mutuality as the gateway to the other outcomes, at least among teen volunteers. It appears that most of the relationship maintenance strategies influence this

quality outcome. Satisfaction, too, appears to be a strong influence on trust and commitment, with many maintenance strategies having direct influence on it. This suggests that the key to increasing the relational quality between a teen volunteer and a nonprofit organization is through control mutuality. The more pleased the volunteers are with their level of power in the relationship, the more satisfied that they are, resulting in more trust in the relationship and more commitment to the relationship. Control mutuality and satisfaction are influenced through the use of relationship maintenance strategies.

The third contribution that this research makes to the literature is in its examination of intended behavior that is not related to the organization. As stated earlier, all research on intended behavior that results from organization-public relationship has focused on future intention to remain in the relationship with the organization. This study examined the intention to continue the behavior, volunteering, throughout one's lifetime. Results show that there is a significant relationship between the level of relational quality that teen volunteers feel in their relationship with a nonprofit organization and the intention to continue volunteering throughout their lifetimes. This moves the study of the impact of the organization-public relationship beyond the realm of organizational benefits and examines long-term benefits to the public. The relationship between the organization and public flows two ways, and the consequences of the relationship are felt by both parties. Research in public relations needs to begin examining the relationship in this way. This study is a first step in that direction.

### **Conclusion**

The study presented here tested the application of the organization-public relationship model with adolescent volunteers. The findings support the currently proposed model as valid for an adolescent public and offer areas for further investigation.

A new maintenance strategy, guidance, was identified and tested in this study. More research needs to be done to determine whether it contributes to the adult volunteer relationship and if it contributes to the organization-public relationship with other public types. Another significant finding that bears future research is the model of influence between the four relational quality outcomes. This study found that control mutuality predicted the other three quality outcome, and satisfaction predicted trust and commitment. This model should be investigated with adult publics, as well, to find if control mutuality acts as a key predictor in adult relationships. It may be that the level of power or control in the relationship is more significant for adolescents and is a greater predictor of other outcomes for this age group than others. It also may be that volunteers and employees are more concerned about control mutuality than other public types. The relationship maintenance strategies most strongly predicted control mutuality and satisfaction for adolescent volunteers and this should be examined for adult members of publics as well. Finally, this study found a significant relationship between relational quality and intended behavior. It found that the higher the level of relational quality in an adolescent volunteer-nonprofit organization relationship, the more likely the teens were to intended to volunteer through their lifetime. More research needs to be done on the consequences of the organization-public relationship on publics, specifically those outcomes that do not benefit the organization directly.

Future research should attempt to draw a random sample for data collection. The study presented here used a convenience sample and a snowball sample. It was reasoned that the level of variability would provide evidence that the data were reliable. However,

this data collection methodology does limit to some degree the generalizability of the findings.

Another limitation of this study was the lack of data on respondents' SES. It is possible that respondents' SES (including parental education level and parental volunteering) influenced their intention to volunteer in ways that were not detected in this study. Collecting SES data from teens can be difficult, and future studies should attempt to find a way to collect the data and ensure its accuracy.

This study employed the first large sample survey of adolescents for the study of a public relations theory. The findings show that theories developed for adults may apply to adolescents and may provide insights that create more questions about the adult relationship. Research in public relations needs to begin considering adolescent members of publics, and the addition of individuals in this developmental stage into the literature should give a more thorough understanding of the impact of communication and behavior on the organization-public relationship.

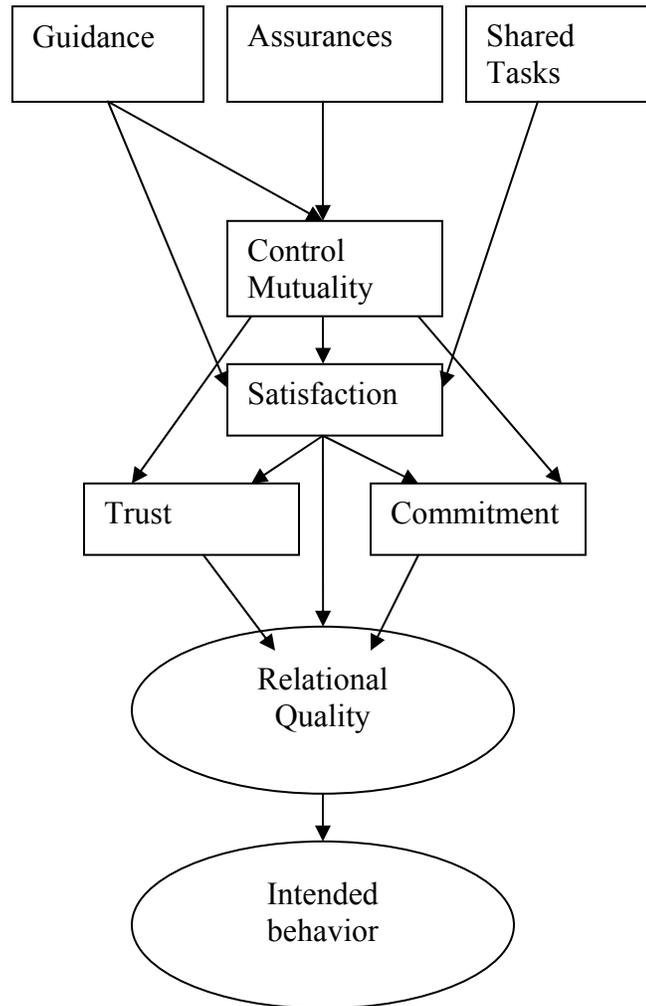


Figure 5-1. Adolescent model of organization-public relationship.

APPENDIX A  
LETTER OF INTRODUCTION

**University of Florida Research Project  
Invitation to participate in a county-wide survey**

Dear high school student,

You are receiving this letter and survey because I believe you are currently a volunteer in the community or you have been a volunteer in our community.

As a researcher at the University of Florida, I am interested to find out more about the relationship between teen volunteers and the organizations they volunteer for. I hope you will complete the attached questionnaire and return it to [INSERT COORDINATOR NAME HERE]. Your participation is completely voluntary.

As an incentive you will receive *one hour of community service credit* for your participation in this study.

If you are UNDER THE AGE OF 18 and wish to participate, you will need to have a parent or guardian sign the enclosed parental consent form. This form should be returned along with the survey form and the teen consent form.

Before you begin filling out the survey, please review and sign the TEEN INFORMED CONSENT form enclosed in this packet.

You should return all items to [COORDINATOR NAME] by Friday, April 27.

I hope that you will consider participating in this study.

Thank you.

Denise Bortree  
Doctoral student  
University of Florida

APPENDIX B  
PARENTAL INFORMED CONSENT

**Parental informed consent form**

**This form must be signed and returned with the survey if the student is UNDER 18 years of age.**

**Protocol Title:** Relationship between teens and volunteer organizations

Because your teen is a volunteer in the community, he/she is invited to participate in a study conducted by the University of Florida. Please read the study details below. **If you decide that your teen should not participate in the study, simply inform him/her or you may contact the primary research: Denise Bortree 904-384-6797, email [dbortree@ufl.edu](mailto:dbortree@ufl.edu).**

**Purpose of the research study:** The purpose of this study is to examine the relationship between teen volunteers and the volunteer organizations

**What your teen will be asked to do in the study:** He/she will be asked to complete the survey *after* signing a similar document indicating that he/she agrees to participate. The survey consists of 72 questions: 30 questions about the relationship between volunteers and the organization, 36 questions about how the organization treats volunteers, and five demographic question and questions about the organization. Your teens' name and contact information are not being asked for. If your teen chooses to participate in the project, he/she should only complete the survey one time.

**Time required:** 30 minutes. The time spent filling out this survey will count toward your teen's volunteer hours.

**Risks and Benefits:** There are no anticipated physical, psychological, or economic risks involved with the study.

**Compensation:** There is no financial compensation for participating in this research.

**Confidentiality:** Neither your teen's name nor contact information are being asked for. Your teen's answers to the survey will be assigned a code number. The data and your teen's identity will be kept confidential to the extent provided by law. Your teen's demographic profile will not be used in any report.

**Voluntary participation:** Participation in this study is voluntary. There is no penalty for not participating.

**Right to withdraw:** Your teen has the right to withdraw from the study at any time without consequence.

**Whom to contact if you have questions about the study:**

Denise Bortree, Graduate Student, College of Journalism and Mass Communications, University of Florida, (904) 384-6797, dbortree@ufl.edu

Dr. Mary Ann Ferguson, Professor, University of Florida, (352) 392.6660, maferguson@jou.ufl.edu.

**Whom to contact about your rights as a research participant in the study:**

UFIRB Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; ph 392-0433; irb2@ufl.edu

**Agreement:**

I have read the procedure described above. I voluntarily agree to allow my teen to participate in the procedure and I have received a copy of this description.

Parent or guardian signature \_\_\_\_\_

Relationship to teen volunteer \_\_\_\_\_

Date \_\_\_\_\_

APPENDIX C  
TEEN INFORMED CONSENT

**Teen informed consent form**

Protocol Title: Relationship between teens and volunteer organizations

Please read this consent document carefully before deciding to participate in this study.

**Purpose of the research study:** The purpose of this study is to compare the differences in how adults and teenagers evaluate their volunteer experiences with organizations in the community.

**What you will be asked to do in the study:** Complete the survey on the remaining pages *after* signing this document indicating you agree to participate. The survey consists of 72 questions: 30 questions about the relationship between volunteers and the organization, 36 questions about how the organization treats volunteers, and five demographic question and questions about the organization. Your name and contact information are not being asked for. If you chose to participate in the project, please only complete the survey one time.

**Time required:** 30 minutes. The time spent filling out this survey will count toward your volunteer hours. You will be given one hour of volunteer credit for participating in this study.

**Risks and Benefits:** There are no anticipated physical, psychological, or economic risks involved with the study.

**Compensation:** There is no financial compensation for participating in this research.

**Confidentiality:** Neither your name nor contact information are being asked for. Your answers to the survey will be assigned a code number. The data and your identity will be kept confidential to the extent provided by law. Your demographic profile will not be used in any report.

**Voluntary participation:** Participation in this study is voluntary. There is no penalty for not participating.

**Right to withdraw:** You have the right to withdraw from the study at anytime without consequence.

**Whom to contact if you have questions about the study:**

Denise Bortree, Graduate Student, College of Journalism and Mass Communications,  
University of Florida, (904) 384-6797, dbortree@ufl.edu

Dr. Mary Ann Ferguson, Professor, University of Florida, (352) 392.3952,  
maferguson@jou.ufl.edu.

**Whom to contact about your rights as a research participant in the study:**

UFIRB Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; ph 392-  
0433; irb2@ufl.edu

**Agreement:**

I have read the procedure described above. I voluntarily agree to participate in the  
procedure and I have received a copy of this description.

Participant \_\_\_\_\_ Date  
\_\_\_\_\_

APPENDIX D  
COMMUNITY SERVICE CREDIT FORM

Community service credit – one hour

If you agree to participate in this study, you will be given one hour of credit toward your community service requirement. To ensure that you receive this credit, please provide your name, grade, and school name below. This sheet will be removed from the survey and given to the appropriate person. Your personal information will not be associated with the feedback you provide in the survey.

Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Thank you for participating in this study.

APPENDIX E  
SURVEY

**Survey**

**Hello. Thanks for agreeing to take this survey. On the next few pages you'll be asked a lot of questions about your community service experience. The survey looks long, but it should only take about 25 minutes. So, hang in there, and before you know it, you'll be done!**

How old were you on your last birthday? \_\_\_\_\_

If you are under 18, please be sure to have a parent sign and return the parental consent form enclosed with this survey.

If you have never been a volunteer for an organization, please do not complete this survey.

1. What is the name of the organization you volunteer for? (optional)

\_\_\_\_\_

*If you volunteer for more than one, list only one and complete the following questions about your experiences with that organization.*

2. Please evaluate the organization that you volunteer for using this scale (check one space per line):

important \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_ unimportant  
boring \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_ interesting  
exciting \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_ unexciting  
means nothing \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_ means a lot to me  
worthless \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_ valuable  
involving \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_ uninvolving

3. Please rate the overall quality of your relationship with this organization (circle one).

Very negative

Very Positive

1    2    3    4    5    6    7    8    9

THE FOLLOWING SIX SECTIONS ASK QUESTIONS ABOUT THIS ORGANIZATION.

**\*\*\*\*\*Section One\*\*\*\*\***

**OK, LET'S GET STARTED. I want you to think about the organization that you volunteer for. How would volunteers (meaning you) evaluate the organization?**

*This section should take about 5 minutes.*

1. I am happy with the organization.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

2. I think the organization treats volunteers fairly and justly.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

3. The organization believes the opinions of volunteers are legitimate.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

4. The organization neglects volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

5. Whenever the organization makes an important decision, I know it will consider the impact on volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

6. Both the organization and volunteers benefit from their relationship.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

7. I believe the organization wants to maintain a positive relationship with its volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

8. Managers give volunteers enough say in decisions that affect them.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

9. The organization can be relied on to keep its promises to volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

10. I think volunteers are dissatisfied with their interaction with the organization.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

11. The organization really listens to what volunteers have to say.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

12. I see the organization as commitment to its volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

**\*\*\*\*\*Section Two\*\*\*\*\***

**YOU'RE DOING GREAT!!** In this next section, you'll continue to evaluate the organization. Some of the questions may sound similar but that's by design. Just answer the questions as honestly as you can. *This section should take about 3 minutes.*

1. The organization seems to ignore volunteers' opinions in the decisions that effect them.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
2. Generally speaking, volunteers are unhappy with the relationship the organization has established with them.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
3. The organization misleads volunteers.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
4. I feel very confident about the organization's abilities to accomplish its mission.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
5. Compared to other organizations, I value my relationship with this organization the most.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
6. Volunteers enjoy dealing with the organization.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
7. I would rather work with this organization than another.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
8. When volunteers interact with the organization, they feel that they have some sense of control.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
9. The organization fails to satisfy volunteers' needs.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree
  
10. Volunteers feel a sense of loyalty to the organization.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

\*\*\*\*\*Section three\*\*\*\*\*

**WE'RE ROLLING NOW. KEEP UP THE GOOD WORK!!** The questions in this section are a little bit different from the ones above, although they may sound somewhat similar. These questions are about how the organization acts toward its volunteers.

*This section should take about 4 minutes.*

1. The guidelines that the organization has set for volunteers are reasonable.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

2. It is clear to me who upper-level managers are and how to contact them.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

3. Volunteers receive clear and helpful direction from the organization.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

4. The organization makes a genuine effort to provide personal responses to volunteers' concerns

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

5. The organization works with volunteers to develop solutions to problems that volunteers encounter.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

6. The organization is involved in managing community issues (environmental issue, disaster relief, etc.) that volunteers care about.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

7. The organization offers valuable advice to volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

8. I have had opportunities to meet with senior management.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

9. The organization works effectively to resolve issues its volunteers are facing.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

10. The organization acts on the concerns of its volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

11. The organization works with other community groups that impact volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

12. The organization shares enough information with volunteers about how it is managed.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

13. I think meetings volunteers attend are helpful.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

**\*\*\*\*\*Section Four\*\*\*\*\***

**OK, TAKE A BREAK, STRETCH, RELAX. You're past the half-way point. This next section is about as long as the others, so you can make it! Just take a deep breath and let's get started. *This section should take you about 4 minutes.***

1. The organization communicates the importance of volunteers.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

2. The organization's communication with volunteers is courteous.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

3. The organization and volunteers do not work well together at solving joint problems.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

4. The relationships that the organization has with other community groups benefits volunteers.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

5. I believe the organization attempts to make its interactions with volunteers enjoyable.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

6. The organization sets appropriate limits for its volunteers.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

7. The department for which you volunteer works well with other departments in a way that benefits volunteers.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

8. The organization's associations with other like-minded groups is not useful for volunteers.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

9. During meetings, volunteers are encouraged to share their opinions.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

10. When volunteers raise concerns, the organization ignores these concerns.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

11. I feel the organization is not upfront about current activities and future plans.  
Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

12. The organization can be counted on to provide good ideas for solving problems.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

13. Upper-level managers are approachable.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

14. I do not have a clear understanding of the mission of the organization.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

**\*\*\*\*\*Section Five\*\*\*\*\***

**YOU'RE IN THE HOME STRETCH. Just a few more questions and you'll be done with this section. The questions may sound redundant, but just keep at it.**

*This section should take about 2-3 minutes.*

1. I believe the organization would be cooperative when handling disagreements with volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

2. I think volunteers feel comfortable making complaints to the management of the organization.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

3. The organization and volunteers care about the same community issues.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

4. I feel comfortable approaching management with my questions.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

5. When I encounter a problem, I am given good advice.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

6. The organization works with community groups that I care about.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

7. I believe the organization cares about its volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

8. The organization freely shares information with volunteers.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

9. I find the information the organization provides to me to be helpful.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly agree

**\*\*\*\*\*Section Six\*\*\*\*\***

**THE WORST IS OVER. GOOD JOB!!! Just get through these last few questions, and you're home free. Thanks for hanging in there!**

1. Did you volunteer for this organization to fulfill a requirement? Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, would you have volunteered for this organization if it were not required?  
Not likely 1 2 3 4 5 6 7 8 9 Very likely

3. Will you continue to volunteer for this organization after you have fulfilled your requirement?  
Not likely 1 2 3 4 5 6 7 8 9 Very likely

4. Would you recommend to a friend that he/she volunteer at this organization?  
Not likely 1 2 3 4 5 6 7 8 9 Very likely

5. How many hours per week did/do you volunteer at this organization in an average week? \_\_\_\_\_

6. When was the last time you volunteered for this organization? \_\_\_\_\_

**PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT VOLUNTEERING IN GENERAL**

1. Will you volunteer (for this organization or another) in the years to come?  
Not likely 1 2 3 4 5 6 7 8 9 Very likely

2. Would you recommend to a friend that he/she participate in community service in years to come?  
Not likely 1 2 3 4 5 6 7 8 9 Very likely

3. How much of an effort will you make to volunteer in the years to come?  
Not much 1 2 3 4 5 6 7 8 9 A lot

**DEMOGRAPHICS**

2. What is your gender? \_\_\_\_\_

3. Do you consider yourself to be:

African-American                      Asian                      Caucasian                      Hispanic/Latino

Middle Eastern                      Native American                      Other: \_\_\_\_\_

**EXCELLENT JOB! YOU MADE IT TO THE END!!! I really appreciate you hanging in there and completing the survey. Your feedback is valuable to the study. Thanks!!**

APPENDIX F  
ORIGINAL MEASUREMENT ITEMS

Table F-1. Original measures of relational quality outcomes.

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Control mutuality

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- 3. The organization believes the opinions of volunteers are legitimate.
  - 4. The organization neglects volunteers. [R]
  - 8. When dealing with volunteers, the organization has a tendency to throw its weight around [R]
  - 11. The organization really listens to what volunteers have to say.
  - 15. The organization seems to ignore volunteers' opinions in the decisions that affect members [R]
  - 20. When volunteers interact with the organization, volunteers feel that they have some sense of control.
  - 21. The organization cooperates with volunteers.
  - 26. Volunteers have influence with the decision makers at the organization.
- 

Satisfaction

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- 6. Both the organization and volunteers benefit from their relationship.
  - 10. Volunteers are dissatisfied with their interaction with the organization.
  - 12. Volunteers are happy with the organization.
  - 14. Generally speaking, volunteers are unhappy with the relationship the organization has established with them. [R]
  - 18. Volunteers enjoy dealing with the organization.
  - 23. The organization fails to satisfy volunteers' needs. [R]
  - 24. Volunteers feel they are important to the organization.
  - 28. In general, nothing of value has been accomplished by the organization for volunteers. [R]
- 

Trust

---

- 2. The organization treats volunteers fairly and justly.
  - 5. Whenever the organization makes an important decision, volunteers know the organization will consider the decision's impact on members.
  - 9. The organization can be relied on to keep its promises to volunteers.
  - 13. The organization takes the opinions of volunteers into account when making decisions.
  - 16. Volunteers feel very confident about the organization's abilities.
  - 22. Sound principles guide the organization's behavior.
  - 25. The organization misleads volunteers. [R]
-

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### Commitment

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- 1. The organization is trying to maintain a long-term commitment to its volunteers.
  - 7. The organization wants to maintain a positive relationship with its volunteers.
  - 17. Compared to other organizations, volunteers value their relationship with this organization the most.
  - 19. Volunteers would rather work with this organization than without it.
  - 27. Volunteers feel a sense of loyalty to the organization.
- Note: [R] indicates reverse code.

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### Table F-2. Original measures of relationship maintenance strategies

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#### Access

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- 2. The organization provides volunteers with adequate contact with senior managers.
  - 8. The organization provides volunteers with opportunities to meet the decision makers
  - 26. When volunteers have questions or concerns, the organization is willing to answer their inquiries.
  - 29. Volunteers feel comfortable making complaints to management of the organization.
  - 31. I feel comfortable approaching management with my questions.
- 

#### Positivity

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- 13. Receiving regular communications from the organization is beneficial
  - 15. The organization's communication with volunteers is courteous.
  - 18. The organization attempts to make its interactions with volunteers enjoyable.
  - 28. The organization is cooperative when handling disagreements with volunteers.
  - 36. The information the organization provides to its members is important to members.
- 

#### Openness

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- 12. The organization shares enough information with volunteers about the organization is managed.
  - 22. The organization's meetings are a valuable way for volunteers to communicate their opinions to the organization.
  - 24. The organization does not provide volunteers with enough information about how the organization is run.
  - 27. Volunteers receive enough information to do their jobs well.
  - 35. The organization freely shares information with volunteers.
- 

#### Shared tasks

---

- 5. The organization works with volunteers to develop solutions to problems that benefit volunteers.
  - 6. The organization is involved in managing community issues (environmental issue, disaster relief, etc.) that volunteers care about.
  - 9. The organization works effectively to resolve issues its volunteers are facing.
  - 16. The organization and volunteers do not work well together at solving join problems.
  - [R]
  - 30. The organization and volunteers care about the same community issues.
-

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 Networking
 

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- 11. The organization works with other community groups that impact volunteers.
  - 17. The relationships that the organization has with other community groups benefits volunteers.
  - 20. The department for which you volunteer works well with other departments in a way that benefits volunteers.
  - 21. The organization's associations with other like-minded groups are useless to volunteers. [R]
- 
- 33. The organization works with community groups that I care about.
- 

 Assurances
 

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- 4. The organization makes a genuine effort to provide personal responses to volunteers' concerns
  - 10. The organization acts on the concerns of its volunteers.
  - 14. The organization communicates the importance of volunteers.
  - 23. When volunteers raise concerns, the organization takes these concerns seriously.
- 
- 34. I believe the organization cares about its volunteers
- 

Note: [R] indicates reverse code

 Table F-3. Original measures of guidance
 

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 Guidance
 

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- 7. The organization offers valuable advice to volunteers.
- 3. Volunteers receive clear and helpful direction from the organization.
- 1. The guidelines that the organization has set for volunteers are reasonable.
- 19. The organization sets appropriate limits for its volunteers.
- 32. When I encounter a problem, the organization offers good advice.
- 25. The organization can be counted on to provide good ideas for solving problems.

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## BIOGRAPHICAL SKETCH

Denise Sevick Bortree received a Bachelor of Arts degree in writing from Geneva College and a Master of Arts degree in mass communication from the University of Florida College of Journalism and Communication. While pursuing her doctorate in mass communication, she also received a Master of Education degree in educational psychology from the College of Education at the University of Florida. Denise's research interests include relationship management, internet communication, and the impact of media use on adolescents and children.