

Effective Insiders in the Voluntary Sector: Developing a Framework and Process for Service Organisations Engaging Volunteers

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This thesis is submitted in partial fulfilment of the requirements of the award of Doctor of Philosophy at Oxford Brookes University

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Declaration

I declare that this thesis is the result of my individual work and I took appropriate steps to ensure that this thesis is original, to the best of my knowledge. This thesis has not been taken from other sources and none of its contents were previously published or written by other people except where appropriate citation and acknowledgment has been given.

Sebastiaan Marcus Elizabeth Raymaekers

Abstract

The volunteering sector has grown significantly in past decades and has become a prominent contributor to the workforce. A combination of drivers has created a growth in demand for volunteers and supply has not kept pace. In this environment, organisations that depend on a volunteer workforce need to focus on managing volunteers effectively to create and sustain their commitment to the organisation in the long-term. They also need to ensure that they have the processes in place to ensure that those who volunteer make a positive contribution toward the aims of the organisation by supporting them on their journey to become 'Effective Insiders'.

An 'Effective Insider' is defined as a volunteers who is engaged, motivated, skilled and – importantly – who integrates easily into teams. The approach to developing 'Effective Insiders' in organisations that depend upon volunteers is different to those for those that offer paid employment: as volunteers have different motivations and specific characteristics. For most of the 20th Century, volunteers have been managed by applying classical human resource management practices. These practices are an uncomfortable fit to the specific requirements of the volunteer workforce. The concept of Volunteer Management has been developed to address these flaws and this PhD contributes to knowledge about volunteer management processes and their suitability to creating effective insiders.

This research explores the effectiveness of the processes that have been applied to volunteer management, the extent to which they support volunteers in transitioning from outsider to 'Effective Insider'. The study employs a qualitative case study approach using multiple data sources including documents and semi-structured interviews.

The PhD develops a framework mapping the process that volunteers go through when integrating into an organisation. Critical within this is the recognition that several points at which volunteers can exit (or be exited) from the organisation are required. The role of the manager throughout this process is explored, and the essence of being an 'Effective Insider' refined, providing contributions to practice.

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1. Introduction

1.1. Study Background - The Voluntary Sector

Economically, the UK voluntary sector is significant with estimates of the sector’s contribution to GDP at about 0.9% (NCVO, 2020). As of 2019, the economic value of the sector is an estimated £12.2 billion and alongside volunteers, the sector engages a workforce of 952,000 paid employees (Ricketts, 2021). The number of voluntary organisations was estimated at 166,001 (NCVO, 2018) and 21.9 million people volunteer once a year, and 14.2 million people volunteer monthly. NCVO (2019b) indicate that approximately 20 million people in the UK engaged with formal volunteering activities in 2018. The assets of voluntary organisations are estimated to be £292.5 billion, and spending totalled nearly £117.9 billion (NVCO, 2018). The best-known organisations in the UK voluntary sector include Save the Children International, Cancer Research UK, the National Trust, and Oxfam (YouGov, 2018).

The voluntary sector is characterised by the fact that it depends on a workforce that dedicates their time to an organisation largely or exclusively on an unpaid basis (i.e., they volunteer). Table 1 indicates the types of organisations that depend on volunteers. The hospitality industry is not explicitly included in this table, but is embedded in many categories (for example, community recreation, religion, education, welfare, and health). Within these organisations, volunteers are often engaged with the intention that they will provide hospitality services, in part because these services have limited technical knowledge requirements and are therefore easy to fulfil with minimal training.

Table 1.Types of Voluntary Organisations

- | |
|---|
| <ol style="list-style-type: none">1. Sports & Recreation2. Community & Welfare3. Health4. Emergency Services5. Education & Training6. Religion7. Environmental8. Business & Professional9. Legal & Political10. Arts & Culture11. International |
|---|

Source: Adapted from Gray, Khoo and Reimondos, 2012, p. 380.

The voluntary sector is subject to constant change as the expectations of both organisations and volunteers undergo continual reinvention (NCVO, 2011). Organisations that engage volunteers are becoming increasingly complex, playing a more varied role in society with volunteers demanding more tailored opportunities (NCVO, 2011). Recent years have seen the emergence of new concepts such as 'corporate volunteers' - a result of the desire of larger businesses to integrate ethics into their business model and thus allow employees opportunities to volunteer as a part of their contract (Bussell and Forbes, 2002). Corporate volunteers (also called employee volunteers by some authors) are given paid time off from work to participate in volunteering activities as part of corporate social responsibility strategies (Darlington, 2016). Close to 90% of UK organisations have been said to support corporate volunteering in some fashion whether through donations or CSR programmes (Rodell *et al.*, 2016).

Downsizing and funding cutbacks by government and organisations offering services in the public sector generated further demand for volunteers. This expansion of volunteering into these previously paid employee roles often requires volunteers to shoulder more responsibility, and/or have a higher level of skill (Bussell and Forbes, 2002). Due to these funding cutbacks and increased reliance on volunteers, Blackadder and Jackson (2011) identify the problem of substitution as one that can be associated with volunteering. This is when volunteers are considered as substitutes for paid staff, a type of volunteering that has caused concern (see, for example, the Guardian newspapers commentary on 18 August 2011). There are two elements to substitution: displacement (when paid staff make way so that volunteers can fill their roles); and replacement (where volunteers are brought in to replace paid staff roles). Substitution (both displacement and replacement) becomes more prevalent as organisations (and charities) are increasingly expected to do more work with less resources, funding, or donations (Martin, 2014).

Blackadder and Jackson (2011) say that there are relatively few instances where volunteers genuinely substitute for paid staff, not least because volunteers typically work for shorter hours each week and are not obliged to work within the constraints of set days or hours. They conclude that the ideal situation is more nuanced, and volunteers can be most effectively employed alongside paid staff when they complement their roles. In this context, volunteers can become useful to the organisation by supporting and engaging with paid staff.

To develop volunteers as useful for the organisation, the aim is to cultivate 'Effective Insiders' (Cooper-Thomas and Anderson, 2006; Cooper-Thomas and Anderson, 2005). These 'Effective Insiders' will ensure that the organisation runs smoothly and (out)performs expectations set out by the organisation (Scott, 2004; Feldman, 1981). They are motivated and engaged members of their

team and are flexible, knowledgeable, and integrated members (Misener, Doherty and Hamm-Kerwin, 2010; Sullivan, 2015).

The impact of the COVID-19 for the voluntary sector needs to be acknowledged. The pandemic has increased demand, issues with volunteer retention and restrictions in funds, resulting in financial trouble (Smith, 2020). NCVO (2021) suggested the pandemic had a mixed impact as 24% of charities reported an increase in volunteers, whilst 36% reported a decrease. Furthermore, 30% of charitable organisations reported a worsening financial position, whilst 25% saw an improved financial position (NCVO, 2021). These difficulties are prevalent as fundraising events were cancelled and a survey of the health and care voluntary sector found that 77% reports a slight or significant increase in demand (ARMA, Neurological Alliance and National Voices, 2020).

As in the paid employee workplace, volunteering recruitment is increasingly competitive. This places pressure on those organisations that seek to recruit volunteers to 'professionalise'. This in turn creates pressure for effective volunteer management processes to be employed to retain the services of engaged and effective volunteers. An outcome of this trend is that organisations which offer less aspirational volunteer opportunities (e.g., those providing hospitality services) may struggle to recruit and maintain volunteers, unless they are able to refine effective volunteer management and retention initiatives. Volunteer management has only recently evolved as an independent concept – it needs exploring and 'best practice' should be identified (Waikayi et al., 2012).

1.2. Contextual Focus

Within the voluntary sector, the variety of organisations that use volunteers can be typified according to size, income, expenditure, operational characteristics, or sector. Some rely on large numbers of volunteers. However, most volunteer organisations are micro or small.

Figure 1. Percentage of Charitable Organisations by Size - Volunteers per Organisation

UK nation	Micro and small	Medium	Large	Major	Super-major	Total
England	104,166	19,851	4,432	616	55	129,120
Wales	5,800	819	169	23	0	6,811
Scotland	16,719	3,355	634	92	4	20,804
Northern Ireland	3,950	1,985	475	5	0	6,415
United Kingdom	130,635	26,010	5,710	736	59	163,150

Source: NCVO, 2019a

The governance structures of volunteer organisations are not well documented (Orr, 2006). NCVO (2017) observes that many small organisations are wholly volunteer run, whilst larger organisations tend to employ paid workers in managerial or technical roles and engage volunteers in more manual/less skilful roles. Smaller organisations would not exist without volunteers and thus tend to be more dependent on them. Within organisations that rely on volunteers, whether large or small, the effective recruitment, management and engagement of volunteers is vital to their effectiveness (McPherson, 1983).

When trying to classify voluntary organisations, Warner and Miller (1964) created a typology of voluntary organisations. As described below;

- Internal or external ends served (whether the funds are meant to sustain its own operations or the operations of an external organisation)
- Immediate or deferred achievement of ends (whether the funds are immediately received and used by its intended beneficiaries or there is a delayed benefit)
- Primary beneficiaries (whether the beneficiaries are within the organisation themselves or are outside the organisation).

Using their research with 2,874 voluntary organisations, Paxton and Rap (2016) placed voluntary organisations on a continuum according to their structure. This ranges from:

- Extremely formal (identified as having bylaws and codified regulations and rules, associated with - or even owning - a physical space and incorporating formal bookkeeping processes within the organisation)

- Extremely informal (volunteering without any formal regulations, no specific physical location, or formal books)

Categorisations such as these indicate that voluntary organisations can be characterised in different ways, depending on the nature of the organisation, its objectives, its legal structure, and the intended beneficiaries of the work that volunteers do. Formal organisations will have a structured and defined approach to volunteering, whilst informal organisations will leave volunteers more to their own devices. The classification of these more formalised organisations will influence volunteer engagement practices and have a bearing on the concept of what is considered good or effective volunteer management. The independence of a volunteering organisation is particularly important when it comes to recruiting and sustaining volunteers because this will influence how organisations that depend on volunteers recruit those volunteers and the models that guide their integration into the organisation.

A wide variety of management structures have developed for organisations that depend on volunteers. A combination of the significance of volunteering to the economy and increasing competition for volunteers (Lien, 2015), however, makes a renewed focus on management practices for the volunteer workforce particularly timely with specific focus on how volunteers can be integrated and maximise their contribution as ‘Effective Insiders’ (sometimes also called insider or member). Whatever they are called, the process to develop such insiders differs depending on the organisation and the sector (Feldstad, 1981). The resulting insiders will perform according to the expectations set out by the environment, i.e. the organisation, manager, and colleagues (Bloisi and Hoel, 2008). The research undertaken for this thesis fills that gap, focussing on a formal organisation that depends on a combination of paid employees and volunteers to deliver its mission.

1.3. Academic Rationale

Volunteers are a specific type of worker (Cemalcilar, 2009) because they offer time freely and willingly for the benefit of others without financial gain (Cnaan, Handy and Wadsworth, 1996; Bussell and Forbes, 2002; UN Volunteers, 2011). The lack of financial gain implies that volunteers are motivated differently to paid employees. Many authors speculate that their motivation is either altruistic or egotistical in nature (Latting, 1990; Dávila and Díaz-Morales, 2009). Volunteers are not wholly selfless, however, but the benefits that they gain from their efforts differ from those accrued by paid employees (Volunteernow, 2014; Knapton, 2016). Moreover, volunteers can engage in *volunteering* in a variety of ways: formal or informal (McCallum, 2014); spot (Powers, 1989), ‘episodic’ or long-term (Hyde *et al.*, 2014; Voigt, 2014; Macduff, 1990). These features make volunteers different from paid employees (even if both are engaged in the same tasks).

The ambition for most voluntary organisations is to find mechanisms to engage volunteers in the long-term. This can create a strategic advantage, reducing volunteer recruitment and training costs, providing a more stable and loyal volunteer workforce, and creating a stable footing in which the organisation can deliver its services (Anderson *et al.*, 2014; Yoon, 2017; Wisner *et al.*, 2005). The challenge for organisations that depend on volunteers is finding ways to secure this long-term and committed volunteer work force.

Several volunteer organisations have used classical HRM practices when seeking to integrate volunteers, driving them to continue and convert them to long term and committed volunteers. These practices include the theories of Organisational Socialisation (OS) (Cooper-Thomas and Anderson, 2006; Feldman, 1981; Van Maanen and Schein, 1979; Mitra, 2014; Bauer and Erdogan, 2011; Rayne, 2019); Assimilation (Ming, 2018); and Institutionalisation (Bruton, Ahlstrom and Li, 2010; Jablin and Putnam, 2001; Johannessen, 2018; Scott, 1987; Scott, 2004), each of which describe the process through which paid employees can be effectively integrated into an organisation. They have, however, proven to be an uncomfortable fit at best (Cuskelly *et al.*, 2006) and have been particularly poor in the areas of training, orientation, recruitment, mentoring, feedback, recognition, and appreciation (Ward and McKillop, 2011; Unite for Sight, 2015). It seems, therefore, that such practices, are not effective in motivating and engaging volunteers (Intindola *et al.*, 2016). Barnes and Sharpe (2009) and Brudney and Meijs (2014) support this view reporting that a one-size-fits-all approach (such as classical HRM) is ineffective when applied to volunteers. Given the ‘competition’ for volunteer workers, there is a particular need to effectively integrate new volunteers and support their transition within an organisation.

In recent years, some authors have adapted HRM theories to shed light on how volunteers can be made into ‘Effective Insiders’ (Cooper-Thomas and Anderson, 2006; Cooper-Thomas and Anderson, 2005; Scott, 2004; Feldman, 1981). An ‘Effective Insider’ is an engaged, motivated, and skilled member of the organisation who fits in with the existing members and team (Jones, 1983; Cooper-Thomas and Anderson, 2005; Cooper-Thomas and Anderson, 2006; Li, 2016). These theories are often called approaches to Volunteer Management (VM) or Volunteer Resource Management (VRM) (Studer, 2016).

It is clear from the HRM literature that a specific set of stages occur throughout the process of engaging a volunteer and making them into an effective insider. These stages comprise ‘Pre’, ‘Entry’, ‘Learning’, ‘Embedding’ and ‘Insider’. There is currently a gap in knowledge, however, regarding the processes of embedding volunteers as effective insiders. This project explores this gap and reviews a case study to generate new knowledge about good practice in volunteer workforce management.

1.4. Purpose of the Study

This research aims to evaluate the volunteer integration processes and practices as applied to voluntary organisations to create 'Effective Insiders'.

The objectives are:

1. To review the literature on the volunteering sector and volunteer management
2. To review the literature on integration processes and its application to volunteer management
3. To analyse the processes that exist in a case study organisation to integrate volunteers and help them transition to effective insiders
4. To assess volunteer perspectives on their experiences of integrating into an organisation
5. To develop a model to help voluntary organisations effectively integrate volunteers into their organisations, thus helping them transition to 'Effective Insiders'.

1.5. Thesis Structure

The next chapter of this thesis presents the literature review, including discussion of the themes that emerge from the voluntary and HRM literature. The methodology chapter follows, covering the research philosophy, research approach and development of research instruments as well as exploring the way in which key themes emerged from the data. The data collection and analysis chapter present the data that emerged from the research, providing detailed insight into the perspective of the research participants alongside analysis of key documents. The discussion chapter draws out key themes that emerge from the data and refines a model that can be used to better understand the processes of integrating a volunteer from outsider to effective insider. Lastly, the conclusion chapter summarises the contributions to knowledge that stem from this project.

This study has limitations regarding the participants, the researcher, the methodology (more specifically the sampling technique) and the generalisability of qualitative data. The researcher acknowledges that these limitations exist, and – where possible – has taken appropriate measures to account for them.

2. Literature Review

The literature review chapter introduces the voluntary sector and provides a definition of volunteering. It moves on to set the context for the voluntary sector and characteristics of volunteering. Insights into the management of volunteers and volunteer groups are presented and the processes that are used to introduce and integrate volunteers in the organisation are explored. HRM practices are then introduced and the rise of volunteer management as a separate discipline discussed before the literature review moves on to review (potential) application of integration processes for the voluntary sector.

2.1. Defining Volunteering

Many authors have attempted to define the concept of volunteering. Definitions include “sustained, and ongoing helpfulness” (Clary *et al.*, 1998, p. 1517), requiring free will, benefit to others and lack of financial gain (UN Volunteers, 2011). Common elements that emerge from the definitions include the concept that “time [is given] without coercion or remuneration” (Smith, 1996, p. 244), and that volunteers are motivated by altruism (Bussell and Forbes, 2002). Cnaan, Handy and Wadsworth (1996) identify four core dimensions of volunteering within formal organisations: free will, proximity to beneficiaries, availability, and rewards. Table 2 presents the core elements that are commonly attributed to volunteering.

Table 2. The Core Dimensions of Volunteering

Core Dimension	Description	Author
Availability	Sustained and ongoing helpfulness/ time [is given]	Clary <i>et al.</i> , 1998 Bussell and Forbes, 2002 Cnaan, Handy and Wadsworth, 1996
Rewards	Lack of financial gain/ without coercion or remuneration	UN Volunteers, 2011 Smith, 1996 Cnaan, Handy and Wadsworth, 1996
Free Will	Activity undertaken without coercion or payment/ motivated by altruism/ freedom to choose	UN Volunteers, 2011 Bussell and Forbes, 2002 Cnaan, Handy and Wadsworth, 1996 McAllum, 2014

Beneficiaries	Benefit to others/ contribution to community	UN Volunteers, 2011 McAllum, 2014 Cnaan, Handy and Wadsworth, 1996
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These above points explicitly separate the concept of volunteering from that of employment because those who volunteer do so without coercion and receive no financial reward for their effort. The lack of financial reward in volunteering in particular presents challenges that cannot easily be accommodated within traditional approaches to managing the workforce as extensively researched in classical HRM. This is because classical HRM models typically use payment as a reward (and often as a proxy for effectiveness) and this option is not available within volunteering. The challenges and obstacles in managing volunteers are explored in the sections below including characteristics of volunteering, of volunteers, volunteer motivations and benefits of volunteering.

2.1.1. Types of Volunteering

McAllum (2014) indicates that definitions of ‘volunteering’ fall into two clusters: either emphasising contribution to the community (e.g., supporting a scout or cub group) or emphasising freedom (e.g., looking at the volunteers’ choice to meaningfully participate in social life). This is supported by the NCVO (2017) which states that volunteering can be formal (within organisations, clubs, and societies) or informal (helpful behaviour for neighbours). Within the context of this thesis, the scope of interest is formal volunteering. Formal volunteering always happens within an organisational context (Carson, 1999; Musick, Wilson and Bynum Jr., 2000).

Volunteering can be long term, short term or episodic. Long-term volunteering is mostly determined by ‘job satisfaction’ and feelings of collectivity and solidarity (NCVO, 2017). The achievement of the factors required for long term volunteering are influenced by the people in the environment including paid employees, other volunteers, customers, or users of the volunteer service (Schlesinger, Egli and Nagel, 2012). Short term volunteering is described by Cnaan and Handy (2005) as ‘episodic’ – a term widely used by a range of authors such as MacDuff (1990), Hyde *et al.* (2014), Voigt (2014), Graf (2002) and Bryen and Madden (2006). MacDuff (2005) views the episodic volunteer rather as a continuum of time commitment covering temporary, interim and at regular intervals. Episodic volunteers engage with the opportunity to be ‘put to work’ (often socially or for fun) and complete specific tasks which bring immediate rewards and directly impact the cause.

Powers (1989) identifies a subset of episodic volunteering which he calls ‘spot’ volunteers: those who volunteer occasionally for specific events and needs. Hyde *et al.* (2016) have indicated that the

commitment of episodic volunteers of all types can be increased by encouraging the social connections and disseminating standardised audio-visual information. However, one of the key elements required to convert episodic volunteers into long term volunteers is positive experiences, regardless of whether those experiences are in the same organisation as the long-term volunteering opportunity or elsewhere (Hyde *et al.*, 2016).

Smith and Lockstone (2009) have discussed a type of volunteers identified as 'bounce-back' volunteers. These returning volunteers bring along previous experience and knowledge, increased confidence, expertise and ownership (Smith and Lockstone, 2009). Bryen and Madden (2006) defined that to bounce-back a volunteer describes

'...the situation where an episodic volunteer re-engages with the organisation'

(p. 15).

A bounce back occurs with episodic volunteers who return to the organisation to work on different projects or return to work on a regularly scheduled event, like an annual charity or sports event (Bryen and Madden, 2006). Such volunteers can be flexible and will often come at a moment's notice (Smith and Lockstone, 2009). As such, a bounce-back volunteers can be considered a

Connecting volunteers to the organisation, keeping them informed and gaining feedback all play a key role in ensuring that volunteers remain engaged in, and return to, volunteering through positive experiences (Verified Volunteers Staff, 2015). An interesting element of volunteering is the self-reflection and self-perception it brings for those that engage as volunteers. Volunteers tend to think of themselves as moral, ethical, more independent, living in the present, being spontaneous, accepting of themselves, being more mature, and with a greater capacity for intimacy (Tapp and Spanier, 1973; Buonopane, 2016).

Attracting volunteers who engage with an organisation in the long term can confer significant benefits. These includes reducing the costs of recruitment and training as well as improving the quality-of-service offer (especially when the volunteers are invested in the cause that they are contributing their time towards). Converting episodic or short-term volunteers into formal long-term volunteers, therefore is an ambition for many organisations and requires adapting management practices (Trull, 2019). These need to accommodate the characteristics of the volunteers and confer the benefits of volunteering, whilst also embracing some of the concepts familiar to HRM practices. One of these is that of 'Effective Insiders' identified within the HRM literature but in need of adaptation for use in volunteer contexts (Cooper-Thomas and Anderson, 2005; Cooper-Thomas and Anderson, 2006; Johannessen, 2018; Feldman, 1981).

2.1.2. Characteristics of Volunteers

Several authors map the characteristics of volunteers (Like Wilson, 2012; Principi *et al.*, 2016), seek to understand volunteer behaviour, and theorise about volunteer motivation (Clary, Snyder, and Ridge, 1992; Campbell and Warner, 2016; Choi, 2003). Their work is mainly supported by practical information NCVO also provide a data to indicate who is more likely to volunteer, as indicated below.

NCVO (2017) estimates that two in five adults aged 16 and over volunteer at least once per year, whilst one in every four volunteers once per month. Across the UK, this equates to 21.9 million people volunteering once a year and 14.2 million people volunteering monthly. The average number of hours volunteered has remained stable since 2001 and – in 2015/2016 – was estimated to be 11.6 hours per month (NCVO, 2017). The same source does not identify gender as an indicator of propensity to volunteer, but there is a difference in the types of roles chosen by men and women as women tend to take on more caring roles. Wilson (2012) argues older people tend to volunteer more than their younger counterparts. Dury *et al.* (2015) conclude however that those who transit from an intention to volunteer to volunteering have more resources and are younger.

Coleman (2002) found that volunteers view time commitments to volunteering differently to that of paid workers. Specifically, she comments that volunteers expect the time schedules to fit around their personal lives rather than the other way around (Coleman, 2002). Wilson (2012) noted that volunteers' past life experiences, family origins, schooling, and social context influence both their decision to volunteer and the type of roles they accept. Volunteer's previous experience, background and education determine the likelihood of volunteering (due to family role models or by being in a social network with other volunteers), the skills they bring (determining suitability for certain roles or organisations and the attitude they were taught at school) and the interest in specific causes. Other factors shown to influence the likelihood of volunteering include:

- Time availability – Choi (2003) states that volunteers have a greater tendency to be in part-time employment, although Principi *et al.* (2016) also recognise that volunteers could be in paid employment. Such volunteers that combine volunteering and employment show increased flexibility, independence, and autonomy (Tapp and Spanier, 1973).
- Skill level - volunteers tend to work in non-manual positions (Choi, 2003; Principi *et al.*, 2016).
- Educational achievement - volunteers typically have achieved advanced to higher levels of education (Choi, 2003; Principi *et al.*, 2016).
- Health - volunteers enjoy better than average health (Choi, 2003; Principi *et al.*, 2016).
- Age - advancing old age lowers the rates of volunteering (Choi, 2003; Principi *et al.*, 2016).

- Marital status - those in a relationship or married tend to be more likely to volunteer (Tapp and Spanier, 1973)
- In some cases, those motivated by a religious belief are also more likely to volunteer (Dury *et al.*, 2015).

Dury *et al.* (2015) recognise that the pool of potential volunteers is larger than that of those who go on to volunteer. Cemalcilar (2009) recognises that volunteers are a special category of 'worker' with individual motivations and expected outcomes from the act of 'volunteering'. This implies that these special 'workers' require management practices to satisfy the motivations and provide the expected outcomes. Furthermore, such special volunteer workers require their individuality to be recognised to engage and develop from episodic to long-term volunteers (Volunteer Scotland, 2017).

There is an emerging view that the most specific individual characteristics to set volunteers aside from their non-volunteering peers appear to be their age and self-perceived intellectual level (Cemalcilar, 2009). This implies that volunteers perceive themselves as intelligent (often more so than their peers), therefore, to keep volunteers engaged and motivated this self-perception needs to be accommodated and supported (Cemalcilar, 2009). Other scholars have focussed on the motivations and benefits (i.e., expected outcomes) and how these influence the practices for managing volunteers. These are discussed below.

2.1.3. Volunteer Motivations and Benefits

Initially, the studies around volunteer motivations centred on altruistic motives (i.e., placing the wellbeing of others ahead of themselves). Sekar and Dyaram (2017) have called these pro-social (or other-oriented) motivations and they can be characterised by a desire to 'make a difference' (Campbell and Warner, 2016) or 'doing good' (Choi, 2003). Although Ward and McKillop (2011) suggest that altruism is the most important motivator, many studies show that volunteers have a complex range of underlying motivations. For example, Clary and Snyder (1999) found some may pursue multiple goals, implying a layer of secondary emotions that play a role in volunteers offering their time freely and willingly.

While most studies identify altruism as a primary motivation (Ward and McKillop, 2011), several authors have created models that reflect the more complex range of motivations to volunteer. These include one (Cnaan and Goldberg-Glen, 1991); two- (Latting, 1990); and six-factor models (Clary, Snyder, and Ridge, 1992).

Cnaan and Goldberg-Glen's (1991) one factor model assumes that volunteers are driven by a combination of motives, collectively described as 'rewarding experience'. This one factor model has been critiqued by subsequent researchers like Clary and Snyder (1999) and Clary *et al.* (1998) for

being too narrow and neglecting the variety of motivations of volunteers. Serrow (1991) has criticised a purely altruistic motivation, reflected in Latting's (1990) two factor model, based on earlier work by Frisch and Gerrard (1981). This posits that volunteers experience multiple motives, categorised as altruistic and egoistic. Altruistic motivations are centred on the concept of selflessness. Egoistic motives arise from the fact that volunteers find helping others a rewarding experience.

The six-factor measurement model proposed by Clary *et al.* (1998) builds on the concept of multiple motives and identifies six personal or social motives for volunteering, supported by Clary and Snyder (1999). These are values, enhancement, career, protective, social, and understanding (Clary and Snyder, 1999). These six "factors" add a detailed layer of possible motives for volunteers that can be classified as ranging from purely altruistic to purely egoistic (Clary *et al.*, 1998). Randle, Grun and Dolnicar (2007) divide volunteers by motivational aspirations to include 'Enthusiastic Volunteers', 'Social Volunteers', 'Community Volunteers' and 'Altruistic Volunteers'.

Okun, Barr and Herzog (1998) have reviewed these three models and conclude that the six-factor model is the most reliable as it allows researchers to view volunteers across their lifetime. It also recognises that volunteer motivations change according to age and frequency of volunteering. The six-factor model adds the most detail about volunteer motivations, even though the motivations they identify fall into the same two broad categories as those defined by Latting (1990) in his two-factor model. Gage III and Thapa (2012) emphasise that volunteer motivation will influence the management strategies that are appropriate to individual volunteers and the volunteer experience. Therefore, volunteer management should be studied as a separate set of practices to more general business management.

The focus of most research is on self-oriented motivations, with several authors positing that these are generally secondary or egoistic motivations as opposed to the primary or altruistic motivations. These secondary (egoistic) factors can be used to engage volunteers (Nazilah, Ismail and Ibrahim, 2014). Both primary and secondary factors motivate volunteers, and it is possible there is a relationship between this motivation and the journey from outsider to Insider. This relationship has not been widely explored as much of the previous research had unpicked the motivations without understanding how they influence a volunteer's relative effectiveness as summarised in Table 3 below.

Table 3. Motivations to Volunteer

Category	Motivations	Source
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Altruistic	- Act of volunteering - Interest	Ward and McKillop, 2011
	- Making a difference - Helping others	Campbell and Warner, 2016
	- Helping others - Feel Productive - Fulfil moral responsibility	Marriott Senior Living Services, 1991
	- Staying active while 'doing good'	Choi, 2003
Egoistic	- Mixing with celebrities - Travel opportunities - Perks - Uniform - Health and fitness	Bussell and Forbes, 2002
	- Self-interested motivations (like skills, improving CV, career development...)	Principi <i>et al.</i> , 2016; Barron and Rihova, 2010
	- Enhancing cultural awareness - Requiring a challenge - Gain international experience - Résumé building - Travelling to a different country	Campbell and Warner, 2016
	- Social interactions - Enjoyment	Ward and McKillop, 2011
	- Social contacts - Spending leisure time	Choi, 2003

	- Economic reasons	
	- Sustaining self-esteem - Validating self-perception	Herzog <i>et al.</i> , 1998
	- Fulfil motivational agendas - Self-validation - Sociability - Satisfaction	Dávila and Díaz-Morales, 2009
	- Meeting their own internal values	Clary and Snyder, 1999
	- Feel productive	Marriott Senior Living Services, 1991

It is evident from the above narrative that the motivations that are key within paid employment, such as payment or career advancement are largely lacking in the volunteer workplace. Those seeking to engage and motivate volunteers, therefore, need different tools. Dávila and Díaz-Morales (2009) build on this premise and conclude that motivations for volunteering are not static but influenced by life-stage. Van Willigen (2000) supports this view, stating that motivations and benefits from volunteering are not felt equally by all volunteers and the greatest benefits from volunteering accrue to those who are older or retired. Knapton (2016) goes further, stating that volunteering only becomes beneficial for those who volunteer once they reach the age of 40. His research found that the emotional wellbeing of 21-25-year-olds was wholly unaffected by any volunteering work in which they engaged. Career enhancement, through volunteering, remains relatively unimportant as a motivation for all age groups, but is less significant to older volunteers than younger ones. However, motivations can also be influenced by context. Wakelin (2013) observes that there is a grey area between altruism and reciprocity which fits into a semialtruistic motivation. This category of motivations applies when volunteers do not expect anything from the organisation except personal satisfaction (Wakelin, 2013). This seems to build on the work of Barron and Rihova (2011) who observed the insignificance of altruistic motivations and the mix between altruistic and egotistical motivation amongst festival volunteers. For example, when volunteers perceive themselves to have limited time available for volunteering, they find it most important to feel the 'warm glow' or feel

good about their volunteering (Dávila and Díaz-Morales, 2009). Powers (1989) has commented that under certain circumstances, volunteers can feel forced to volunteer, due to peer pressure or pressure from an employer.

The term purely private and is used as an alternative to the term egoistical by some organisations. Unite for Sight (2015) conclude from the research that the benefits of volunteering tend to be intangible. They go on to state that benefits relate to the space, structure, and support available to volunteers to express themselves and receive support, skills enhancements, and so on. The benefits from volunteering are accrued not only by the individual volunteer (BOP Consulting, 2011), but extend to the community (BOP Consulting, 2011) as well as the organisation that is the focus of the volunteering (Handy and Mook, 2011). The benefits to the latter have been studied extensively (Handy and Mook, 2011; BOP Consulting, 2011; Li and Ferrero, 2006; Lum and Lightfoot, 2005; Panepento, Nichols and Ford, 2020).

Aboramadan *et al.* (2019) discussed the volunteering drivers and continuation and highlighted that a focus on work engagement positively contributes. Clayton (2016) highlighted that knowledge enablers and removing barriers creates an environment conducive to volunteering. Such knowledge activities require a good or 'optimal' volunteering experience (Clayton, 2016). Providing such a conducive environment is so important that it was even incorporated as a goal of Republic Act NO. 9418 by the Thirteenth Congress of the Philippines (National Economic and Development Authority, 2007). Smith *et al.* (2016) highlighted that part of the continuation are conducive personality traits and motivations, conducive values, conducive values, attitudes, intentions, emotions, goals, cognitions, intellectual capabilities and self. Creating such a conducive environment is a vital aspect for volunteers to ensure benefits for the volunteers, organisation and community.

The benefits that accrue to the individual (egoistic) have attracted most press and academic interest in recent years (Safeline, 2018; Volunteernow, 2014; Panepento, Nichols and Ford, 2020; Letters, 2018). It seems from the studies that are available that these are considered likely to outweigh those received by the recipients of the volunteer services (altruistic). The benefits of volunteering have been widely discussed in relation to volunteers, organisations, and the community, as presented in Table 4.

Table 4. Benefits of Volunteering

		Benefits	Source
To Volunteers	Altruistic	- Better career prospects	Handy and Mook, 2011

		- Higher salaries - Better jobs	
		- Mental health benefits	Binder and Freytag, 2013
		- Psychological resources - Social resources - Aids coping with Medical Conditions	Li and Ferrero, 2006; Lum and Lightfoot, 2005
		- Building communities - Developing emotional stability	Fritz, 2018
		- Helping others	Safeline, 2018
	Egoistic	- New Skills - 'Warm glow' - Improved mental and physical health	Safeline, 2018
		- Stimulation (leading to reduced chances of Alzheimer's) - Structure - Exercise - Buffering isolation, loneliness, and depression - Routine - Structure	Volunteernow, 2014

To the Organisation	Altruistic	- Corporate Volunteering Contributions	Hicks-Rotella, 2011
	Egoistic	- Cheaper than paid staff	Handy and Mook, 2011
		- New contacts - Sales leads gained - Direct sales/leads gained - Communication and marketing CSR/ Volunteer impact	Panepento, Nichols and Ford, 2020
		- Donations	VolunteerHub, 2020
		- Improve community happiness	Press Association, 2004
To the Community	Altruistic	- Promoting good health - Social cohesion - Community	Shin and Kleiner, 2003
		- Provision of voluntary opportunities	Panepento, Nichols and Ford, 2020
		- Critical to wellbeing countries and economies	Van Willigen, 2000
	Egoistic	- Offset unmet social needs	Martinez <i>et al.</i> , 2006

		- Health promotion	
		- Volunteers in children's activities and healthcare	Letters, 2018

Typically, organisations express the impacts of volunteering in financial terms rather than from the perspective of social impact. There is, however, some discourse around the financial benefits to the organisation that is the recipient of the volunteer's efforts. Handy and Mook (2011) claim that these benefits include financial savings and thus increase the capacity of the organisation to pursue its mission. This view, however, is criticised by Emanuele (1996) who found the real costs of engaging volunteers has increased. This is due to the requirements of insurance, providing food and drink, transport costs (Fortuna, 2018) and administrative costs (Handy and Mook, 2011). Handy and Brudney (2007) argue however that despite the increase in costs associated with volunteers, organisations would still be willing to them even if this becomes irrational in a monetary sense. Statements of social impact are used by some organisations to support volunteer recruitment, and these contributions, when made visible, can support requests for additional funding. The social impacts – broad or long-term results of a project – can also be useful in attracting attention for the cause, in recruiting and engaging volunteers, and improving the volunteering programme (Stuart, 2016). To measure the impact of volunteering, different tools and measures are available (Weiner, 2020) as detailed further in Table 5.

Table 5. Measures of Volunteering Impact

Source	Measure/Tool
Weiner, 2020	Measures: - Primary vs. secondary - Qualitative vs. quantitative - Volunteering metrics Tools: - Mobile friendly survey - Email inbox - Paper and pen

	- Text messages
CommunityForce, 2020	Measures: - Project output - Dollar value volunteer hours - Increased issue awareness - Fundraising benchmarks - Volunteer retention rates Tools: - Volunteer management software - Direct observation - Volunteer surveys - Beneficiary surveys
Stuart, 2016	Measures: - Human capital - Economic capital - Social capital - Cultural capital Tools: - Volunteering impact assessment toolkit - Core questionnaire
Sopact, 2019	Measures: - Qualitative vs. quantitative Tools: - Monitoring and evaluation Tools/software (Delta, DevResults, Logalto, Impact Cloud, NVivo, Synergy, TolaData) - Formative/process/outcome/impact evaluations

Source: Weiner, 2020

Thus, it appears that there are a range of motivations for volunteering and – while altruism is one – it is not the only one and does not always predominate. It is clear from the above that the benefits of volunteering have often been discussed in parallel with motivations and authors have found there to be overlap between these two things. They also recognise that benefits and motivations of volunteers can influence their learning and behaviour within an organisation (Sin, 2009). It is evident, however, that the benefits of volunteering differ from those associated with employment in one key dimension – volunteers are not paid for their work. Thus, whilst most people in paid work may share some of the motivations and benefits of volunteers, for most monetary rewards are a dominant reason to work whilst volunteers do not depend on their position within the organisation for their livelihood (Shin and Kleiner, 2003).

Those organisations that depend on volunteers may, thus be able to benefit if they better understand their motivations and anticipated benefits. In an environment in which organisations have increased need for long-term volunteers, understanding of these issues – and ensuring that benefits are accrued – may be vital. Effective management practices are critical to both engaging volunteers and ensuring that those who volunteer receive the benefits they anticipate and thus are able and willing to create a long-term relationship with the organisation. The characteristics of volunteers, their motivation, the benefits they accrue, therefore, cannot be seen as separate parts of the volunteer journey. They are instead all central to that journey and need to be effectively embedded into processes for managing volunteers. Furthermore, the good or ‘optimal’ volunteer experience that is vital in volunteer continuance will depend on the volunteer and organisation. These processes are the subject of the next section of this thesis.

2.2. Processes for Managing Volunteers

A motivated, engaged, and well-managed volunteer has significant worth to any organisation: an unmotivated volunteer can have a significant negative impact. Organisations that depend on volunteers tend to either adopt classical Human Resource Management (HRM) practices when seeking to manage those volunteers or specific volunteer management processes (Greene and Ward, 2016). The aim of most of these is to help volunteers transition from outside the organisation to become an insider. Coghlan (2003) states that insiders:

“...play active roles in the development of these systems [that they are a part of], ..., or in enabling the organisation to function and fulfil its goals”

(p. 452).

Within the HRM models that have been adapted from paid employment contexts, there is a monetary reward associated with joining the organisation. The volunteer's journey from 'Outsider' to 'Effective Insider' however, is rarely associated with any form of financial reward. Nevertheless, the success with which a volunteer transitions from outsider to insider is of key significance both to the volunteer (who may possess desirable skills and experience, but not want their time wasted) and the organisation that they join (which competes for a limited pool of motivated and effective volunteers). As such, the management of volunteers becomes pivotal to success (Geber, 1991) and the study of the volunteer transition from outsider to insider is essential in this context. The remainder of this chapter will review the evolution of the concept of the 'Effective Insider' from its inception in the mid-20th Century, presenting the key theoretical concepts and reviewing ways in which they have been applied within paid and volunteer contexts.

2.2.1. Need for Managing Volunteers

An engaged volunteer will provide a quality of work that far outshines the quality of work of many other workers. Furnham (2017) describes it thus:

'A volunteer is worth ten conscripts'

(p. 1).

The premise that newcomers go through a range of processes on their journey to becoming an 'Insider' is core to all theories about employing new team members (whether employee or volunteer) in an organisation (Cooper-Thomas and Anderson, 2005). 'Effective Insiders' is the term that is used to describe employees who are engaged, motivated and skilled and – importantly – who integrate into teams and form the backbone of an organisation. The eventual goal for any voluntary organisation is to attract the appropriate number of volunteers and ensure that they are trained, engaged, and motivated, ultimately becoming 'Effective Insiders' – i.e., turning a newcomer into a skilled and motivated worker within the team and organisation (Cooper-Thomas and Anderson, 2005; Scott, 2004; Feldman, 1981). Byford, Watkins and Triantogiannis (2017) indicate that effective integration of a new employee can lead to faster integration, and the time until a newcomer becomes an 'Effective Insider' can be reduced by a third. This implies that mechanisms to integrate volunteers are key for effective operational performance in a voluntary context. The question is whether those utilised in classical HRM are effective or appropriate.

2.2.2. Classical HRM Models and Theories

'Effective Insiders' are considered as important in achieving a high-performance culture with talented, engaged and skilled people (Armstrong and Taylor, 2015). Ferguson (2017) recognises that

HRM aims to recruit, retain, and motivate high performers at any organisation. Though personnel management (PM) covers the same areas, a comparison between PM and HRM has found that the former uses a collective procedural approach, whilst the latter adopts a more individualistic flexible approach (Nayab, 2010). A variety of HRM models and theories exist, each with their own focus and associated sets of practices. The best-known include people management, soft or hard HRM (Storey, 1989), and 'Best Fit' or 'Best Practice' (Stavrou *et al.*, 2010). These HRM models and all include within their scope a discussion of the following as important to creating a motivated workforce: compensation (benefits and remuneration), recruiting and hiring, onboarding, training, performance management and organisational development/culture (Heathfield, 2020) albeit using different terms and assigning significance to individual elements.

Researchers discuss many different HRM models (Wright, Snell, and Dyer, 2005), theories (Price, 2011), styles (Boxail, Bainbridge and Frenkel, 2018) and approaches (Heathfield, 2020). The dyad of discussions around these all identify forms on a continuum between highly formalised, procedural and collectivist (such as PM, hard HRM or top-down); and highly informal, flexible, participative, and individualistic (such as soft HRM or a bottom-up approach). This implies that a wide range of practices are associated with these models and exist to cover this continuum.

Table 6. HRM Practices

Practices	Form of HRM	Source
- Providing employees security - Selective hiring - Fair and performance-based compensation - Training in relevant skills - Creating a flat and egalitarian organisation - Making information accessible - Creating effective teams	'Best practice'/soft HRM	Van Vulpen, 2020

- Teach employees new skills and develop - People focus		
- Balance budgetary needs of organisation - Set job descriptions and set compensation levels - Legal and regulatory compliance - Monitoring performance - Setting expectations - Reinforce skills - Training to policies and practices - Administrative focus	Personnel management/hard HRM	Morgan, 2019

Table 6 summarises the major components of soft and hard HRM approaches. It is important to note here that – whilst it is useful to categorise HRM practices as two diametrically opposed extremes, in the real world most organisations merge elements from both soft and hard HRM approaches. Nevertheless, most HRM studies to date have focused on the application of these approaches in environments that are dominated by paid employees (Cuskelly *et al.*, 2006).

Even within paid employment contexts, HRM professionals seeking to implement these approaches risk being bogged down in administration, a lack of responsiveness and the dynamics of the workplace (Naorem, 2020), a reliance on remuneration, and the complexities of dealing with difficult employees (Colrus, 2019). When transferred into a volunteer workplace there is the additional hurdle that those who are the subject of these HRM practices are not being paid and are motivated to join the organisation by a range of altruistic and egoistic reasons.

2.2.3. The Evaluation of Classical HRM in a Volunteer Context

Thus, some authors question whether HR practices cannot be readily transferred from paid employees to volunteers (Alfes, Antunes and Shantz, 2017; Heathfield, 2020). The uniqueness of

volunteers as an organisational resource (Studer and von Schnurbein, 2013; Studer, 2016) is overlooked by Classical HRM as are the specific characteristics of volunteers and their motivation. The central focus within HRM on remuneration and financial reward combined with the existence of a formal contract of employment, bound by employment law to create a key differential. The performance management practices of paid employees are deemed inappropriate for volunteers (Greene and Ward, 2016). Cuskelly *et al.* (2006), agreed that formalised HRM practices are not a comfortable fit for managing volunteers due to a lack of theoretical framing. The voices of Studer (2016), Greene and Ward (2016), Cuskelly *et al.* (2006), Heathfield (2020) and Studer and von Schnurbein (2013) all agree in some form or another that existing HRM models and practices are not suitable for application in a volunteer context.

Greene and Ward (2016) find that, in practice, management of volunteers needs to be approached with special care (Shin and Kleiner, 2003). Green and Ward (2016) concur, recommending that specific volunteer management strategies are needed as a replacement for or complement to HRM practices. Studer (2016) notes that these specific volunteer management strategies should recognise the informality of volunteer roles, the short periods for which most volunteers work per week, and the non-payment of volunteers.

Sakside, Alfes and Shantz (2016) add that HRM practices in volunteer-specific organisations need to adopt new forms of training that fits around the short-term and informal needs of this audience. Classical HRM requires employees to attend a wide variety of meetings and perform any jobs they are given, whether menial or not (Geber, 1991). Within a volunteer context, these activities cannot be mandated but need to be engaged in voluntarily. It is becoming clear, therefore, that some HRM practices can support the active engagement of volunteers, but these require adaptation for the needs of this specific audience to support volunteer retention and the transition to effective insider. These approaches require more detailed exploration (Cuskelly *et al.*, 2006). They are explored in more detail below.

2.2.4. The Emergence of Volunteer Management

Volunteer Management (VM) emerged from the realisation that classical HRM practices were not a good fit for volunteers (Björklund and Ngan, 2011; Greene and Ward, 2016). This pressure resulted in the introduction of volunteer management, which in its early form was named 'Functional VM' by Studer (2016) and was initially defined as:

"...traditional, somewhat top-down approach to volunteer coordination [which] has dominated the way in which volunteer programs have been managed in the past. [...] This regularly occurring,

prescriptive, linear, predictable system reflects traditional volunteer management in which functionalism (often referred to as rational model) prevails.”

(Studer, 2016 in Macduff, Netting and O'Connor, 2009, pp. 409-410).

Hager and Brudney (2004) have observed that VM is not widespread and those organisations that have adopted it tend to be volunteer-centric or volunteer-led. The increased support from successive governments for volunteering has led to a more professionalised voluntary sector, resulting in courses, accreditations, roles, literature, and professional standards (Read, 2020). The definition of VM has subsequently been fine-tuned as:

“...strategic management of the volunteer resources, which is possible when there is a connection between the organisation, recruitment, retention and management of volunteers. With the aim that the work makes sense for both the volunteers and the organisation.”

(Boll, Alsted and Hald, 2012, p. 17).

Best practice associated with volunteer management strive to emphasise motivating volunteers and engaging them long term (Ward and McKillop, 2011; Randle, Grun and Dolnicar, 2007). Additional requirements also require volunteer organisations to demonstrate and evidence cost-effectiveness, performance, and benefits (Kendall and Knapp, 2000; Rochester, Paine and Howlett, 2010; Grieco, Michelini and Iasevoli, 2015; Moxham and Boaden, 2007).

The goals of VM in this context are like those associated with more HRM (to ensure a volunteer's continues enthusiasm and harness it to fulfil organisation goals (Read, 2020)). As such, this form of 'Functional VM' resembled the straightforward use of classical HRM in a different context and it largely neglects the interactions between volunteers and paid staff (Studer, 2016). These interactions instigated a whole new subset of VM models (Studer, 2016). Read (2020) suggests that – despite the criticism of Functional VM approaches – they had gained a widespread foothold by the late 2000s.

The model of universal volunteer management, emerged in 2014 and assumes a 'one size fits all' approach (Brudney and Meijs, 2014). This is heavily criticised. As an alternative, contingency approaches to volunteer management have been suggested (Brudney and Meijs, 2014). The variety of models share many characteristics and volunteer functions including orientation, job design, evaluation, training, selection, and placement (Brudney and Meijs, 2009). Common practices resulting from VM approaches account for motivation, recruitment, and volunteer characteristics (Kemp, 2002). Some have also sought to account for volunteer motivations, organisational structure, hybridisation, 'one size does not fit all', 'service provision', 'membership' approaches (Barnes and Sharpe, 2009) or a conditional approach (Brudney and Meijs, 2014). Barnes and Sharpe (2009) have

suggested an informal approach, focusing on informal communication, flexibility, creativity, and networking.

The range of models and approaches to VM have been influenced by a range of external forces, including political, economic, social, technological, legal, and ethical influences. These influences are further explored in Table 7.

Table 7. Influences of VM

	Issue	Dangers for VM	Benefits for VM
Political	Government support for volunteering (opportunities, legislation, etc.)	- Beware of too standardised VM - Overregulated and too many changes in regulation	- Support and advice agencies available - Protection and professionalisation of volunteers
Economic	Funding from government, organisations and third parties	- Need for cost cutting - Culture of accountability and targets - Culture of change and uncertainty	- Formalisation of policies - Need for (and provision of) expertise
Social	Increased recognition and support	- Focus on short-term - Unfamiliarity of staff with volunteering - Legislative demands - Need to offer volunteer experience, streamline volunteer processes, and structure approach - Set targets and monitor	- More options for those interested - More 'volunteer compensation' (i.e., tangible benefits) - Increased recognition of volunteering experience - More volunteers available

		- Need for more challenging volunteer experience	
Technological	Use of email, social media, internet	- Need for communication strategy and/or staff to look after the systems and communications	- Hold and gather information - Communication with volunteers (recruitment and during volunteering)
Legal	Legal status of volunteers, GDPR	- Need for strong screening and supervision - Quality standards and audits - Need for clear guidelines on how to treat volunteers - Need for risk management - Potential fines and/or tribunal cases	BLANK
Ethical	CSR and values	- Need for strong screening and supervision - Need for quality volunteering experience	- CSR support from private companies

Source: Adapted from Moreton, 2006, p. 2 - 4

It is mostly the volunteer motivation that determines which practices are most appropriate for individuals and how to best deal with volunteers (Ward and McKillop, 2011). Despite the variety of approaches and models of managing volunteers, all emphasise a degree of informality and

individualise practices. Table 8 below summarises the elements that are accounted for in these ‘traditional’ models of VM.

Table 8. Characteristics of VM

Characteristics	Source
- Breaking down jobs into components that suit individual volunteer’s needs and interests - Flexibility, short-project and streamlining	Geber, 1991
- Perception - Emotional Intelligence	Furnham, 2017
- Informal, ad hoc and conversational - Feeling of communication - Consultation	Greene and Ward, 2016
- Handling of group dynamics	Haski-Leventhal and Cnaan, 2009
- Balance of interest and persuasion - Participation and co-determination - Strategic commitment - Coordination across boundaries - Role clarity - Team spirit of paid staff - Respect	Studer, 2016
- Placing of volunteer centre stage	Read, 2020

However, even within institutions where paid and unpaid employees work together, final HRM and staffing decisions remain with paid employees (Greene and Ward, 2016). Volunteers are often given different tasks to paid employees as they are perceived to lack knowledge or skills, or to have different preferences: managers perceive volunteers as wanting more responsibility or wanting to avoid repetition or menial tasks (Greene and Ward, 2016). Within volunteer groups, small subgroups are trusted by the manager and they are given more responsibility, autonomy, and control (Greene

and Ward, 2016). Paid employees seem to consider themselves in charge, even though they sometimes perform the same tasks (Greene and Ward, 2016).

The elements of VM influence areas like HRM such as Performance Management, Communication, Task Differentiation, Trust and Fear vs Autonomy, and Creativity and Emotional Labour (Greene and Ward, 2016). The specific volunteer characteristics and motivation require to re-examine and adapt each of these areas specifically for volunteers. Dependent on the organisation and context, each of the above components and those summarised in the table 9 below require adapting.

Table 9. Volunteer Management Components

Practices	Source
- Training	Kemp, 2002; Shin and Kleiner, 2003; Ward and McKillop, 2011; Unite for Sight, 2015; Brudney and Meijs, 2014; Saksida, Alfes and Shantz, 2017
- Orientation	Brudney and Meijs, 2014; Unite for Sight, 2015; Saksida, Alfes and Shantz, 2017
- Mentoring	Ward and McKillop, 2011; Unite for Sight, 2015; Kemp, 2002
- Role clarity (through job descriptions)	Unite for Sight, 2015; Saksida, Alfes and Shantz, 2017; Brudney and Meijs, 2014; Shin and Kleiner, 2003; Kemp, 2002
- Recruitment practices - Interviews - Sources - Matching abilities - Interest - Population targets	Shin and Kleiner, 2003; Brudney and Meijs, 2014
- Policies and procedures - Duty rotation - Reporting social good - Designated management	Unite for Sight, 2015; Brudney and Meijs, 2014; Kemp, 2002; Ward and McKillop, 2011
- Recognition - Appreciation	Kemp, 2002; Unite for Sight, 2015

- Follow-up assessment - Advanced roles for mature volunteers - Achievement - Self-efficacy	Ward and McKillop, 2011; Unite for Sight, 2015; Kemp, 2002
- Social interaction (through pre-arranged social evenings)	Ward and McKillop, 2011
- Performance reviews - Appraisals - Feedback	Geber, 1991; Ward and McKillop, 2011; Unite for Sight, 2015; Kemp, 2002
- Informal recognition	Studer, 2016

The above areas such as recruitment, performance reviews, training, mentoring, recognition, and orientation are some of the major areas taken over from HRM. These components will continue to recur as a basis for this study.

Nichols (2013) suggests that volunteers expect more personalised and intimate relationship with the organisation, and less conflict than in employment. Unite for Sight (2015) identifies that, just as paid employees, volunteers should be given both privileges and rights and be subject to policies and regulations. As the efficacy of the use of classical HRM for volunteers has been debated, the use of VRM seems the recommended approach. The use of separate volunteer resource management has a positive effect on volunteers and provides positive outcomes. As VRM is a recently developed form of resource management however, certain areas remain underexplored.

2.2.5. Objectives and Desired Outcomes of Volunteer Management

Byford, Watkins and Triantogiannis (2017) contend that fulfilling volunteer expectations should not be left to chance because of the costs to the organisations (in terms of recruitment and reputation). VM, thus, has a range of objectives all of which are focused on recruiting and training volunteers and improving the volunteering experience as well as the organisational outcomes that are derived from employing volunteers. Objectives associated with Volunteer Management Models are summarised in Table 10.

Table 10. Objectives and Desired Outcomes of VM

Objectives and Desired Outcomes	Source
- Recruitment success	Cuskelly <i>et al.</i> , 2006; Macduff, 1996; Hager and Brudney, 2008; McCurly and Rick, 2007

- Retention	Al Mutawa, 2015; Hager and Brudney, 2008; McCurly and Rick, 2007; DeVita, 2017; Volunteerhub, 2020
- Motivating them to continue	CFI Education, 2020; Al Mutawa, 2015
- Increased acquisition and engagement - Reduced turnover - Greater volunteer satisfaction	DeVita, 2017; Al Mutawa, 2015; Volunteerhub, 2020
- More organisational involvement	Cuskelly <i>et al.</i> , 2006; Macduff, 1996; Hager and Brudney, 2008; McCurly and Rick, 2007
- More visibility of volunteer opportunities - Decreased training cost - Potential to raise donation commitments	Volunteerhub, 2020

Taken collectively, these desired outcomes have much in common with the characteristics of ‘Effective Insiders’ as identified within the theoretical HRM literature on Organisational Socialisation (OS) (Cooper-Thomas and Anderson, 2006; Feldman, 1981; Van Maanen and Schein, 1979; Mitra, 2014; Bauer and Erdogan, 2011; Rayne, 2019); Assimilation (Ming, 2018); and Institutionalisation (Bruton, Ahlstrom and Li, 2010; Jablin and Putnam, 2001; Johannessen, 2018; Scott, 1987; Scott, 2004). The processes described to create an effective insider in each of these theoretical models varies (and is widely debated amongst scholars). These are discussed further below. Underpinning each of the definitions of ‘Effective Insider’, however, is the concept of integration and this is the focus of the next part of the literature review.

2.3. Theories of Integration

Integration of volunteers is considered essential because it leads to the development of cohesive teams which support the organisation in delivering its objectives. While there is agreement among scholars that integration is beneficial to organisations and influenced by organisational context, there remains significant debate around the processes that are required (Jones, 1983; Cooper-Thomas and Anderson, 2005; Cooper-Thomas and Anderson, 2006; Li, 2016). Most work in this area has been done in paid employment contexts. A small number of authors however have studied this transition

process in organisations that engage volunteers (Burger, 2020; Lockstone, 2004; O'Meara, Tourle and Rae, 2012).

Burger (2020) discusses that establishing guidelines for volunteer engagement is vital to support the transition to 'Effective Insider'. Such guidelines could improve relationships with volunteers through adopting the right tools and simplifying administration (Burger, 2020). Lockstone (2004) adds that volunteer management practices ideally require flexibility to enhance engagement. O'Meara, Tourle and Rae (2012) highlight that these guidelines would encompass leadership (i.e., the organisational leadership), integration processes, resources, and flexibility. Scholars appear to agree that such guidelines are essential to engaging and integrating volunteers, to better achieve desired outcomes and objectives.

The guidelines of the process of engaging or 'socialising' new recruits into any workplace is of fundamental importance. Selecting the right people is an essential starting point, and has been studied widely by scholars, with Van Maanen and Schein (1979), Feldman (1981) and Scott (2004) being among the principal authors. These authors recognise that there are several factors that come into play to help new employees make the transition from 'Outsider' to 'Effective Insider'. Scholars have proposed different theories about this transition, the factors involved and their interaction throughout the process. One of the earliest well-researched theories is Institutionalisation.

2.3.1. Institutionalisation

As a theory of integration, Institutionalisation is well-researched and is linked to institutional theory. In social structures, institutional theory has been defined in a variety of different ways. One definition from Scott (2004) states:

"Institutional theory attends to the deeper and more resilient aspects of social structure. It considers the processes by which structures, including schemas, rules, norms, and routines, become established as authoritative guidelines for social behaviour."

(p. 3).

Institutional theory traditionally concerned itself with how organisations and groups secured their position and confirmed legitimacy by adhering to the rules, beliefs, and norms of the institutional environment (Scott, 2004). Within institutional theory, an individual is an insider when and if they conform to a pre-conceived set of rules, beliefs, and norms. Kostova and Roth (2002) refer to Institutionalisation as:

"... both the implementation and the internalisation of new practices."

(p. 2).

Integration in Institutionalisation is defined as:

“... the process of embedding learning that has occurred by individuals and groups into the institutions of the organisation including systems, structures, procedures, and strategy.”

(Crossan and Bedrow, 2003, p. 1090).

Whilst Baldwin, Harris, and Kelly (1993) have highlighted that there is no apparent uniform process of institutionalisation, several characteristics have been agreed on by most scholarly work:

- Rules, norms, and guidelines set by the organisation. These rules and guidelines determine the role an insider plays within the context.
- Position is secured by adhering to the existing authoritative guidelines which become part of the organisation.
- The insider will adapt to the organisation and no changes are made to the job role, processes, etc.
- Throughout this process, there is no room for the individual that is being institutionalised to give personal input.
- Within this process, there is no room for two-way interaction and changes are not instigated on both sides. The organisation will remain very rigid and impose the values on the new incoming volunteers in the form of one-way communication.

Institutional theory is considered applicable to any existing and distinct entity. It can be applied to families, organisations, clubs, religious groups etc, as well as the workplace. Within every institution the rules, norms and routines will vary, and everyone will play a different role and have a different position on the outsider/insider spectrum (Scott, 1987).

As everyone is a part of a range of institutions at any given point in time (e.g., family, school, work, hobby clubs, religious groups, workplace), they will be adept at playing a variety of roles at any given time and will be at different points on the transition from outsider to insider within these organisations (Bruton, Ahlstrom and Li, 2010; Scott, 2004). In the workplace, Stamper, and Masterson (2002) demonstrate that those employees who acquired insider status demonstrate different behaviours to those who perceive themselves (or are perceived by others) to be outsiders. Dambrin, Lambert, and Sponem (2007) found that successful institutionalisation leads to internalisation through ideals, techniques, and discourses. Baptista (2009) finds that this process of institutionalisation primarily takes place in the behaviour and minds of the individual rather than the social or organisational arrangements.

Thibaut and Kelley (1959) define four stages of Institutionalisation, of which the last describes the stage at which an individual becomes an insider. There are 'Sampling', 'Bargaining', 'Commitment' and 'Institutionalisation'. Hasselbladh and Kallinikos (2000) define the stages differently: 'New Ideals', 'New Discourses', 'New Techniques' and finally 'Internalisation'. Common to both these authors is the final stage where newcomers adopt job role and requirements to become an 'Effective Insider'. Neither model specifically considers the personal features or the transition points between the stages within the model, nor do they consider how newcomers or employees respond to the institutional settings in which they find themselves. From the organisation's point of view, the stages of the Institutionalisation model of Dambrin, Lambert, and Sponem (2007) ends at the internalisation of new discourses and techniques. This is similarly observed from the Institutionalisation model from Thibaut and Kelley (1959), which end in institutionalisation.

Dambrin, Lambert and Sponem (2007) and Thibaut and Kelly (1959) observed similar stages of institutionalisation. Table 11 below summarises the stages of institutionalisation.

Table 11. Stages of Institutionalisation

Thibaut and Kelley, 1959	Dambrin, Lambert and Sponem, 2007	Kriesberg, 2003
Sampling	New Ideals	
Bargaining	New Discourses	
Commitment	New Techniques	Escalation
Institutionalisation	Internalisation	Institutionalisation

Kriesberg (2003) mostly focuses on the two latter stages on institutionalisation that occur within the organisation. These stages in the above table represent the variety of possible stages in the institutionalisation process. Researchers agree that this is a rigid process (Thibaut and Kelly, 1959) and most studies present the final stage at institutionalisation.

Table 12 below summarises the organisational practices that are common in institutionalisation. Readers will note from these that some have parallels with the discourse about hard and soft HRM practices emphasising, for example, the role of strong leadership.

Table 12. Organisational Practices in Institutionalisation

Practices described in institutionalisation	Source
- Strong leadership:	Selznick, 1957

- Define the mission, roles, and structure - Defend integrity - Deal with conflicts	
- Newcomers imitate - Transmitting norms from external sources - Coercive enforcing of practices	DiMaggio and Powell, 1983
- Managerial succession and active leadership - Active management and proactive attitude - Cultivating myths - Promote symbols to reinforce identity	Fleck, 2007
- Deliberate effort - Individual recognising patterns - Interpreting	Macovei and Bumbuc, 2015

The meaning of insider within institutional theory is defined by the organisation and this raises the question whether the 'insider' for the organisation is also considered an 'effective insider' by the work force or managers. The authoritative guidelines, norms and rules required by institutional theory also require that the individual develops a strong leadership within the organisation and as suggested by O'Meara, Tourle and Rae (2012), there is a strict and consistent enforcement of these rules. Strong guidelines, norms, and rules, can, without doubt help an organisation to develop an effective blueprint and consistently enforce the organisational objectives. But its suitability for use in volunteer contexts is open to debate. Table 12 lists several practices that appear to be irreconcilable with the volunteer environment, for example, coercing newcomers. As this process does not allow for two-way interaction, or for the volunteer to personalise (or change) the job role, this process does not fit with the nature of volunteering or characteristics of volunteers (Atsumi, 2015).

Nevertheless, some aspects of institutionalisation that have been adopted within a volunteer sector context. However, the consensus appears to be that the theory does not provide scope for the flexibility that Lockstone (2004) and O'Meara, Tourle and Rae (2012) have found to be a vital

component of VM. Much as there are strengths in the theory and its application of the insider concept, its rigidity makes it unlikely to be of benefit for voluntary organisations.

2.3.2. Organisational Socialisation (OS)

OS was initially identified as an area of academic interest in the mid-20th Century by Jensen and Schrader (1965) and Youngberg, Hedberg, and Baxter (1962). Its relevance to business contexts did not emerge until 1979, largely because of the ground-breaking work of Van Maanen and Schein. Feldman particularly applied this theory to the workplace, defining OS as:

“... the process by which employees are transformed from organisation outsiders to participating and effective members”

(1981, p.3).

Cooper-Thomas and Anderson go further, defining OS as:

“... the process through which a new organisational employee adapts from outsider to integrated and effective insider”

(2006, p. 492).

The goal of the OS process, as highlighted in definitions by Feldman (1981) and Cooper-Thomas and Anderson (2005; 2006), is for newcomers to become ‘Effective Insiders’ (as opposed to the ‘insiders’ acknowledged by Institutional Theory). While there remains some dispute among scholars about the process of creating ‘Effective insiders’, there are several common elements to their discourse, and these are summarised below:

- The concept that socialisation and the creation of ‘Effective Insiders’ is something that happens to the individual within an organisational context. By implication however, the socialisation experience can be different for everyone, even though the process of socialisation may have components that are common to all individuals in the same organisation
- The expectation that the individual – once socialised – becomes an effective part of the organisation
- The fact that through the process of socialisation, the individual acclimatises to boundaries that are internal to the organisation, as well as those that are external.
- There is a temporal aspect to any socialisation process and associated journey to ‘Effective Insider’. The learning curve that integrates individuals into the new organisation is steepest at the early stage of the socialisation process, and learning becomes gradually less rapid as

individuals acquire the knowledge required to be an 'Effective Insider' (Filstad, 2011; Cooper-Thomas and Anderson, 2006/2005; Grusec and Davidov, 2010).

Onboarding has been used as an alternative term to Organisational Socialisation (OS) and the concept of onboarding is used in a similar capacity as OS in classical HRM (Becker and Bish, 2019; Fagerholm *et al.*, 2014; Pike, 2014). Klein and Polin (2012) have described onboarding as:

"...all formal and informal practices, programs and policies enacted or engaged in by an organisation or its agent to facilitate newcomer adjustments."

(p. 267).

Bauer (2010) defines onboarding as:

"...the process of helping new hires adjust to social and performance aspects of their new jobs quickly and smoothly."

(p. 1).

D'Aurizio (2007) suggest an operational definition of onboarding as:

"...a holistic approach combining people, process and technology to optimise the impact a new hire has on the organisation with an emphasis on both effectiveness and efficiency."

(p. 228).

Byford, Watkins and Triantogiannis (2017) find that 'onboarding' is merely bringing people safely on board, after which the newcomer is expected to work out expectations and processes with little or no guidance.

Because socialisation occurs at the level of the individual, the process of OS partially relies on pro-activity, which falls outside onboarding (Klein and Polin, 2012). Onboarding is considered as the set of procedures, practices and policies that facilitate the process of socialisation (Klein and Polin, 2012) and speeds up OS (Klein, Polin and Sutton, 2015). Onboarding occurs when the newcomer first enters the organisation, whilst OS continues throughout the time at the organisation and over the course of an individual's career (Klein, Polin and Sutton, 2015). Onboarding and OS are considered similar by some academics, such as Becker and Bish (2019), and complementary by Klein and Polin (2012). Because of the similarities and compatibility, the practices of processes of onboarding are considered part of OS (Cognology, 2019). Pike (2014) even goes as far as considering OS as part of the onboarding process. This point of view presents onboarding as the process of OS with the additional step of personalisation (Pike, 2014).

The variety of interpretations of onboarding raises a debate about the relationship of onboarding to OS and the way they interact. Whether onboarding is used as a precursor to OS or OS is part of the onboarding process, most interpretations point to the former and this is the more commonly adopted approach. Overall, there is an agreement that onboarding, and OS are so integrated that they can be considered under a single term. The umbrella term of OS covers onboarding within the context of this thesis. Within OS alone there are multiple models and those with additional stages are often grounded in specific contexts (for example, employees in the NHS). Table 13 below presents the key characteristics of different models.

Table 13. Equivalent Stages in Different OS Models

Feldman, 1976	Garavan and Murphy, 2001	Lacaze, 2007	Schein, 1978	Luca, 2016	Phillips, Esterman and Kenny, 2015	Wanous, 1980
Anticipatory socialisation	Getting into the company	Anticipated socialisation	Pre-arrival stage	Pre-socialisation	Characteristics behaviour and organisational efforts	Recruitment and Selection
Encounter	Breaking into the organisation	Integration	Encounter	Formal socialisation	Adjustments	Orientation
Change and acquisition	Settling into the organisation	Role management	Metamorphosis	Practice after formal socialisation	Outcomes	Socialisation

While some of the models of socialisation identify more than the three stages in Table 13, each has commonality in the identification of a pre-entry, encounter, and post-entry stage.

OS has been applied and studies provided critical insights into its utility for various volunteer contexts. Authors of note include Haski-Leventhal and Bargal (2008), Hidalgo and Moreno (2009) and Kramer (2010, 2011). These studies illustrate that the journey to 'Effective Insider' can be less linear in volunteer than paid workplaces, with volunteers cycling between the different stages of the

process. Another crucial element added in the volunteer context is the importance of emotional development between the volunteer and the organisation (Haski-Leventhal and Bargal, 2008).

Haski-Leventhal and Bargal (2008) and Wanous (1980) have identified variously five and four stages of the OS process, though these seem largely dependent on the context of the study. In the case of Haski-Leventhal and Bargal (2008), four stages for volunteer socialisation have been identified (anticipatory socialization, encounter, metamorphosis, and exit). The encounter phase consists of interacting with continuing members, this stage tends to create a positive environment for newcomers (Kramer, 2011). In their Volunteering Stages and Transitions Model (VSTM), Haski et al add a fifth stage: emotional development as well as focussing more research effort on understanding how individuals' transition between phases (recognising that many transit through different states of idealism about the organisation and journey (Haski-Leventhal and Bargal, 2008).

The first and most important work considering OS throughout these stages was the Tactics model. Whilst Institutionalisation and Assimilation have not considered this, the Tactics model as described by Van Maanen and Schein (1979) has gained significant attention within OS. The model consists of two strategies (institutionalised and individualised).

Despite the differing number of stages within the process, the key finding from authors who have applied OS models to volunteer contexts is that the process is less linear than in paid work environments. Other more minor differences are the importance of emotional connectivity with the workplace (Haski-Leventhal and Bargal, 2008), the ways in which volunteers exit from the workplace and the importance of communication and informality, especially in anticipatory socialisation stage (Kramer 2010, 2011). It is these points that require further review to evaluate how they contribute to developing "Effective Insiders" in the voluntary sector.

When considering how OS translates to the work floor, the first comprehensive model was the Tactics Model. Six tactics are defined as available (consciously or unconsciously) within OS (Filstad, 2011). These tactics are considered essential to securing positive newcomer attitudes and behaviours. Individuals assimilate the knowledge from their institutionalised or individualised tactics in six ways as presented in Table 14 below.

Table 14. The Tactics Model

Institutionalised	Individualised
• Collective: Common learning experience to produce uniform responses	• Individual: Idiosyncratic experiences that permit a unity of responses

● Formal: Members are isolated from other members while they learn ● Sequential: Members receive clear guidelines regarding sequence of activities	● Informal: Become part of the work group immediately ● Random: Ambiguous experience where sequence seems unpredictable
● Fixed: Received detailed knowledge of timetables associated with completing each stage	● Variable: No information about completion of a stage of learning
● Serial: Veterans act as role models for newcomers ● Investiture: Reinforces newcomers' self-identities and provides social support	● Disjunctive: Newcomers required to make sense of experience on their own ● Divestiture: Stripping away self-identities through negative communication, then rebuilding in the form of organisational desires

Source: Chett, 2013

The tactics models discussed above cover a wide variety of potential practices depending on the organisation, its culture, and the employee body. Though the research on OS has looked at the stages for the voluntary sector, it has not yet extended its gaze towards the individual volunteer, their characteristics, and appropriate practices. Taking this step towards identifying the characteristics of volunteers and the suitability of these practices is a natural next step. Such an exploration could usefully consider the most suitable of such tactics and the most appropriate practices for volunteers.

Hidalgo and Moreno (2009) conclude, therefore, that while some elements of the OS model are helpful in a volunteer context, others are not. The reliance on pro-activity of onboarding and OS is no guarantee as not every volunteer possesses this characteristic, and voluntary organisation tend not to screen for such characteristics. There is a possible need for a guiding hand in implementing and give this process the possibility to take place. Furthermore, paid employees supposedly acclimatise to internal and external boundaries, and these boundaries are less apparent within voluntary organisations. The fluidity of these boundaries prevents OS in running its course fully and effectively at a voluntary organisation. As work life evolved, Assimilation was proposed as a more informal alternative to institutionalisation and OS.

2.3.3. Assimilation

Assimilation as a process gained traction several decades after OS, specifically throughout the 1980s and 1990s (Kirkpatrick, 1999); and the assimilated groups define their own 'profession' as a group (Witz, 1992). Abbott (1988) defines workplace assimilation as:

"...a 'form of knowledge transfer' in which 'subordinate professionals, non-professionals, and members of related, equal professions learn on the job a craft version of given professionals' knowledge systems."

(p. 65).

The definition of assimilation according to Jablin and Putnam (2001) states that it is:

"...the process by which an individual becomes integrated into the culture of an organisation."

(p. 755).

Kramer and Miller (1999) seem to identify organisational assimilation as a:

"...dynamic process between newcomers and other organisational members involving the organisation's attempt to train and orient newcomers' and recruits' attempts to negotiate their organisational roles."

(p. 359).

Kirkpatrick (1999) argues that a key characteristic of this assimilation process is that it is informal. All definitions seem to agree on the fact that the process of assimilation:

- Requires the individual(s) being assimilated to adopt characteristics or learning from another group
- Is informal
- Is a dynamic process
- Is underpinned by a desire to transition newcomers from 'Outsiders' to 'Effective Insiders'.

More specifically, the existing group will determine what their job is like and how it is performed, which implies that they delegate unwanted jobs to 'other groups' (i.e., outsiders) (Larkin, 1983). These characteristics of assimilation of an informal self-defining group, and the delegation of jobs to outsiders deemed 'subservient', works in a flexible paid context. Assimilation may not be fully suitable for volunteers because of its characteristics. The practices of substitution and complementing or even the mere nature of largely or wholly volunteer-run organisations present

obstacles for pure assimilation. Delegating tasks to those deemed ‘subservient’ has the potential to cause friction and conflict at a voluntary organisation.

In voluntary contexts the existing groups are likely to have less organisational restraints (and thus more freedom) to self-define their jobs. This implies that these groups are not guided as closely, are less constricted, and can easily disregard the organisational (i.e., leadership) demands. Furthermore, where volunteers are the majority or only group within the organisation, delegating fewer desirable jobs to ‘subservient’ or ‘less worthy’ groups becomes difficult. Due to the nature and benefits of volunteering, volunteer organisations and volunteer characteristics, the delegation of tasks is more likely to happen between individuals (i.e., from senior or self-entitled volunteers to newer or subservient volunteers) rather than groups, and the self-definition will be different.

Assimilation research defines additional learning processes, although within this discipline terms are used interchangeably with those derived from OS. Johannessen’s (2018) work states that newcomers can be taught by being given delegated tasks, performing tasks continuously, working in industry, being part of a professional community, working closely with colleagues and being encouraged to learn. When executed properly, these actions should create positive outcomes to integration (Lo and Lam, 2002).

Table 15. Practices in Assimilation

Practices	Source
- Familiarity with supervisors/managers - Recognition by supervisors - Understanding the organisation and each other - Proactive involvement - Job competence - Adapting the role	Myers and Oetzel, 2003
- Add knowledge to existing knowledge base - Individually reinterpreting	Cherry, 2020
- Administration-heavy - Induction and introduction - One-way communication (employer to employee)	SHRM, 2020

- Lectures and formal training - Observation and shadowing colleagues - Team communication	
- Face-to-face communication - Traditional communication Technologies (handbooks and telephone) - Advanced IT communication	Waldeck, Seibold and Flanagan, 2012
- Information Flow - Early Encounters	Anderson, 2001

The above summary of practices suggests a suitability of assimilation for the voluntary sector as the relationship with the supervisor (familiarity and recognition) has been placed at the centre. Unlike paid employment, proactive involvement is not common amongst volunteers, and voluntary organisations do not screen for such behaviours upon application. As volunteers give their time freely and without remuneration, the expectation to proactively learn and integrate would lessen the number of suitable volunteers and threaten the service levels at the organisation.

The organisational assimilation process includes stages from original socialisation models, but personalisation is an additional step within that process. During the personalisation step, newcomers make the job their own. The below table compares several stage models of Assimilation process.

Table 16. Stage Models of Assimilation

Jablin and Putnam, 2001	Abe, 2017	Piaget, 1936
Anticipatory socialisation	Euphoria	Equilibration
Encounter	Culture Shock	New Situation
Metamorphosis	Anomie	Disequilibrium
Personalisation	Adoption	Accommodation
Organisational exit		

While authors name each step in the process differently, the key point to take away is that the process is largely employee-led, provides flexibility and ample opportunity for the newcomer to 'make the job their own'. As such it appears to have some characteristics that are appropriate to the volunteer context. For example, the theory allows:

- Volunteers the scope to acquire an understanding of the organisation, their colleagues, and a level of job competence, and will adapt the role to suit themselves.
- Volunteers will find it easier and faster (and more convenient) to add knowledge to an existing knowledge base rather than learn a whole new process (as in institutionalisation).
- The preferred communication methods for volunteers will be a mix of the methods as referenced within the assimilation model. In fact, this is particularly important in the volunteer context because age, skill, and interest, may mean they are less able to use IT technologies than paid employees.

Within the theory, however, there is an expectation of the level of motivation to engage in the organisation, competence, knowledge base and understanding and this cannot necessarily be expected from volunteers. Therefore, an exploration is required to assess these practices and adapt them for volunteers, in line with VM, to assess what such practices would involve.

2.3.4. Synthesis

These three theories (Assimilation, Organisational Socialisation, and Institutionalisation) can be viewed as entirely separate. However, it is important to recognise that in recent years, they have collectively 'borrowed' elements from each other. This 'borrowing' means that many authors view the theories as a continuum. Furseth and Repstad (2005) recognise that institutionalisation could be considered as technical socialisation. They go on to state that institutionalisation presents organisations as unalterable, imposing the roles/values onto the newcomer and thus exercising social control. Socialisation includes these aspects of institutionalisation but allows within its boundaries the development of new social identities and for the process of social classification/identification to emerge. This allows those who are being socialised to leave their imprint upon those who are doing the socialisation (Corsaro and Rizzo, 1988). Picherit-Duthler, Long and Kohut (2004) argue that socialisation is one of the two stages of assimilation. Studer (2016) concludes however that there is conflicting evidence as to the effectiveness of different theories, as some HRM practices working effectively with volunteers in some contexts.

Matthew (2017) explains how these theories are fundamentally different when applied in a volunteer context than within paid employment. The differences he identifies fall into three categories: work, hours, and reason. The major underlying reason for this is observed from paid work often being more clearly defined (for example in job descriptions); with fewer flexible hours and financial reward (or absence thereof for volunteers). Matthew (2017) state in their observation on Volunteernow (2012)

“... [volunteers] should also be more motivated and reliable, which facilitates good relationships with staff and service users. Happier volunteers will also stay longer, reducing the time you need to spend recruiting new volunteers to replace those who leave. The final benefit, though, brings us full circle, as happy volunteers will spread the word and become the best recruiters for your organisation.”

(p. 31)

Several authors use the terms assimilation and socialisation interchangeably. Gaillard, Myers and Seibold (2010), however, recognise that there are conceptual differences between the two. Alba and Foner (2015) concur, contending that assimilation includes cultural and social changes for both the existing majority group and the newly arrived minority (thus in transitioning to insiders, the minority group changes the norms and values of the majority group). Socialisation however assumes that the newcomer or minority group is essentially socialised with little or no impact on the majority group.

Other authors contend that assimilation starts with socialisation but goes further by recognising that each individual journey will have personal elements. The personal elements consist of what the individual does and how they respond on their journey to insider (Bullis and Stout, 2000). The implication is, therefore, that newcomers within the assimilation process maintain elements of their own cultural identity, rather than adopting the characteristics of the majority group (Allen, 2009). Pike (2014) finds that assimilation is the long-term result of effective onboarding using socialisation techniques.

Research has previously implemented classical HRM to support volunteer management but neglects to adapt common theories of integration for the voluntary sector. Institutionalisation refers to the process of implementing and internalising new practices which are determined and set out by the organisation (Scott, 2004). There is no two-way interaction, and the employee needs to adhere to authoritative guidelines from the organisation (Baldwin, Harris, and Kelly, 1993). During the process of Organisational Socialisation (OS), a newcomer transforms (Feldman, 1981) and adapts to the new environment (Cooper-Thomas and Anderson, 2006). Assimilation strives to develop insiders through a dynamic and informal process (Kirkpatrick, 1999) during which the newcomers negotiate their way. The processes of OS and Assimilation are similar, but the process of Assimilation adds the component of personalisation, where volunteers change the role to suit their needs (Allen, 2009; Bullis and Stout, 2000).

Key to the integration process however is the premise that newcomers (whether volunteers or paid employees) go through a range of processes on their journey to becoming an ‘Effective Insider’ (Cooper-Thomas and Anderson, 2005). Institutionalisation, OS, and Assimilation each explore the

way in which recruit transits from outsider to insider. While there is consensus that this is a transition process, there are many different views among academics about the components of that process. The ability to combine and exchange elements from one another allows to merge these different theories of integration. Previous research regarding these theories has largely focused on paid employment, which neglects the characteristics of voluntary organisations and volunteers. The above review indicates that each of these three theories has potential for use in a voluntary context, though each also has some unsuitable characteristics. The process and practices therefore need to be reviewed and adapted for volunteers.

2.3.5. Volunteer Integration

In a volunteer context, effective management of the process from ‘Outsider’ to ‘Effective Insider’ is especially important because its success (or otherwise) can influence the likelihood that a volunteer will return, not only to the place in which they volunteer, but to volunteering. This does not necessarily have negative implications for existing ‘Effective Insiders’, but through word of mouth may negatively impact on potential volunteers. The potential reputational impact of a failure to integrate volunteers and create effective insiders may, therefore, reduce the pool of applicants for an organisation further:

“The recruitment and management of volunteers is not dissimilar to the recruitment and management of staff, but unlike paid staff, volunteers have no reason to stay if they do not enjoy their work, so it is important that they are managed well. One bad experience can put people off volunteering, sometimes permanently.”
(Voluntary Sector Support, 2014, p. 1).

Each of the theories of integration discussed has specific phases associated with the process. These specific stages have been discussed alongside the theories and by comparing the stages of each model of integration a common thread can be identified. Table 17 presents the common phases in the transition to ‘Effective Insider’ in each of the three theoretical contexts.

Table 17. Common Phases

Organisational Socialisation	Assimilation	Institutionalisation
The nominee phase	Anticipatory socialisation	[BLANK]
New volunteer	Encounter	Sampling
Emotional involvement	Metamorphosis	Bargaining
Established volunteering	Personalisation	Commitment

Retiring	Organisational exit	Institutionalisation
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Source: Haski-Leventhal and Bargal, 2008, p. 74; Jablin and Putnam, 2001; Thibaut and Kelley, 1959

By aligning the different stages in the above table, this research proposes the process from newcomer to 'Effective Insider' as illustrated in Figure 2. The pre stage of the process does not play within these boundaries, but it does affect the process from 'Outsider' to 'Effective Insider'. Each of these stages is drawn from the narrative in the above text and Figure 2 uses the most frequently used names for each stage (these are further explained in the pages that follow). The figure describes the process through which a volunteer enters the system and becomes an effective insider. The entry to insider stages plays out within the organisational boundaries of the organisation. As per the above text, the testing of the models that form the backbone of this thesis has mainly been in paid work environments. The remainder of the thesis will test and adapt the Figure 2 for the voluntary context.

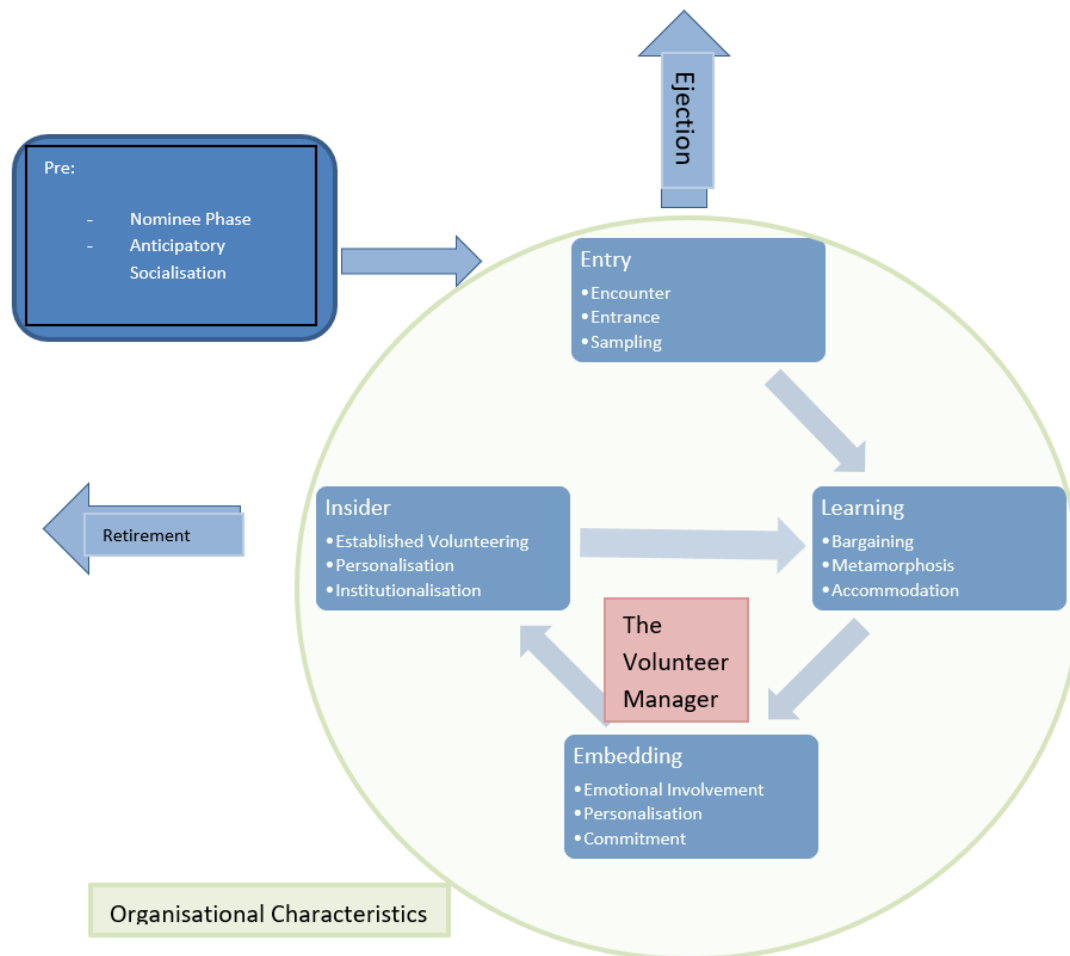
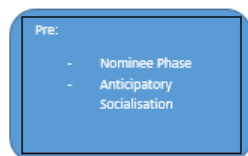


Figure 2. The Process of Becoming an Insider

Adapted from: Haski-Leventhal and Bargal, 2008, p. 74; Jablin and Putnam, 2001; Thibaut and Kelley, 1959

2.4. Stages to Becoming Volunteer Insider

2.4.1. The Pre-Stage



Pieters *et al.* (1992) explain that most volunteers are self-selected based on their personality. Boezeman and Ellemers (2008) find that organisations can attract volunteers by conveying that they care about and invest in them. This care and respect can be conveyed through relevant marketing procedures or through a social network of current volunteers

(Boezeman and Ellemers, 2008). Hobson *et al.* (1997) find that volunteer-friendliness is key in attracting new volunteers. The importance of friendliness extends to paid employees during initial interaction, who should be warm and friendly (Hobson *et al.*, 1997). A synthesis of recommended practices for recruitment of volunteers can be found in Table 18 below.

Table 18. Volunteer Recruitment Practices

Component	Stage	Practice	Source
Recruitment	Nominee Phase	- Determine where to recruit - Perform potential background checks - Establish what the ideal volunteer is like - Recruit on this ideal profile - Tailor to the required volunteer profile - Targeted recruitment or concentric circles recruitment (through word-of-mouth) - Start collecting standard background information	Fritz, 2019; Johnson, 2018; NCVO, 2019a; VolunteerHub, 2020; Anderson and Ostroff, 1997; Sivaraj, 2020; Zhuang and Girginov, 2012; Murdock, 2017; Johnson, 2018; Sivaraj, 2020
	Anticipatory Socialisation	- Solidify a commitment	

Message	Nominee Phase	- Compelling, short, simple, and direct - One big idea for recruitment advertisement - Leverage volunteer motivations - Background work done before recruitment - Distributed online - Include the volunteer friendly theme - Provide basic information	Fritz, 2019; Johnson, 2018; NCVO, 2019a; Hobson <i>et al.</i> , 1997; Anderson and Ostroff, 1997
	Anticipatory Socialisation	- Offer to send more detailed information - (Perceived) Accuracy of information	
Administration	Nominee Phase	- Application form simple and straightforward - Ask for references - DBS Check - Health checks	NCVO, 2019a
	Anticipatory Socialisation	[BLANK]	

The above table summarises the practices, message, and administration recommended for volunteer recruitment. Such practices have the potential to influence the institutionalisation on the work floor (Dambrin, Lambert, and Sponem, 2007). These recruitment and selection methods have implications for the type of candidates that are selected, *vis-à-vis* their attitude and beliefs; impression and expectations; and behaviour (Anderson and Ostroff, 1997).

Anderson and Ostroff (1997) concur that during the 'Pre-Entry' stage information is exchanged between the candidate and organisation, and such messages are sent intentionally or unintentionally. Because word-of-mouth is so common within the volunteer sector, this becomes a key tool in attracting new volunteers by effectively spreading the right information (Boezeman and Ellemers, 2008). Additionally, the number of social connections is an important factor in how to present the volunteering opportunity to a potential volunteer (Peterson, 2004). This message, meant

to convince potential volunteers, becomes the central point in the recruitment of new volunteers. In addition to choosing appropriate recruitment practices and designing the perfect message, there are administrative tasks associated with the recruitment of volunteers. The interview and initial contact should establish the expectations, and feedback should be requested to improve volunteer recruitment (VolunteerHub, 2020).

Researchers have covered the recruitment and selection of volunteers extensively and considered a variety of components, including ideal recruitment practices, the message, and associated administration. For this study, the focus will not be on this stage, as a variety of suitable practices already exists.

2.4.2. The Entry Stage



Upon entry into the organisation, the new volunteer will experience the processes that have been developed by the organisation with the express intent of making them 'Effective Insiders'. Several steps are recommended

by researchers in each of the three theories for application when individuals first engage with an organisation. Throughout the 'Entry' stage, the newcomer will firstly encounter the organisation upon initial interview and administration. The entrance finds place at the first day of work when the newcomer equally starts sampling the work and the organisation. These steps blur the lines with the 'Pre' stage but are relevant as they tie into the first steps into the organisation. These include formal processes implemented by the organisation. Several more informal processes have been identified from onboarding, which is part of the OS literature in the project. These processes are listed in Table 19 below.

Table 19. Processes of Entry

Practice	Source	Theories	Relevant Step
- Checklists for formal orientation - Orientation programme and sessions	Chapman, 2009; Lo and Lam, 2002; Jamison, 2003; Keisling and Laning, 2016	Institutionalisation, Assimilation, OS (from Onboarding practices)	Encounter and Entrance
- Employee handbooks	Alexander <i>et al.</i> , 2012	OS	Entrance

- Induction	Ezendu, 2009	OS	Entrance
- Placement in suitable jobs	Murdock, 2017	Assimilation	Sampling
Formal: - Integrate onboarding with hiring process Informal: - Use a transition coach - Welcome and inspire pride - Design activities from newcomer's perspective	Dai and De Meuse, 2007	Onboarding	Entrance and Encounter
- Pre-employment activities - Meeting the previous employee	Holton and Russell, 1999	OS	Encounter
- Work Trials	Gov.uk, 2020		Sampling

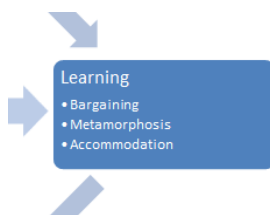
Due to the link between OS and onboarding many of the practices associated with orientation practices have equally been discussed as onboarding practices (Sims, 2011). Many formal processes will be encountered by new recruits in the very first days in the organisation. They tend to be relatively formulaic and are usually set up to adhere to organisational requirements and ensure regulatory obligations are fulfilled (e.g., re: health and safety rules). Due to limited funding, increased pressures, absence of remuneration and relatively high turnover within voluntary organisations, a review of how these practices are best adapted for volunteers is required.

The above practices each fall into the different categories within these stages, with most activities falling under 'Entrance' for all three theories. Within 'Encounter', the most adopted practices include pre-employment activities and meeting previous employees (Holton and Russell, 1999). The 'Sampling' stage includes opportunities like work trials, which give the opportunity to try the work and assess the newcomer's abilities (YouGov.uk, 2020). These practices are common in paid employment, depending on the context, the organisation's resources, and style. Such practices do require an amount of effort and willingness to invest resources and time from an organisation to reap the benefits in the long-term (YouGov, 2020).

Within the days and weeks following initial organisational entry, the newcomer will start learning how to acquire the information they need to become an 'Effective Insider', meaning they enter the second stage of the integration process as indicated in Figure 2 above. Much of the learning at the later stage of this phase will be acquired from informal processes before the individual goes on to the next stage in the process.

It is important for those who engage volunteers to understand the motivation of the volunteer, the length of time for which they intend to volunteer, and the context in which they volunteer before introducing them to the workplace. For some volunteer types (e.g., episodic volunteers) this first introduction to the workplace is essential for long term success - most only convert to long term volunteers if they feel valued in that workplace. This understanding is particularly important where paid employees and volunteers are engaged alongside one another. Because of the importance of the entry into the organisation, the question remains whether the existing HRM insights appropriately engage volunteers at this stage. Previous studies have mainly focused on organised activities and administration, which needs to be reviewed for the voluntary sector and the effectiveness for volunteers requires further study.

2.4.3. Learning Stage



At this stage, an individual begins to learn about how the organisation really functions. Bakke (1953, cited in Wanous, 1980) recognises that integration requires a process of interaction and this occurs during the learning stage. Saks and Ashforth (1997), Luca (2016) and Taormina (1997) support this view, conceiving the learning stage as a 'two-way' street. This

stage points towards a transformation of the individual in the initial period of the process. This metamorphosis is claimed to occur when the newcomer shifts their focus from making the transition to managing their current situation (Schlossberg, 1981). The newcomer will bargain with their new environment to find their place and choose to adopt, adapt, or refuse parts of the job role. Throughout this stage, the existing team accommodates the newcomers (and their idiosyncrasies) and vice versa.

According to Keisling and Laning (2016) this process of learning is most effective during the first 18 months after entry. An overview of the volunteer integration processes shows that informal learning is prevalent in volunteer socialisation (Duguid, Slade and Schugurensky, 2006). Workplace assimilation blurs professional boundaries as the process happens through three modes of workplace learning: both incidental and informal, both intentional and informal; and both formal and

intentional (Johannessen, 2018). Such practices largely rely on newcomers being accommodated into the existing group.

Murdock (2017) has highlighted the importance of training for volunteers to become comfortable in the organisation. Different authors categorise the techniques that are available to embed learning in new entrants in different ways. These are illustrated in Table 20.

Table 20. Learning Processes

Formal Practice	Informal Practice	Source	Theories
	- Supervisor support and involvement - Mentoring relationships - Socialising time - Communication	Chapman, 2009; Boezeman and Ellemers, 2008; Bailey and Barber, 2014; Seymour and Sandiford, 2005; Lo and Lam, 2002; Sakside, Alfes and Shantz, 2016; Keisling and Laning, 2016; Jamison, 2003; Barron, Leask and Fyall, 2014	OS, Assimilation, Onboarding
	Experiential Learning: - Shadowing - Experience - Observation - Copying behaviour - 'Trial and error' - After-work discussions - Engaging in work (workplace learning)	Kemp, 2002; Murdock, 2017; Seymour and Sandiford, 2005; Johannessen, 2018; Lo and Lam, 2002	OS, Assimilation, Onboarding

	- Employee empowerment		
	Informal sensemaking: - Memorable messages Five sources: manager, paid employee, other volunteers, community member or client	Kramer and Danielson, 2016; Steimel, 2013	Assimilation, Onboarding
	- Comparing work	Johannessen, 2018	OS, Assimilation
- Training - Skill development - Job rotation - Task training		Kemp, 2002; Murdock, 2017; Macnaughton and Medinsky, 2015; Sakside, Alfes and Shantz, 2016; Alexander <i>et al.</i> , 2012; Filstad, 2011; Jamison, 2003; Lo and Lam, 2002	OS, Assimilation, Onboarding, Institutionalisation
- Institutionalised strategies		Kramer and Danielson, 2016	OS, Institutionalisation
- Performance feedback - Reviews - Feedback and evaluation Recognition and reward		Alexander <i>et al.</i> , 2012; Johannessen, 2018; Jamison, 2003	OS, Assimilation
	- (Group) Meetings	Keisling and Laning, 2016	Onboarding

- Orientation - Training	Paid Coordinator - Provide sense Welcoming and Belonging - Foster Connection to Organisations Mission - Offer Opportunities for Integration - Building Relationships	Wisner <i>et al.</i> , 2005; Barron, Leask and Fyall, 2014	
- Training Programs - o Booklet Guidelines - o Procedures - o Expectations		VolunteerHub, 2020	
	- Combining newcomers and 'old-timers'	Clayton, 2016	

The above table clearly indicates that the different theories of integration identify both informal and formal learning practices in the 'Learning' stage. Some of these practices will naturally fit with the nature and characteristics of volunteering, whilst other practices require adapting. Wisner *et al.* (2005) find that orientation and training are heavily influenced by the paid coordinator (whether for paid employees or volunteers) as they become the central figure in the bargaining and metamorphosis. Benge, Harder and Carter (2011) suggest that pre-entry training can be effective to determine individual training needs. Such training however needs to be adapted alongside the nature and characteristics of volunteers to fit under the umbrella of VM.

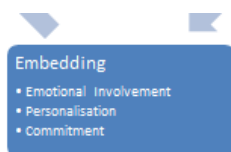
Burke *et al.* (2006) discuss the effectiveness of worker health and safety training methods within public and private sector organisations. A range of methods have been analysed, ranging from passive learning (i.e., lectures and information-based techniques) to active methods (i.e., learner-

centred, and performance-based techniques) (Burke *et al.*, 2006). The most engaging method of training was found to be gradual knowledge development and emphasised behavioural modelling (Burke *et al.*, 2006). These methods however are found to be expensive and time-consuming (Burke *et al.*, 2006), which raises questions as to how these can be implemented in non-paid employment environments. However, these teaching methods are found to reduce negative consequences and unsafe behaviours (Burke *et al.*, 2006) and structured, formal learning enables organisations to pass information explicitly (Clayton, 2016). Such forms of learning can support newcomers with their metamorphosis, but there will be little room for bargaining.

The formal processes focus on training, although this seems to have transferred from classical HRM and OS practices. The use of largely informal practices may be justified due to low training budgets, lack of volunteer time and volunteer turnover. The potential in formal processes has not been recognised for volunteer integration, and the efficiency of these formal learning processes is unsure (as they seem transferred directly from classic OS). Furthermore, the motivation of volunteers influences the learning process, and should be included when developing a learning strategy (Piccioli, 2014; Clayton, 2016). This emphasis on informal methods is seemingly advocated by the volunteers themselves, as they express preference for mentoring, experience, and increased responsibility (i.e., experiential learning) (Sullivan, 2015). In short, the learning for volunteers has focused solely on informal learning and neglected the formalised learning on volunteers. Clayton (2016) does emphasise the importance of conducive environments for volunteer learning by removing barriers. Such barriers occur when volunteers feel dissatisfied, and motivations remain unmet leaving them to not conform with routines (Clayton, 2016). The preference of volunteers for informal learning has dominated the landscape for the past decades, which raises the question regarding the applicability and effectiveness of formalised learning.

2.4.4. The Embedding of Volunteers

Volunteering roles create an opportunity for social connections and a new community to develop (Doidge and Sandri, 2019). At the embedding stage of the integration process, volunteers become emotionally involved and committed to the organisation whilst personalising the job. The emotions and personal point of view of the volunteers play a significant role throughout this embedding. There is no corresponding stage in the Institutionalisation process, as the process does not recognise the personal or individual point of view. As such, this stage is primarily recognised in Socialisation and Assimilation, but remains vital for volunteers, as recognised by Haski-Leventhal and Bargal (2009).



Caldwell and Peters (2017) identify that the nature of onboarding improves the relationship between newcomers and the organisation. Throughout the process developing trust, commitment and willingness are vital to embed volunteers within the organisation (Caldwell and Peters, 2018). The positive interactions between volunteers and paid staff led to increased volunteer satisfaction, as these social interactions help volunteers feel more involved (Wisner *et al.*, 2005). This is not however true for interaction with customers as not every volunteer derives positive emotions from such interactions (Wisner *et al.*, 2005). Table 21 below highlights the embedding processes.

Table 21. Embedding processes

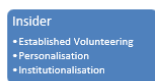
Source	Critical Success Factors
Caldwell and Peters, 2017	- Honouring ethical obligations towards newcomers
Wisner <i>et al.</i> , 2005	- Social interactions
VolunteerHub, 2020; Barron, Leask and Fyall, 2014	- Cultivating relationships
Barraza, 2011	- Setting positive expectations early
Doidge and Sandri, 2019	- Fostering relationships through joyous emotions
Clayton, 2016	- Opportunities for social networking

In exploring this stage, the emotions and feelings of volunteers contribute the success of this stage. Within the assimilation theory, a newcomer has made their entrance within the organisation and begins to change and adapt to the organisation's way at this stage in their journey, thus embedding within the organisation. Vecina and Fuertes (2005) have explored that positive emotions increase the intention to remain at the organisation through the role of the manager and effective volunteer management practices. Karakayali (2017) highlights that some volunteers manage their own emotions (without relying on the volunteering) whilst others derive happiness from their volunteering role. This is confirmed by Barraza (2011) as he indicates that early reminders of positive stories and emotions can become the proverbial carrot for new volunteers to remain. Davis, Hall, and Meyer (2003) conclude that volunteers experience both sympathy and distress as emotional responses to the work environment and colleagues.

Doidge and Sandri (2019) highlighted those informal interactions are harder to grasp, and their impact had yet to be defined. Härtel and O'Connor (2015) highlight those existing studies have indicated the importance of emotions for volunteers, but more research is needed to explore this

topic. Although there have been indications that positive emotions and experiences can contribute to developing relationships there is a lack of clarity regarding several issues. The informal contributions to relationships, the importance of the relationships, and the benefits of these relationships have not been explored extensively. This area requires further attention to gain a better and deeper understanding of the role of emotions and relationships for this process of integration.

2.4.5. The Insider Stage



The individuals that achieve this final stage are considered an 'Effective Insider' by becoming an established volunteer who is institutionalised and to some extent has personalised the volunteering position. Through the previous stages of the volunteer integration experience the newcomer

becomes emotionally involved in the organisation and then affiliated, which leads to becoming an established volunteer. These stages of the volunteer experience are represented in the variety of outcomes that have been identified in socialisation and institutionalisation research.

The learning has long-term effects on employee behaviours and attitudes (Korte, 2007), and the outcomes of integration have been expanded by different researchers depending on the context and organisation. These outcomes have been used to measure OS effectiveness and integration of newcomers and have therefore been quantified in previous studies (Yang, 2008; Yang, 2009). The outcomes that have been identified are the measures and factors that comprise the result of OS. Streams of both positive and negative outcomes have been identified, as can be seen in Table 22 below.

Table 22. Outcomes of Integration

Source	Results of Success	Results of Failure
Bloisi and Hoel, 2008		- Abusive behaviour - Incidences of bullying
Ahmad, 2014	- Social inclusion - Labour-market integration	- Job dissatisfaction - Higher turnover rates
Cooper-Thomas and Anderson, 2006	- Organisational and group effectiveness - Social cohesion	- Unskilled employees - Decreased motivation - Communications breakdowns

Liu <i>et al.</i> , 2015	- Newcomer's adjustment - Higher levels of self-efficacy - Social acceptance - Role clarity - Intention to remain - Organisational commitment - Job satisfaction	- Alcohol abuse
Handzic and Chaimungkalanont, 2004	- Facilitate creativity - Form trust and relationships	
Balci <i>et al.</i> , 2014	- Mutual influence - Job involvement - Internal work - Dedicated knowledge and skills - Motivation - General satisfaction - Strong organisational culture	
Korte, 2007	- Organisational culture - Political and social norms	
Yang, 2008 and 2009	- Turnover intention - Commitment - Job satisfaction - Adjustment - Motivation - Achievement	
Dai and De Meuse, 2007	- Shortened productivity curve	

	- Increased employee engagement - Reduced turnover	
Kramer, 2011	- Metamorphosis (psychological adjustment to change and leads to full membership)	
Steimel, 2013	- Belonging and group membership - Volunteer identification	
Wilson, 2012	- Improved mental health - Decreased mental illness - Lower mortality and morbidity - Socioeconomic benefits	
Misener, Doherty and Hamm-Kerwin, 2010	- Increased physical function - Decreased depression - Opportunities for learning new skills (resulting in life satisfaction) - Psychological wellbeing - Social and personal rewards	- Tension - Disappointment - Dislike
Intindola <i>et al</i> , 2016	- Team spirit - Self-esteem - Volunteer satisfaction - Commitment - Social skills - Knowledge of society - Job-specific skills	

Sullivan, 2015	- Show Volunteers they are needed - Show volunteers the impact they make	
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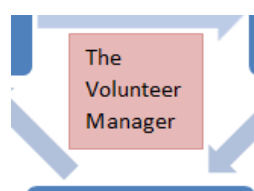
As the above table shows; the list of outcomes studied in other contexts is varied and extensive. Some OS research also looks at outcomes in the service context. In the service context, rules are less clearly defined and set out in stark contrast to more codified (institutionalised) environments, thus the informal aspect becomes an unpredictable factor throughout integration processes. Research has argued that the reputation of the hospitality industry for abusive behaviour and incidences of bullying are partially engrained due to the socialisation process, which leads to creating the toughness necessary to function in a professional kitchen (Bloisi and Hoel, 2008).

As in paid environments the outcomes of volunteer integration include learning skills, which leads to positive satisfaction (Kemp, 2002), and belonging and integrating into the existing group. Additional outcomes have been identified and focus more on volunteer outcomes. The range of volunteer socialisation outcomes is summarised in the below table. With an outcome of volunteer retention, concepts such as satisfaction, expectations and socialisation have been linked, like paid employees (Sullivan, 2015).

Within onboarding, the key performance indicators of the process include time to productivity, engagement, and retention (Dai and De Meuse, 2007). The outcomes associated with volunteering and volunteer integration seem focused on individual rewards, and whether volunteers feel part of the organisation and group. Recent studies have even focused on the identification of volunteers with the 'job' and belonging to the body of volunteers. The complementary outcomes that have been identified include lower morbidity and mortality, social and personal rewards, and improved physical and mental health. The personal outcomes have been found to include physical and mental advantages. Certain stressors have been identified, though they seem to be outweighed by the benefits. The outcomes in the above table are indicators of the success of integration, where positive outcomes indicate efficient integration processes and negative outcomes indicate implementation of ineffective OS processes. These measures will indicate whether the chosen integration processes are appropriate and effective for the workforce and incorporating them will provide a basis to incorporate into the research instruments. These outcomes of the learning process can be used to assess whether the learning and integration are achieved successfully.

The above review of what an 'Effective Insider' encompasses presents a view of what such a person is within paid employment. The volunteer-specific outcomes have yet been found appropriate, though they are considered rather outcomes of the integration process. The specific characteristics and behaviours that volunteers should possess to be 'Effective Insiders' (i.e., what it means to be one as a volunteer) need to be reviewed. Equally, this project should review the outcome identified for paid employees and assess their relevance and likelihood for the voluntary sector.

2.4.6. The role of the Volunteer Manager



Gay (2000) finds that the role of the volunteer manager is under researched and undervalued, concluding that there is little consensus around applicable practices and output measurements and that recognition of volunteer management as a career is lacking as is the sense of corporate voice and identity that goes with this role. Nesbit *et al.* (2016) concurs that little theoretical attention was paid to the role of the volunteer manager.

Voluntary organisations often treat this role as an ancillary position and the role is often assigned inadvertently and randomly (Nesbit *et al.*, 2016). The implication however is that a failure to adequately reflect on the significance of the role of the volunteer manager will result in ambiguity and the programme will result in lack of focus and motivation from volunteers (Nesbit *et al.*, 2016). Moreover, Nesbit *et al.* conclude that a motivated and skilled volunteer manager can help an organisation cultivate prestige among volunteers and other paid employees (Nesbit *et al.*, 2016).

That said, the role is multi-faceted with those holding this post typically carrying responsibilities for campaigning, volunteer development, representing the organisation and acting in a leadership capacity to ensure financial and practical resources are used effectively (Gay, 2000). Scheck (1984) has discussed the volunteer manager as a Leader, Climate Setter, a Manager of People, and the adjudicator of how power is distributed across the volunteer and paid employee body. At the core of each of these roles are good social skills and emotional intelligence (Schleck, 1984).

Moreton (2006) speculates that volunteer managers need to be 'Team players' looking to integrate people and tasks, creating situations where individual needs are satisfied by achieving organisational objectives, discussing problems, seeking ideas and being unafraid of conversation (Moreton, 2006). The management of volunteers comes with the caveat that each volunteer should be individually assessed, as not every volunteer is suited for every job or task (Unite for Sight, 2015).

Rimes *et al.* (2017) indicated that paid employees require specific skills and knowledge to work with volunteers effectively. The persona of the Volunteer Manager is mostly discussed by practitioners, who highlight the qualities and characteristics of great volunteer managers. Shin and Kleiner (2003)

identify several issues surrounding this post, through a focus on responsibilities, location, hierarchical position, and work times. Rimes *et al.* (2017) emphasize that a volunteer manager should take responsibility for the volunteer program and as such be held accountable for it. Table 23 consolidates the manager characteristics.

Table 23. Volunteer Manager Characteristics

Manager Skills	Source
- Support training - Dismiss problem volunteers - Discipline volunteers - Handle problem volunteers - Minimise drain on staff time	Rimes <i>et al.</i> , 2017
- Appreciate differences between groups of volunteers - Appreciate differences between paid employees and volunteers	Nichols, 2013
- Communicators - Knowledgeable - Supportive - Enthusiastic - Empathetic - Social skills - Give feedback	Shin and Kleiner, 2003
- Strong leadership - Communication skills - Intuition - Respect - Commitment - Appreciation - Organisation	Canal & River Trust, 2016
- Offer flexibility - Social interactions	Wisner <i>et al.</i> , 2005

- Understand good practices - Placed to foster loyalty - Build human and social capital - Operate formal procedures - Sensitive to volunteer needs - Encourage personal development - Train and develop volunteers - Act in entrepreneurial mode - Interpersonal skills - Management skills - Enthusiasm and commitment - Flexibility	Gay, 2000
- Identifying volunteer's needs - Charismatic - Committed - Knowledgeable - Understanding - Resourceful - Shape volunteer values - Raise volunteer's level of commitment	Busell and Forbes, 2007

Providing paid employees with appropriate knowledge and skills through training will foster productive staff-volunteer relationships (Rimes *et al.*, 2017). Clark (2007) and Venter and Sung (2009) identify that volunteer management is a key skills gap within a voluntary organisation. Volunteer Managers have identified their training needs to include practical skills, interpersonal skills, formal education and management training, skills, experience, networking, learning and peer support (Gay, 2000). It is however difficult to fully professionalise the volunteer management role due to the informality of the volunteer context (Gay, 2000). Part of what the manager needs to communicate to the volunteers includes familiarity with mission and vision, celebrating their ideas, and social

activities (Sullivan, 2015). As a rule of thumb, a volunteer manager should adopt an open leadership style that incorporates all the above points (Clayton, 2016).

Previous research has provided limited insight from a practical perspective as to what the role of the manager encompasses for the voluntary sector. Certain suggestions have been made regarding requirements and skills that a volunteer manager may need to appropriately perform their jobs, though it seems that the perception of the volunteer manager may be more important. As there is disagreement on what should take precedence, the impact and role that a volunteer manager may have throughout the process of integration requires further investigation. This may have significant implications for professionalising the volunteer manager's position. As a result, organisations may reconsider several areas around recruitment, selection, and training of the volunteer manager.

2.4.7. The Exit from the Organisation

A range of writers including Ciulac (2017), Kragt and Holtrop (2019), Smith (2018), McKee (2020) and have considered the reasons why volunteers would leave their positions. The process exit for a volunteer consists of preannouncement, announcement of exit and post-exit sensemaking (Jablin and Putnam, 2001). Kramer (2011) indicates a more fluid process and disregards the announcement of exit, leaving a volunteer membership in flux. Haski-Leventhal and Bargal (2008) suggest that the exit points are an 'ejection' at 'Entry' stage and 'retirement' at the 'Established Volunteering' stage.

Most of the existing research into Assimilation, OS and Institutionalisation has focused on the process of becoming a member of an organisation (Hinderaker, 2015; DiSanza, 1995; Gibson and Papa, 2000; Jones and Crandall, 1985; Morrison, 1995; Myers, 2005; Myers and Oetzel, 2003). The Ayrshire Community Trust (2020) acknowledges that the relationship between volunteer and organisation can disintegrate and a volunteer leaves (or should leave). The exit from the organisation has generally been considered as a failure to metamorphose (DiSanza, 1995; Gibson and Papa, 2000; Jablin, 1984; Myers, 2005) or as the 'inevitable conclusion' (Kramer, 2010). Tourish *et al.* (2014) and Fairhurst, Green, and Snively (1984) discussed involuntary exits for employees due to downsizing or dismissal. Lee *et al.* (1996) however discuss voluntary exits due to changes in personal circumstances. Fahey, Walker and Lennox (2003) have identified that volunteer exit rates increased after 2.5 years of volunteering.

Before this process is initiated, the person or organisation responsible for the volunteers should attempt to address any issues informally (NCVO, 2020). McKee (2020) suggests that as part of the process, volunteer performance reviews and clear job descriptions/expectations enable an organisation to initially resolve concerns. This may be just providing additional training, supervision, or support to address attitude, behaviour, or performance (NCVO, 2020). Hawthorne (2018)

highlights the importance of ensuring a volunteer has plenty of opportunities to correct their behaviour. This becomes most important in the light of legal justifications of firing volunteers if the volunteer is a barrier to service delivery or prevents delivering quality (McKee, 2020). If the issues cannot be solved informally, an official 'procedure' should be followed (NCVO, 2020). A written policy is vital and should cover reasons for termination and the processes for termination, and be provided to all new volunteers (Hawthorne, 2018). This policy should consist of several stages, including opportunities to appeal or mediation (NCVO, 2020). Upon termination, it should be clearly explained how the process works and why the process is used (NCVO, 2020). Most often however the manager will blame themselves if a motivated volunteer was badly placed in the organisation (Geber, 1991). Table 24 summarises the reasons for dismissal.

Table 24. Reasons for Dismissal

Potential Reasons for Dismissal	Source
- Being under the influence of drugs or alcohol - Theft - Harassment - Gross misconduct - Illegal, violent, or unsafe acts	GreenIT, 2013
- Theft - Frequent absences - Contradicts organisational values - Starts conflicts - Refuses to perform tasks	Hawthorne, 2018
- Not fulfilling expectations	McKee, 2020

Ciulac (2017) discussed the best way to 'retire' from a volunteering commitment through clear, open, and short communication. Hinderaker (2015) suggest that this process is solitary, i.e., not involving any communication or interaction primarily when there are relationships involved. Because of the voluntary context, Kramer (2011) suggests a more *bona fide* group perspective rather than a container perspective from Assimilation. Table 25 summarises the reasons of volunteers to leave.

Table 25. Reasons to Leave

Source	Potential Reasons for Leaving
Ciulac, 2017	- disagreement on values - time of workload commitment
Kragt and Holtrop, 2019	- negative interactions - stress from volunteering - burnout
Smith, 2018	- lack of inspiration or motivation - lack of treatment as part of the team - lack of training - lack of acknowledgment - lack of contact - lack of clear expectations - lack of voice - lack of organisational support - lack of job description - skills are not used appropriately - feeling of isolation - burnout
McKee, 2020	- lack of flexibility - waste of time - lack of communication - lack of professionalism - lack of feeling purpose - lack of feedback - lack of effective volunteer leader

Each of the researchers that considered either the voluntary or involuntary exit from organisations considers this only at the end of the whole integration process. Furthermore, academics agree that the 'exit' of volunteers is often not permanent but tends to be temporary. It has equally been argued that a dismissal (or involuntary exit) of a volunteer does rarely, if ever, occur. Lastly, much of the research concerning exit following these processes of integration comes from paid employment. Previous research has indicated that a volunteer's exit from the organisations can occur at any stage throughout the process. Kramer (2011) has considered the exit of volunteers from the Assimilation

process, although has suggested a fluidity of membership based on voluntary exit. Bussell and Forbes (2007) support the idea that even after exit, an ongoing relationship with the ex-volunteer can lead to re-entry.

The previous research that reviewed the voluntary and involuntary exit of volunteers highlighted that 'ejection' might not be the only possible way for volunteers to depart from the organisation. There also seems to be uncertainty regarding what moments the exit of volunteers (whether voluntary or involuntary) occurs or could occur as voices have suggested it could occur at any moment. There also seems to be limited practical insight into how (or why) the exit occurs or what any potential relationship looks like after the exit. This remains a question to be explored throughout this project.

2.5. Conclusion

Figure 2 represents a synthesis of the volunteer integration process. This process is divided into pre-entry, entry, learning, embedding and 'Effective Insider'. This cycle repeats from insider to entry when volunteers cross organisational boundaries and this process will continuously repeat whilst the person remains in the organisation.

The characteristics and uniqueness of an unpaid workforce has been found to require alterations in human resource management practices. As volunteers (i.e., unpaid workforce) have become increasingly present in the workforce; the integration of volunteers has become vital to ensure they can transition into engaged and integrated 'Effective Insiders' (although it is recognised that all volunteers will complete this transition). Previous research has focused in the main on the informal learning of volunteers and their motivations but has neglected a birds-eye view of the whole process of integration for volunteers and what it means to be an 'Effective Insider' as a volunteer as well as focussing on the transition to effective insider rather than exploring exit cycle, something that is particularly important for volunteers and especially those who are volunteering into old age.

Research into this process provides an opportunity to highlight elements and strategies that are vital in developing long-term and effective volunteers. The interaction between the stages, the dynamics of the volunteer work force and the voluntary environment presents a unique research project as further highlighted in the Case Study introduction in section 4.1.1. The next chapter discusses the methodology used in this study to explore this model within the context of the volunteers at the League of Friends.

3. Methodology

3.1. Introduction

The term research methodology refers to:

“...a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining, and predicting phenomena are called research methodology.”

(Rajasekar, Philominathan, and Chinnathambi, 2013, p. 5).

The words method and methodology are often used interchangeably, although they are distinct, with method referring to developed routines and particular ways whilst methodology is a way of describing and analysing methods (Tribe, 2001).

Research methodology is considered to have a wider scope than research methods, as it not only considers what research methods will be used but also seeks to understand the underpinning assumptions and reasoning behind research decisions (Kothari, 2004). Developing an understanding of these supports the selection of appropriate research methods, and this enables a consistent approach to gathering data. In short, a well-considered research methodology will allow a consistent approach to research which will - in turn - result in robust findings.

The previous chapters have looked at the literature and presented the gap in research that this study addresses. As a result of the literature review, the aim and objectives of the study have been identified and indicate where this project aims to contribute to knowledge. This chapter will initially present the research philosophy, research approach and research strategy as well as explain the implications for data collection. At the end of this chapter, data collection and data analysis will be discussed, and the limitations associated with the research will be highlighted.

3.1.1. Research Philosophy and Paradigm

Epistemology is defined as:

“...philosophical field revolving around (the study of) knowledge and how to reach it. One might say that it includes the ontology of knowledge.”

(Rivas, 2015, p. 3).

Steup (2005) indicates that epistemology looks at how much knowledge can be held, where it comes from and what the limitations of knowledge are. In other words, it looks at the nature and extent of

human knowledge (Truncellito, 2007). Within research, a range of epistemologies exist based on the nature of knowledge: constructivism, critical theory, and related ideological positions, positivism, interpretivist, and post positivism (Guba and Lincoln, 1994). Ontology:

“...deals with the fundamental nature of existence.”

(Bryman, 2004, p.32).

Questions of social ontology are:

“...concerned with the nature of social entities. The central point of orientation here is the question of whether social entities can and should be considered objective entities that have a reality external to social actors, or whether they can and should be considered social constructions.... ”

(Bryman, 2004, p.32).

The ontological views that can be adopted include constructionism and objectivism (Bryman, 2004). Lincoln and Guba (2000) argue that constructionism views the world as a construct and not necessarily the truth. Ratner (2002) proposes that objectivism requires analytical and synthetic reasoning to make logical deductions to distinguish essence from appearances (i.e., objectify the world around). The philosophy of social ontology is appropriate for this specific research voluntary organisations as they are social entities. Additionally, the viewpoints of different participants do not hold the reality of any single organisation and an individual organisation holds its own reality. Any exploration of the concept of ‘Effective Insider’ must consider a range of views as it considers the personal experiences of each participant. Each of the participants has a different background and values. Each of the participant’s stories is a valuable insight and there are no wrong opinions or insights (Diltz and Delozier, 2000).

An interpretivist epistemological approach is most appropriate to this research as the world needs to be interpreted and there is no single truth in the researcher’s view (Dudovskiy, 2020). In essence, within the interpretivist approach the participants in a study each tell their story in a way that has meaning to them (Vanson, 2014). The story of everyone can be interpreted in a different way by the various people involved in the project (Brown, 2015). The project itself collects data on the narratives, perceptions and personal interpretations of volunteers and employees. These stories in turn are interpreted by the researcher and the researcher’s interpretation is key to the project.

One potential influencing factor for this project is the volunteering commitment of the researcher within the case study organisation. This allows opportunity for observation and overcomes the issue associated with an outsider embedding themselves into a setting, whilst also allowing the researcher

to better understand and frame the data from this project. The multitude of realities and experiences of the case study available to the researcher through the project should create opportunities for a new understanding and worldview. It is this new understanding that will – in part – contribute to new knowledge. This interpretivist paradigm informs the research approach as it influences the choice for qualitative methods, analysis, strategy, and techniques.

3.1.2. Research Approaches

Chetty (2016) suggests that two approaches are available for data collection: qualitative and quantitative. The term qualitative has been used as a description of types and methods (Guba and Lincoln, 1994). These tend to differ in objective, as qualitative research aims to explore whilst quantitative research strives to generalise (Neuman, 2013). The research objectives partly determine the choice of methodology, although additional factors for the choice include contextual conditions, research philosophy and the study object.

Atiende (2009) identifies that the qualitative approach is:

“...interpretative, and ethnographic in nature. The underlying approach requires detailed observation, explanation and assumes that it is impossible to define exactly what elements are important and crucial and should be considered to the exclusion of others. It attempts to study the whole situation in order to evaluate the complexity and ensure that their conclusion take account of both unique and general factors.”

(p. 13).

For the purposes of this project, a qualitative approach seems to be most appropriate, as the project aims to explore the experiences of individuals. A qualitative approach will allow the researcher to explore the process of integration and learning of individual volunteers and the process of developing ‘Effective Insiders’.

Dudovskiy (2018) identifies three potential research approaches to data analysis: deduction, induction, and abduction. Within this study, a combination of a deductive and inductive approach is most appropriate. The combination provides the researcher with the opportunity to explore the phenomena of integration and learning from human resource management in the context of volunteers based on pre-existing theories from paid employment. Crossman (2019) has stated that in the inductive approach:

“...a researcher first gathers and analyses data, then constructs a theory to explain [his/her] findings”

(p. 1)

Gabriel (2013) states that an inductive approach is concerned with the generation of new theory emerging from the data. An inductive approach tends to explore existing phenomena from a different perspective or allow for the discovery of new phenomena (Dudovskiy, 2018). Crossman (2019) further explains that inductive reasoning starts with specific observations (of social processes) to progress analytically to broader generalisations to explain these observations, in what is referred to as a bottom-up approach. Such an approach is more open-ended and exploratory (Crossman, 2019) which this project aims to do with the definition of and process behind 'Effective Insiders'.

Streefkerk (2019) stated that a deductive approach:

"always start(s) with a theory Reasoning deductively means testing these theories"

(p. 2)

Burney and Saleem (2008) propose that a deductive approach works best when looking from the general to the more specific, which this study aims to do by exploring general HRM theories of integration in a voluntary context. Creswell and Plano Clark (2007) argue that a deductive approach contradicts or adds to the theory, which this project attempts to do for theories of integration for the voluntary context.

In line with this methodological model, this project will take existing data, and explore it in a different context to create new ideas and theories. The themes and theoretical model from the literature review lie at the basis of the research tools, indicating deductive elements, whilst the codes have been derived from the data using an inductive approach.

3.1.3. Research Strategy and Choice

A range of research strategies are available in qualitative research as shown in Table 26 below.

Table 26. Qualitative Research Strategies

Strategy	Characteristics	Reason for unsuitability
Ethnography Research	- Study of a cultural group in a natural setting - Conducted over prolonged periods of time - Involve collection of observed Data	The study is not intended to be prolonged and does not intend to study the culture of the group
Phenomenological Research	- Study of lived experiences concerning specific phenomenon - Conducted over prolonged periods of time - Involves collection of data as described by participants	The phenomenon is not specifically defined
Grounded Theory Research	- Generate a general theory of actions, process or interaction between people that are based on participants views - Involves multiple stages of data collection and coding to refine information	The research does not intend to generate any general theory, but rather explore a phenomenon
Narrative Research	- Study of individuals and asking them to provide stories about the life of one or more individuals - Involves collection of descriptive data to write a narration	This strategy is inappropriate for the research as it considers experiences within the organisation and/or organisational setting
Case Study Research	- Detailed study of a process, an activity, a program, an event, or people - Involves collecting detailed data about a particular case depending on inquiry objectives	

Source: Adapted from Crotty, 1998; Creswell, 1998, 2003; Strauss and Corbin, 1994

For this research, a case study approach is taken as this study is looking into the exploration of processes, activities and programmes that involve people. Yin (1994) identifies that case studies can be exploratory, explanatory, or descriptive. Case studies have been deemed by some researchers to be less rigorous than quantitative research strategies but allow the researcher to explore the community and relationships. It is also often claimed that they do not allow for scientific generalisability, though some authors suggest that this is a misconception based on poor quality work from researchers (Yin, 1994). Looking at a particular case will allow to study the process of volunteer integration in detail and fulfil the research objectives. A case study focuses on the detailed study within a specific setting. Scholz and Tietje (2002) identify that embedded case studies:

“...involve more than one unit, or object, of analysis and usually are not limited to qualitative analysis alone.”

(P. 4)

McLeod (2014a) found that case studies can provide insights for further research and provide detailed qualitative information, as well as exploring human behaviour. This project looks at the case of one organisation across several units, each comprised of a Board and with individual managers and processes. Data collection will utilise qualitative methods only. Due to the nature of the project, there are certain ethnographic elements and characteristics used within the research approach, such as studying the group within a natural setting and collecting observed data.

Such a case study approach suits this project as the integration process is an individual process that is dependent on the environment. This requires an in-depth look at the case to establish key factors and steps within the process.

Researchers need to make several choices of research methods between mono-method, multi-method, or mixed methods (Saunders, Lewis, and Thornhill, 2016).

For the purposes of this study, qualitative multi-method choice seems most appropriate because this will allow the gathering of data from different sources to better explore the specific context. Multi-methods allow the researcher to explore a phenomenon using different data collection qualitative techniques. The data that emerges from the research will not necessarily be generalisable as it may be specific to the context from which it originates. However, it does allow for the development of a rich data set and deep insights into the subject of study (Leung, 2015). The form of using different data sources can be beneficial, allowing for triangulation to allow the researcher to reflect on and perhaps validate findings and enhance understanding (Bekhet and Zauszniewski, 2012).

3.1.4. Data Collection Techniques and Procedures

Data sources for this study were document analysis and semi-structured interviews. Within each of the case study units, document analysis took place initially to determine organisational context and informed the semi-structured interviews. This was followed by semi-structured interviews as a primary data collection to explore the integration and theoretical model.

Knowledge gained from each stage of the research process could inform subsequent stages. This approach is supported by Scholz and Tietje (2002), who state:

“...documents, archival records, and open-ended interviews are typical sources used in the beginning of most studies. In an embedded case design, structured or focused interviews are often used...”

(p. 14).

Bowen (2009) identifies document analysis as:

“... a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic.”

(p. 28).

For the purposes of this study, several organisational documents and public records were gathered from which to analyse the Constitution and organisational processes within the case study organisations (as originally intended). Such documents and information were available from websites such as the National Association of Hospital Leagues of Friends (NAHLF) and UK Charity Commission. The background information gathered through the document analysis contextualised the semi-structured interviews. Table 26 lists the documents that have been used in the analysis.

Table 27. Documents Collected for Document Analysis

Required Documents	Why is it necessary?
Governing document (Charter)	- To find out what the organisational view is on the role of the volunteers. - To know what provisions are made and how the HQ views the organisation and its volunteers. - To find out any provisions with respect to structure and what aspects are imposed on individual trusts and volunteers.
Training/activity documents	- To find out what training and activities are common across all trusts. - Any specific activities/training to the individual trusts

	- Consistent training or activities may also encourage consistency and similar experiences.
Application forms/interview forms/HR forms	- To find out what processes and procedural elements are implemented for volunteers in individual trusts.
AGM reports	- To have an overview of changes that have been proposed and either accepted or discarded (in relation to volunteers) - To see what type of decisions have been considered. - An overview of the past financial performances may give some useful background
Contracts/trustee documents/agreements/role descriptions	- To be aware of confidentiality agreements, practical concerns, and obstacles - Discrepancies may result in the differing treatment of volunteers and influence learning/commitment for volunteers.
Grievance procedure	- To show how complaints are handled by the organisation. - Shows accessibility to the volunteers. The procedure may influence whether the volunteers feel they can bring complaints to the organisation or if they would rather keep them to themselves.

The coding scheme was developed from the literature review (a synthesis of which can be seen in Appendix 1). The codes were added to during the document analysis, identifying new areas of interest which were considered when developing the interview schedules. As such the document analysis informed the interviews. It should be noted that even though the League of Friends appears to be a single organisation, each League operates independently of the others. Thus, each of the sites in the embedded case studies had individual documents requiring analysis.

Polit and Beck (2006) describe that an interview is:

“...a method of data collection in which one person (an interviewer) asks questions of another person (a respondent): interviews are conducted either face-to-face or by telephone.”
(p. 3).

A semi-structured interview uses several open-ended questions that allow for in-depth, spontaneous responses (Ryan *et al.*, 2009). By conducting semi-structured, in-depth interviews, the open and direct questions provoke detailed narratives and memories from participants (DiCicco-Bloom and Crabtree, 2006). For this project, these narratives and memories are a vital tool in exploring the

integration experiences of volunteers. These interviews involve preparing an interview guide, conducting the interview, and analysing the data (Rubin and Rubin, 2005). This section discusses the preparation of the interview guide and the approach to conducting the interviews, subsequent sections will discuss the collection and analysis of the interview data.

For this project, a list of questions was developed around different themes all of which were derived from the literature, such as personal questions (for participants), the organisation and the different stages. The themes of the interviews questions were gathered from the section literature on volunteer characteristics (2.1.2. and 2.1.3.) and from the literature on integration theories and volunteer integration (sections 2.2.6. and 2.2.7. respectively). From the latter, the themes were selected as the stages from the models to allow for a broad insight into the process. This includes subsequent questions regarding the 'Effective Insider' literature. The themes and questions are centred around the information in tables 3, 4, 19, 20, 21 and 22 from the literature review.

This list of questions forms the basis for the later interview guides, through the lens of the document analysis. This means that, based on the document analysis, appropriate questions will be selected from the list in Table 27 to establish the final interview guides as presented in Appendix 2. Each of these were also piloted before use as described further below in section 3.1.6.

Table 28. Interview Questions by Literature Theme

Key Themes	Questions
Personal	Volunteer - What was a time that made you feel proud? - What drives you to continue volunteering? - Why did you volunteer at the League of Friends? - What, if so, was your previous volunteer experience? - How has your previous experience lead you to your current volunteering position? - How long have you been volunteering in total/with the League of Friends? What is your favourite moment of volunteering? Employees - How do you deal with volunteers considering leaving? - What are the differences in volunteers according to their motivation?

Organisational Context	Volunteers - What paperwork did you receive? - What paperwork did you complete upon application? - What activities and social events do you attend? - What advantages/benefits do you receive? - Who makes the decisions at the organisation? - Who deals with complaints? Employees - What activities do you offer to your volunteers? - How do you encourage and use social networks? - What HRM processes exist? Who is responsible for HRM? - What paperwork do you give to volunteers? - What paperwork does your organisation need to complete? - How many volunteers would you need? - How do you recruit new volunteers? - What is your organisational structure, type, and aim? - How does your organisation clarify job roles? - How do paid staff work with volunteers? - How do you manage your volunteers? - What do you expect of your volunteers? - What advantages/services do you offer your volunteers? - How do you deal with volunteers that are considering leaving? - What is the volunteer turnover? - What opportunities do you offer to the volunteers?
Stages	Volunteers - How do the paid staff explain changes/tasks to you? - What training do you receive? - Who would you go to with questions or problems? - What happened on your first day? - How did you find out about the volunteering opportunity? - How did you apply to the volunteering role? Managers - Who explains tasks to new volunteers? - What do your volunteers learn?

	- How do your volunteers learn about the new tasks? - How do you give feedback to your volunteers? - How do your volunteers debrief? - What formal meetings do you hold for all your volunteers? - What formal training is offered to your volunteers? - What support do volunteers receive in making sense of the organisation? - How do you inform your volunteers of changes? - What adaptations do you make for individual volunteers? - How do you gain feedback from volunteers? - What flexibility do you give to the volunteers?
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This table was an initial list of questions, and interview guides were assembled based on the document analysis. These are amongst the first steps that Patton (2015) also recommends when developing interview guides. In constructing the interview guides, the number of main questions to be discussed was limited to about 15, as the interviews would otherwise be too long or heavy (Boyce and Neale, 2006). This interview guide includes ‘why’ questions and prompt (follow-up) questions (Quirkos, 2016) and start with a set of introducing questions – i.e., easy, short questions that are not related directly to the research question (Qu and Dumay, 2011). The key component of every interview contained indirect questions, follow-up and probing questions and several throw-away questions were also included because these questions serve to build rapport and relax the subjects (Qu and Dumay, 2011). The setup of the interview guides was prepared in such a way that engages superficially with the participant at the start, draws them in to the more complex, in-depth questions directly related to the research questions and finish with throw-away questions that will relax the participant again (Qu and Dumay, 2011). These were subsequently piloted, resulting in the interview guides presented in Appendix 2 and 3, respectively. As part of the process of developing the interview guides, the document analysis and pilot study have led to changes in the interview guide as highlighted further below.

3.1.5. Sampling Methods

The process of sampling is:

“...the process of selecting a representative group from the population under study.”

(McLeod, 2014, p. 3).

The researcher and research design should aim for the sample to be as representative as possible by selecting the most appropriate sampling method (McLeod, 2014). Each of the sampling methods is

part one of two clusters: probability or non-probability sampling (Singh, 2018). Within probability sampling, Singh (2018) identifies simple random sampling, stratified sampling, systematic sampling, cluster sampling and multi stage sampling. Non-probability sampling techniques consist of convenience sampling, purposive sampling, quota sampling, snowball sampling (Singh, 2018) and judgment sampling (McGraw-Hill and Irwin, 2006).

Thompson-Hayes and Webb (2017) discuss the concepts of representation and representativeness. The former challenges the researcher to interpret the data as participants are likely to interpret their own experience (Thompson-Hayes and Webb, 2017). Representativeness requires a representative sample which includes cases that are both typical or atypical in proportion to their appearance in the population (Thompson-Hayes and Webb, 2017). Such representative sampling requires systematic selection of cases (Thompson-Hayes and Webb, 2017). Within qualitative research this is often achieved by employing sampling methods such as simple random sampling, purposeful sampling, or adaptive sampling (Thompson-Hayes and Webb, 2017). Failing to achieve a representative sample may introduce bias and weaken the data (Thompson-Hayes and Webb, 2017). Harvey (2020) find that sample representativeness can be established through random sampling, by retrospectively demonstrating representativeness or demonstrating that it appears to reflect the population.

For this study, a non-probability technique (Singh, 2018) was selected, snowball sampling. This was selected as most appropriate as the population was small, with Site One having a population of approximately 40 volunteers and Site Two having a population of approximately 80 volunteers. A fair share of these also serve as trustees on the board and were automatically a part of the volunteer body. As the managers at both sites participated in the study, they identified people that would be willing contributors. By using the existing relationships and trust between the manager and team, the researcher could gain a positive introduction to the volunteers. This – combined with the researchers existing role as a volunteer in one of the units - contributed to a level of trust and confidence in the researcher. In addition to the volunteers, all paid staff (i.e., five) and at least one trustee were interviewed in each unit (i.e., three) (eight interviews in total).

3.1.6. Pilot of Techniques and Procedures

Prescott and Soeken (1989) have identified a pilot study as:

“...small-scale versions of the planned study, trial runs of planned methods, or miniature versions of the anticipated research (in order to) answer a methodological question(s) and to guide the development of the research plan.”

(p.60).

Such a pilot is used to identify practical and methodological issues and adopts a small sample size (Kim, 2010). As the pilot study serves to establish the feasibility of the research approach and the effectiveness of the research instruments, the results of this study should not be part of the final data (Watson, Atkinson, and Rose, 2007). Each of the research instruments were piloted with a volunteer that volunteers at Cheney School and has previously volunteered at other schools. By analysing the data from the pilot, the researcher was able to identify how the instruments needed to be adapted to ensure the relevance of the data.

The document analysis was piloted through analysis of a series of documents of a voluntary organisation with which the researcher was involved. This pilot organisation, Cheney School, was not the case study organisation but used documentation like the League of Friends. The similarities extended further in the use of paid employees to manage volunteers and the volunteers working in small teams. The pilot was used to test the relevance of requested documents for the document analysis. As intended, the document analysis helped gain a deeper understanding of the organisation, practices, and setup. Through this part of the pilot, the need for additional documents was recognised and the thematic analysis was tested. Several new questions were added for the employees surrounding the processes, the use of administrative documents and the constitution. Following this analysis, the list of documents required was updated to include the volunteer application form and fire safety questionnaire.

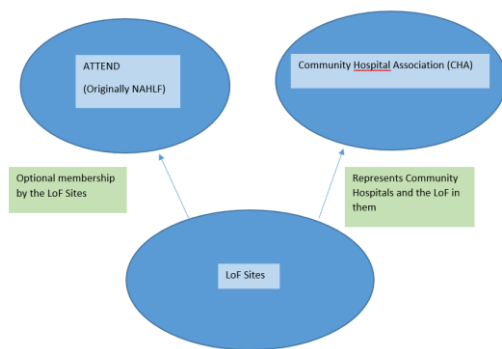
The volunteer interview was subsequently piloted with one volunteer within the pilot organisation and the manager interview was piloted with the manager from the same organisation. This pilot was conducted in the comfort of a private room on university premises. The pilot interview was recorded to test equipment and recording quality. This recording was subsequently saved in Google Drive alongside the copy of the NVivo file. The recording was uploaded into NVivo and used to test the programme and its functions. This pilot was used to test the flow and relevance of the questions as well as test the length of the interview and the experience of the participant. No further changes were required to this process (like environment, recording equipment and PR sheet/GDPR notice) as it was adequate for this project. Several changes were made to the order and number of questions to improve flow and reduce the length of the interview to 45 – 60 minutes rather than more. Several questions were added to the interview guide for managers. Appendix 2 presents the pre-and post-pilot copies of the interview guides.

3.2. Introduction to Case Study Organisation

This first section of the findings sets the context of the organisation based on a review and analysis of documents. This review presents the nature of the organisation and analyses the organisation in

relation to the theories or themes that emerge from the literature review. It goes on to analyse the practices at the League of Friends sites that participated in this research.

Figure 3. Structure



The League of Friends is a voluntary organisation that operates within UK hospitals. The organisation originated in 1949 as the National Association of Leagues of Hospital Friends (N.A.L.H.F.) during a conference organised by the British Hospital Association. At the current time (2019) there are League of Friends facilities operating in 1,336 hospital Trusts throughout the British Isles (Charity Commission, 2019).

Individual League of Friends units are established by mutual agreement with individual hospitals and fall under the umbrella of the local NHS Trust. In 2006, as membership grew, the NAHLF changed their name to ATTEND (Community Hospitals Association, 2017) and the Community Hospitals Association (2017) finds that:

“...League of Friends can choose to be members of ATTEND and many, but not all, choose to do so. League of Friends vary in terms of their organisational status,[...]. All have the same ethos of supporting their local community and hospital.”

(p. 1).

The League of Friends sites also fall under the umbrella of the Community Hospitals Association (CHA), which was established in 1969 as a membership organisation supporting community hospitals. Figure 3 presents the structure. The CHA acts as the voice of community hospitals’ contribution, knowledge, and experience. There is a common mission shared by all League of Friends facilities: to aid the hospital in which they operate. The collective body of League of Friends’ units are overseen by the National Association of Leagues of Hospital Friends (a.k.a. ATTEND), with the objective:

“To mobilise, encourage, foster and maintain, the human love of the people of this Country, in the giving service to supplement the healing work of the staff and the State, and always ensure a humanising supplement to the work of the hospitals.”

Captain J.W. Price (CHA, 2018, p. 1).

The League of Friends raises funds to support the Oxford University hospitals in which they are based, primarily through operating tea bars, restaurants, and shops within hospitals. The projects that are funded are chosen by the Committee, based on 'funding applications or bids' made by departments or staff members from the hospital. For both the sites that participated in the study the objective and goals are highlighted in Appendix 5. The Constitution does not provide any further model as to how or to what extent the powers of educating, assisting, and providing for the public should be executed. Some of the powers, such as assisting and providing, are obviously embedded within the operations of individual League of Friends units (for example complementing services and raising funds).

Other powers and objectives, such as educating the public, are not obviously or directly delivered by individual League of Friends units. This difference is visible in the obvious nature of the operations (providing food and drinks to provide money to the hospital community), as educating the hospital staff or public is harder to execute. The Committee at both sites is responsible for both the running of the charity and the distribution of the funds across the hospital, as well as organising an AGM and a calendar of yearly events. This is described in the Constitution at both sites as:

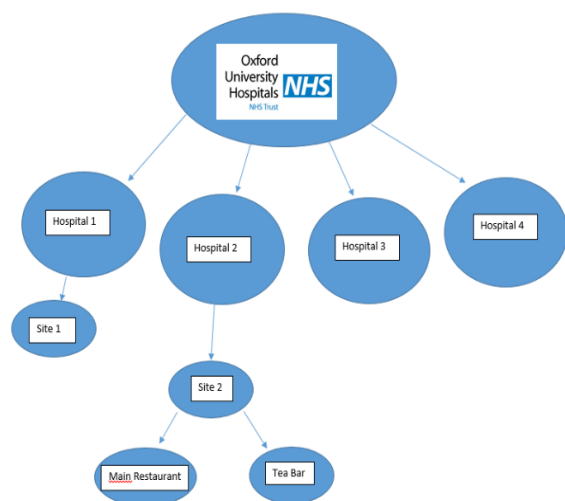
"There shall be a Committee and the business of the League shall be conducted and managed by the Committee who may exercise all such powers of the League and do on behalf of the League all such acts as may be exercised and done by the League and as are not by these Rules required to be exercised or done by the League in General Meeting."
(Constitution, 2017, p. 2).

Even though membership is optional, each individual hospital-based League of Friends models the mission and objectives of ATTEND but does not receive direct management or guidance from them. Thus, each individual League of Friends facility is run by its own Committee which is comprised wholly of volunteers. These Committees are responsible for all aspects of service delivery, including recruitment and management of volunteers and employees. The number of paid employees and their position depends on the individual site, but in the largest units they include a secretary, a manager, and assistant manager(s). The manager and assistant manager are responsible for managing the volunteers. As a rule, volunteers perform the rank-and-file jobs within the organisation (serving customers, preparing, cooking, and serving food and beverages), with paid employees taking on roles such as procurement, management, ensuring health and safety guidelines are followed, and HR/volunteer management.

The objective of both case study sites is, on first sight, identical, and operational aspects are also similar. The antecedent of these objectives (as highlighted in Appendix 5) is in line with the initial ambition as stated by Captain Price in 1949. The League of Friends can be typified as a medium to large organisation by NCVO (2017) standards as they employ managers and engage volunteers for the more menial and less skilled jobs. Within the typology from Warner and Miller (1964), the League of Friends serves internal ends (i.e., it serves the NHS Trust it operates in), offers deferred achievement (volunteers make money which is then used to fund equipment) and it serves the primary beneficiary (i.e., the NHS Trust). Based on the distinction made by Paxton and Rap (2016), the League of Friends is more formal than some voluntary organisations because it is associated with physical locations and has some form of Constitution.

The League of Friends presents several further challenges that make this case study uniquely qualified. At the League of Friends, volunteers work with other volunteers and alongside paid staff. The process of complementing paid staff with volunteers, however, presents several challenges, especially when there is a deferred achievement (i.e., the cause that motivates the volunteer is removed from the actual work conducted to support that cause). This deferred achievement emphasises the importance of motivating new volunteers and how paid employees bear this responsibility. In a situation such as this, when volunteers are used for menial service tasks and positions, the League of Friends faces challenges associated with substitution include a concern for service quality and continuity, higher costs than anticipated, consistency and knowledge transfer. This implies that even when substituting organisations need to ensure that they effectively engage, train, and motivate volunteers.

Figure 4. OUH Trust



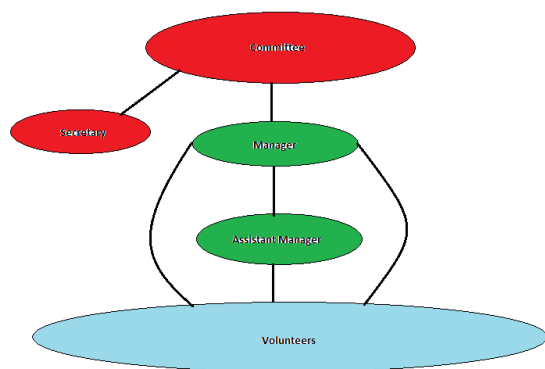
At the first site, one unit of the League of Friends is operated by a Committee and run by a part-time paid manager. At the second site, two units are operated by one Committee and both units are managed by one paid manager (different to the manager at Site One). These three units were selected because they are each within the Oxfordshire NHS Trust, each has different management processes, and they operate

entirely independently of each other (despite being in proximity). Figure 4 presents this structure.

3.2.1. Site One

The hospital is a former military hospital which became a community hospital located within the Oxford ring road. This League of Friends site is set up as a tea bar, which operates Monday – Friday from 09:00 until 15:00. Sales focus on hot and cold drinks, rolls, limited hot foods, cakes and sweets. The daily turnover of this site ranges from £600 to £1000 per day. The site has approximately 40 volunteers on file and three part-time paid employees. The volunteer body tends to be largely retired and female, with an average age of over 60; most of these volunteers are also single (having outlived their partners).

Figure 5. Site One Structure



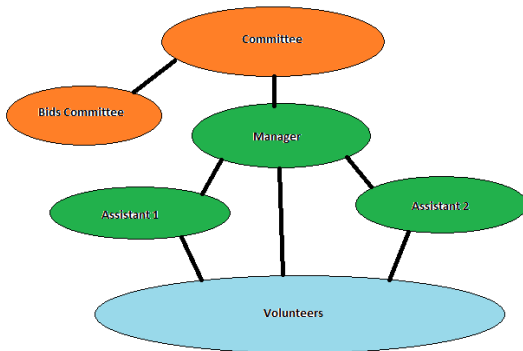
At Site One, there is a voluntary Committee comprised of six members including a chairperson and a financial officer, some of whom are also volunteers. None are NHS representatives. This Committee manages three paid employees: a manager, an assistant manager, and a secretary. Figure 5 presents this structure from Site One. Only three of

the posts are paid and all of these are part time: the manager is contracted 25 hours per week, the assistant manager for 15 hours and the secretary for 15 hours. The manager is responsible for managing the volunteers including recruitment and training, as well as stock, ordering, scheduling, and daily issues. The assistant manager's responsibilities include supporting the manager, taking on the manager's duties in their absence including scheduling, ordering, recruitment, and volunteer management and training. The secretary's responsibilities include answering communications, processing paperwork, paying invoices, and keeping accounts for the site.

3.2.2. Site Two

The League of Friends operates two locations at this site: a tea bar and a main restaurant. The tea bar operates Monday - Friday from 08:00 until 15:00 and the main restaurant operates Monday – Friday 08:00 until 16:00 and on Saturdays from 12:00 until 16:00. There are two shifts at each site, one in the morning from 08:00 until 12:00, and one in the afternoon from 12:00 until 16:00. On each day, there is also a voluntary team Leader who is responsible for the team on that day, including looking after the team and addressing issues with customers. The site has approximately 80 volunteers on file, most of whom work across both the tearoom and restaurant.

Figure 6. Site Two Structure



At Site Two, the voluntary Committee consists of two parts: the main Committee responsible for the running of the charity and the Bids Committee responsible for deciding how and to whom the money is distributed. The main Committee manages three paid employees: a manager and two assistant managers, the former employed full time and both assistants

employed part time. Figure 6 presents the structure at Site Two. The manager's responsibility includes the day-to-day management of both sites, assisted by both part-time employees, including recruitment and training, supplier relations, administration, ordering and volunteer management. One of the assistants performs a range of administrative tasks including bookkeeping, paying invoices, ordering change and so forth. The other assistant works less hours, but mostly assists during the manager's absence and holidays, supporting operations rather than back-office tasks or administration. As with Site One, no job description or handbook seems to be provided to volunteers or even available for volunteers to consult. Much of this information seems to be passed on verbally as the manager tries to communicate expectation to incoming volunteers during the 'interview'.

The purpose of choosing two League of Friends sites is to be able to eliminate the researcher's influence at Site One. Having volunteered at this site for several years before starting the research, there is a potential risk for researcher interpretation and bias. By introducing Site Two in the mix, the researcher could also boost the population for the project and gain a better understanding of the 'Effective Insider'. This enables the researcher to prepare a stronger data set and achieve data saturation for this project.

3.3. Data Collection

The data collection at Site One started in June 2018, after full unconditional ethical approval was gained from the University Research Ethics Committee. Approval was gained from the president of the case study organisation's Committee and the researcher talked to the manager before the start of the study. A small presentation was given by the researcher during the annual general meeting of the organisation to introduce the study to the volunteers. Following the AGM, a poster for further

participant recruitment was posted in the organisation, see Appendix 4. A total of eight participants were recruited.

During the month of July 2018, the researcher contacted the manager of Site Two of the organisation. At this site, the same Committee and paid manager (and his two paid assistants) oversee two separate units of the organisation, operating at the same hospital. Between the larger main restaurant and the smaller tea bar, approximately 80 volunteers are on the list, many of whom volunteer at both outlets. Many are also involved in the Committee and management of the charity. Agreement was obtained from the paid manager to conduct the research at both sites.

It should be noted however that the data was collected before the Covid-19 pandemic hit. The data therefore reflects the pre-pandemic state of affairs, though does not account for the additional pressures on the voluntary organisation or sector.

3.3.1. Interview Participants

The participants of the semi-structured interviews were recruited through the connections of the manager and participants themselves. Each of the participants and employees passed the information to their friends and colleagues at the League of Friends and convinced them to participate. At both sites, there was an overwhelming response from volunteers willing to participate. Even from amongst the paid employees, the majority volunteered to participate and be interviewed. Table 28 below shows an overview of participants.

Table 29. Participant Overview Interviews

	Site One	Site Two	Total
Paid employees interviewed	3 (out of 3)	2 (out of 3)	5
Trustees interviewed	3 (out of 6)	3 (out of 10)	6
Volunteers interviewed	5 (out of 40)	11 (out of 80)	16
Total	11	16	27

The participants of this study gave a total of 27 recorded interviews across both sites. A total of five paid employees were interviewed, as well as six Committee members and the remainder (i.e., 16) were volunteers. Many of the participants (both volunteers and employees) were very willing to participate and put forth their ideas, being given a chance to highlight what they find important. The experiences of these volunteers were conveyed in colourful stories with emotion often veiled behind these. The participants did often trail off from the questions and reminisced about their experiences

within the League of Friends. These memories were recorded and transcribed throughout all the interviews. These stories were also used during the analysis where they proved to contain interesting information. Table 29 below breaks down the participants of the semi-structured interviews.

Table 30. Participant Breakdown Interviews

Number	Gender	Age Group	League of Friends Position	Retired	Site	Name
1	Female	60-75	Volunteer	Yes	Site One	F6
2	Female	60-75	Volunteer	Yes	Site One	F7
3	Female	60-75	Volunteer	Yes	Site One	F8
4	Female	60-75	Employee	No	Site One	F19
5	Female	60-75	Volunteer	Yes	Site One	F14
6	Female	75-90	Volunteer	Yes	Site One	F15
7	Female	45-60	Employee	No	Site One	F20
8	Male	60-75	Volunteer	Yes	Site One	M4
9	Female	75-90	Volunteer	Yes	Site One	F16
10	Female	45-60	Volunteer	No	Site One	F3
11	Female	60-75	Employee	No	Site One	F21
12	Male	60-75	Employee	No	Site Two	M5
13	Female	45-60	Volunteer	Yes	Site Two	F5
14	Male	60-75	Volunteer	Yes	Site Two	M3
15	Female	15-30	Volunteer	Yes	Site Two	F1
16	Female	45-60	Volunteer	Yes	Site Two	F4
17	Male	60-75	Volunteer	Yes	Site Two	M2
18	Female	60-75	Volunteer	Yes	Site Two	F13
19	Female	45-60	Employee	No	Site Two	F22
20	Male	45-60	Volunteer	No	Site Two	M1
21	Female	60-75	Volunteer	Yes	Site Two	F12
22	Female	75-90	Volunteer	Yes	Site Two	F17
23	Female	60-75	Volunteer	Yes	Site Two	F11
24	Female	60-75	Volunteer	Yes	Site Two	F10
25	Female	45-60	Volunteer	Yes	Site Two	F2
26	Female	90+	Volunteer	Yes	Site Two	F18

27	Female	60-75	Volunteer	Yes	Site Two	F9
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Of the 27 interview participants, F1-F22 are female and participants M1-M5 are male. Participants F19-F22 and M5 are employed at the organisation, whilst participants F1-F18 and M1-M4 are volunteers at the organisation. When looking at the age groups, one volunteer is aged 15-30, six volunteers are aged 45-60, 15 participants were aged 60-75, three participants were aged 75-90 and one participant was aged over 90. 11 participants were associated with Site One, whilst 16 participants were associated with Site Two.

Five different employees participated in this interview stage of the research project from across both sites, including managers, assistant managers, and secretary. The average age is 60 years old, and employees seem to have 'rolled' into employment at the League of Friends, whether it was post retirement or as volunteers who were offered jobs. The managers seemed to rely on previous work experience to perform their job. The employees are often characterised by volunteers as friendly and at the centre of the organisation, their presence is expected (and even demanded) by volunteers.

The participants of the study were in general mostly female (22 out of 27), mostly aged 60-75 (15 out of 27) followed by 45-60 (6 out of 27). Most participants were associated with Site Two (16 from 27) and were mostly volunteers (22 out of 27) rather than employees (5 out of 27). These are representative for the population across both sites. The majority of volunteers came from Site Two, which is the larger with 80 volunteers, whilst Site One has 40. For Site One, 32 of the volunteers were female, whilst for Site Two this number came to 65. The number of employees came to three at Site One and three at Site Two. The age of volunteers at Site One was observed as follows; 30 volunteers were over 60, nine were between 35 and 60 and one was under 35. For Site Two, 60 of the volunteers were aged over 60, 17 were between 30 and 60 and one was younger.

At this stage, the project reached saturation, which has been defined as "data adequacy" (Morse, 1995, p. 147) as the themes and patterns were making sense and forming. The signals for saturation were observed by the researcher and considered adequate for the purpose of the project (Morse, 1995). Glaser and Strauss (1967) further explain the process as:

"The criterion for judging when to stop sampling the different groups pertinent to a category is the category's theoretical saturation. Saturation means that no additional data are being found."

(p. 61)

Interviews were halted when data saturation was reached (i.e., no new data was emerging and only themes that had already been identified were being repeated).

At Site One both managers were interviewed, as well as the paid secretary, to establish the organisational context. Eight volunteers were interviewed, with lengths of service from four months up to 18 years. Several volunteers were also Committee members. Because of the number of interviews, certain incidents were discussed from different angles and different experiences were highlighted. The interviews were conducted in rapid succession between early June 2018 and early August 2018. Most interviews took place in a private office, whilst some took place in a private area at the League of Friends site. The length of the interviews ranged from about 30 minutes to about 60 minutes.

At Site Two, the interviews were held in October and November 2018. Throughout this stage of the data collection, both the paid manager and one of his two assistants were interviewed. These interviews were followed by 14 interviews with volunteers, some of which volunteered at both units or had started at one unit and then moved to the other unit. Several volunteers were also part of the Committee or the financial charity team. Most interviews took place in a private office, whilst some took place in a private area at the League of Friends site. The length of the interviews ranged from 20 minutes to 75 minutes.

3.4. Data Analysis

The analysis of the data started with the documents and built on the codes for further thematic analysis in the interview data. The most important elements include the transcription, coding, and development of themes. Thematic analysis of the data started with the interview transcripts.

3.4.1. Transcription

There is no single universal format for transcription, but adequate preparation of transcripts can efficiently support thematic analysis (McLellan, MacQueen and Neidig, 2003). The decisions that need to be made for transcription include whether to transcribe verbatim, identify intonations, emotions, speech patterns and vernacular expressions (McLellan, MacQueen and Neidig, 2003). Transcriptions can be done using naturalism (i.e., capturing every utterance and much detail) or denaturalism (i.e., grammar, noise and accents are corrected) (Oliver, Serovich and Mason, 2005). For this project, a naturalised form of transcription was adopted that included speech patterns, intonations, and verbatim transcriptions. This form of transcription represents the data in its truest form as it conveys emotion, hesitation, emphasis, and attachment from the participants. Such details are important for the data analysis as it allows to interpret the feelings associated with the participant's memories. Such weight can establish aspects that are important for the definition of 'Effective Insider' and assess elements of the process of integration. Such insights can improve the

efficiency in developing the volunteers as 'Effective Insider'. After every interview, the researcher immediately made notes to record any emotions and impressions from the interview.

The transcription of the interviews was done directly into the NVivo software by the interviewer himself. The transcriptions were started during the data collection as soon as the first interviews were done. The eleven interviews of the first site were transcribed first before the first round of coding was done. The researcher transcribed each of the interviews of Site Two alongside the coding of the interviews of Site One. An example of the transcriptions can be found in Appendix 5.

The challenges of transcribing include incomplete sentences, speech omissions, audio recording quality, lack of clear-cut endings and background noises (McLellan, MacQueen and Neidig, 2003). The researcher has encountered most of these challenges throughout the transcription. Because the researcher transcribed the interviews himself as soon as possible after the interview, he was able to capture some of the emotions, speech and feeling associated with that interview. The notes that were made alongside and after the interview supported the researcher in embedding the emotions. The combination of the transcripts and notes captures the spirit of each participant and illustrates the individual character in the interview. These transcripts took 6-7 hours per interview of 45-60 minutes and were saved on Google Drive and in the NVivo file.

3.4.2. Coding and Thematic Analysis

Boyatzis (1998) explains that:

"...thematic analysis is a process for encoding qualitative information."

(p. 3).

In the first stages, descriptive codes are developed which represent relevant material with brief comments (Kings and Horrocks, 2010). These descriptive codes are subsequently clustered, interpreted and then applied to the full data set to form interpretive codes (Kings and Horrocks, 2010). Lastly key themes are derived from these interpretive codes (Kings and Horrocks, 2010). These themes are then used to further refine the model, a characteristic of exploratory (or content-driven) approach to qualitative data analysis (Guest, MacQueen and Namey, 2012). This process of coding the transcripts can be facilitated by computer programs such as NVivo (Saunders *et al.*, 2015).

Maclure (2013) explains that coding:

"...involves looking for pattern or order in a body of data...by identifying recurring themes, categories or concepts."

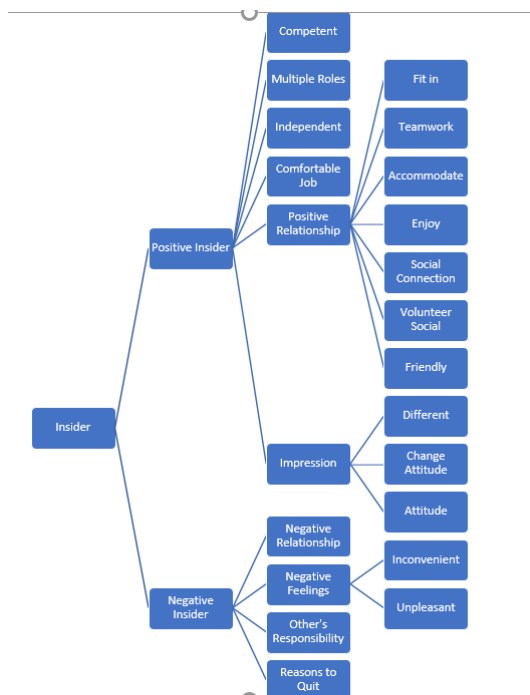
(p. 4).

The process of coding can be driven by the concept, category, or theory (i.e., deductive coding) or data driven, open or inductive coding (Cleary, Horsfall and Hayter, 2014). For the purposes of this research, an inductive coding approach was adopted, as this supports the exploration of the richness of the data. By using the data to develop codes, the researcher is not limited by existing theories and new insights can emerge. Codes were developed granularly on an individual transcript and subsequently grouped, the themes that were developed from the literature and presented with new codes being added as appropriate. During the coding process, extensive notes were made using the nodes function of NVivo (the equivalent of a sticky note placed on a document to attribute passages to a topic or theme; Wong, 2008). Nodes can be easily organised and retrieved, and be created, merged, altered, or deleted at any stage during the coding process (Wong, 2008). A full list of codes can be found in Appendix 6.

The codes were first developed for the first interviews at Site one. These initial codes were chosen as representative words or phrases of what was discussed in the document or transcript. For example, when a participant discusses how they made friends, this was represented in the code named 'Social Connection'. These were then subsequently refined and once the coding of both documents and interviews at Site one was complete, the researchers revised the coding of each separate document and transcript. One such fully coded transcript can be found in Appendix 7. This list of codes formed the basis for coding the transcripts of Site Two.

The codes were subsequently built into themes. Throughout this process, the codes that were similar or belonged together were combined in NVivo and recoded in the transcripts. For example, the nodes 'StayReason' and 'Motivation' were combined as they both related to the motivation to volunteer and stay. This caused the number of codes to decrease, but a stronger basis for each of the themes was developed. This was saved as a separate version of the data set in NVivo, and a backup of the original was made. The linkages and hierarchy were subsequently also entered into NVivo. Regular backups were made of the complete data set in Nvivo. Figure 7 below shows how the codes were built up into the themes.

Figure 7. Example of Codes built into Themes



The data from both sites was largely treated as a single data set when doing the analysis, discussion and presenting recommendations. The subsequent chapters will however highlight where the two sites differ in practices, processes or procedures. The impact of these will also be highlighted throughout and where necessary the more suitable set of practices will be recommended.

3.5. Ethical Considerations

As with every research project, several ethical considerations need to be considered. According to Singh (2012):

“Ethics encompasses concepts and principles of right conduct.”

(p. 3).

Within a study of this type, a key ethical consideration relates to the confidentiality of the data, which is defined as:

‘... protection of study participants such that individual identities are not linked to information provided and are never publicly divulged.’

(Polit and Beck, 2006, p. 25).

All the participants have the right to confidentiality, privacy, and anonymity, which can only be achieved if participant identities cannot be deduced from the data (Burns and Grove, 2005). Before starting the data collection, the researcher discussed the project with the manager and president of the League of Friends Committee. These individuals were 'gatekeepers' for the organisation and they gave their consent to the study after a thorough explanation of the risks, benefits, and ethical considerations of the project. The most prominent request was that confidentiality and anonymity of the data was secured throughout the project. The researcher agreed to de-identify the data in line with University Policy. Transcripts of interviews have also been provided to interviewees at their request. Only de-identified results will be used in the PhD thesis, which will be available in the University's library and electronically.

Further considerations should be given to the participants as they may have personal issues, or their feelings may arise during the interview. The researcher will make sure that the participants and volunteers will be well informed of the research and before starting, participants will be informed of the withdrawal of consent. The researcher will need to remain sensitive to feelings of discomfort or stress during interviews. If the researcher becomes aware of these feelings, the interviewer will cancel the interview.

Should the volunteers bring up any complaints or sensitive issues, the de-identification of data will strive to protect the interviewees and confidentiality applies. Any such issues, when raised, will place the researcher in a difficult position. If complaints or grievances are raised, the researcher will emphasize that my role is as an independent researcher and I will keep all data confidential (bar any legal limitations). Due to the sensitivity of some of the grievances that may be raised, the researcher needs to make sure that any reports represent these grievances without accusatory tone and in a neutral fashion.

Another ethical consideration for this project is the informed consent of the participants. This will be addressed by providing all participants with a participant information sheet, GDPR information sheet and consent form ahead of the interview, see Appendix 8. The participants will have at least 24 hours to read these forms and contemplate the information to ensure they fully understand. Additionally, the researcher will summarise the information from these forms at the beginning of every interview. The participants will be given an opportunity to ask questions and clarification regarding the information. Copies are made available to every single participant to take home and consult later should they wish so. The contact information will be provided to the participants of the researcher

and ethics committee. The information also provides the participant's right to withdraw at any time, which is reiterated to the participants to ensure they do not feel coerced.

3.6. Limitations

The study examines experiences and relies on semi-structured interviews for collecting data. The interviews are therefore the cornerstone of the project and there is a risk when conducting interviews that participants' memory and personality can potentially introduce bias (Whiting, 2008). Hence, participants may choose to tell the researcher what they think the right answer is or what they believe the researcher wants to hear. The researcher aimed to overcome the bias by posing open-ended questions, implying that there is no right or a wrong answer. The researcher also encouraged participants to tell their own stories by probing gently and ensuring that the participant was reassured that it was their version of each 'story' that was important. As a result, the researcher was able to explore the issues that were appropriate and relevant to each subject and these informed the project results.

Within the context of this specific study, the role of the researcher also requires consideration. He had been working as a volunteer on Site One for some 18 months before commencing the research. Whilst his role as a volunteer provides essential insights into the process of volunteer working, his intimate knowledge of the site could also cause him to become too involved and objectify both his data and informants (Boster, 1984). The researcher prepared for the study by spending extra time at Site Two to familiarise himself with the volunteers and potential participants. The researcher also received support from the manager in introducing the project and gaining the trust of the volunteers. Additionally, the time spent at Site One may lead to informal data collection at this site. To avoid using this informal type of data, the researcher will be careful to verify that any findings are based on the formal data collection from this project.

Additional risks are associated with recruiting interviewees via a snowball technique. There is a potential that such techniques can bias the results as introductions can be based on friendships or positive relationships and may lead to certain volunteers (whether new volunteers or volunteers that are not liked) being excluded from the study (Heckathorn, 1997). The researcher has overcome this limitation by using recruitment posters placed in all participating sites as well as spending time with different teams at both sites to recruit participants. As far as was possible, the researcher aimed to include volunteers from different genders, ages, backgrounds, and teams.

The generalisability of qualitative research has been much debated (Morse, 1999). The term generalisability was originally associated with quantitative research, which mostly considers reliability and validity (Goodman, 2008). Mason (1996) identifies validity of qualitative data "....refers

to whether you are observing, identifying, or “measuring” what you say you are” (in Bryman, 2015). Bryman (2015) argues that reliability and validity requires the data to be replicable, a match between observations and theory, consistency between interviews and observations and generalisability across social settings. The researcher aimed to replicate the data across two different sites and aimed for consistency between the interviews at both sites.

The subsequent chapter presents the key findings from the qualitative research at the League of Friends which emerged from the interviews with volunteers and paid employees. The chapters present the findings, analysis and discussion thematically according to the themes that were most significant. Central to these is the concept of insider and specifically effective insider. The findings that follow are thus organised around this concept. Quotes that illustrate and support the narrative are provided together with notes to help the reader understand the memories and stories of the participants.

4. Perspectives on the 'Effective Insider'

4.1. The Manager's Perspective

The literature review reflected on the characteristics of effective and ineffective insiders and this concept emerged as a key theme from the field research. The text below presents the perspective of managers and paid employees in the League of Friends about the processes that support volunteers in their transition from outsider to effective insider.

4.1.1. Volunteer Commitment

When asked to reflect on what binds volunteers to the organisation, managers noted that the pleasure, enjoyment and in due course relationships with other volunteers and employees were a key aspect to creating commitment. Managers often refer to the combination of these factors as creating a sense of 'belonging'. They recognise that pleasure and enjoyment are a vital part of creating volunteer commitment and must be experienced in the early stages of the volunteer journey to be effective. Pleasure and enjoyment enable new volunteers to relax and become more easily familiar with the routines and activities associated with the work. Familiarity with the work tasks required contributes towards the development of good relationships with colleagues.

It is worthy of note here, that the League of Friends is a membership organisation and those who volunteer and work for it are instantly recognised as members. However, this factor went unnoticed by almost all of managers who participated in the study and those who were aware of the membership status seemed to consider it of limited or no value and did not recognise it as supporting the sense of 'belonging'.

Whilst internal validation from other volunteers is important, managers and employees reflect that external validation for elements of their work contributes to their own sense of enjoyment and - when relayed to them - that of the volunteer workforce. Critical are interactions with and feedback from customers. In fact, managers actively seek to ensure that all volunteers have opportunities to engage with customers and to benefit from their feedback. The enjoyment that volunteers experience from this positive feedback from customers provides an initial good feeling. Some paid employees consider customer feedback to be particularly important to create commitment among new volunteers, because it helps them feel like they are part of something bigger and more important than the manual tasks in which they routinely engage (food and beverage provision). One paid employee noted on the significance of customer feedback, adding that the mission of the League of Friends may mean that they get more than would normally be the case:

"Especially the older customers as well. Well, you know because it's not ridiculous expensive prices.

And so, having lots of people are quite surprised, you know, you really hear 'Oh have you taken for this?' And I'll say 'Oh yes yes, I've taken for that'... So yeah, I think we get a lot of positive feedback from the customers."
(F22, Employee).

The managers also point out that they consciously encourage relationships to develop among those who volunteer at the organisation, recognising that this has a positive impact on volunteer commitment as well as enhancing quality of 'work' delivered. This is especially when the value of that work is explicitly recognised by the paid employees. As a manager describes:

"...it's just a thing they... that's just one of the ways I try to develop that sense of belonging and identifying as a volunteer with the League of Friends. Service awards, thanking every volunteer at the end of a shift for what they've done, I try to get there to know what's happening, I try to get there at the beginning and end of each shift here and across there. Sometimes I try to get there at the end to try and say thank you to every one of them."
(M5, Manager).

Inter-personal bonds with other volunteers and with paid members of staff are also important in creating an environment that nurtures volunteer commitment. Paid employees recognise this and dedicate a significant amount of time to creating these bonds. They are proactive at maintaining a social events calendar for volunteers (especially those who are active members of the Committee). The AGM is a particularly important event in the annual calendar in the opinion of employees and managers. This is in part because it is a legal requirement, but also because it provides an opportunity to recognise volunteers with service awards or pass on information. The Committee must be present at the Annual General Meeting (AGM), as described in the League of Friends Constitution:

"7. An Annual General Meeting of the League shall be held in each calendar year and at a date not later than fifteen months after the last Annual General Meeting. The Chairman of the meeting shall be the Chairman of the Committee or in his absence then the members present shall elect a Chairman from amongst themselves."
(Constitution, 2018, p. 4).

Whilst a functional part of the businesses, the AGM consists of more than just conducting legally

required business even though some volunteers perceive this as the main purpose of the meeting. The AGM also incorporates service awards, presentations and other business that is deliberately used to express gratitude to volunteers and provide entertainment. As such, the event is informative to volunteers whilst serving a social function and reinforcing the sense that their contributions to the organisation are valued. The 'informative entertainment' is associated with either the League of Friends itself or the work of the NHS Trust that the charity supports. A manager gives further details as follows:

"Also, the AGM, which is not long after the tea party, we try to make as entertaining as possible and provide refreshments there. And those who come to the AGM, they will get their service awards those that are due them."
(M5, Manager).

These occasions for socialising are, therefore, an effective tool for building commitment and for retaining old as well as embedding newer volunteers. The management team implicitly accept that their respective roles extend beyond the routine job of organising a food and beverage outlet and include within their scope supporting the development of social engagements for volunteers, some of which they manage themselves and others are delivered by the League of Friends committee. These comments suggest that the social aspect and conscious public acknowledgment of value are a vital and effective feature in building volunteer commitment. There are, however, occasions on which the range of social events is such that managers themselves cannot attend:

"Yeah, you know, they have their lunches, which I have missed, because I have been away at the times and that."
(F21, Manager)

Overall, managers express a view that these events are important, but that they do not need to be present at them all. The critical issues here is making volunteers feel valued (whether through a special service award or free meal):

"We pay for a meal for them, and we also have two coffee mornings a year, so that they can come and have a chatter to the other volunteers if they wish."
(F19, Employee)

“...there is an annual tea party. To which we normally have sixty attendees, but that can include the spouses. So not necessarily all volunteers. But again, whomever wants to come to that sort of thing. But it is a tea party provided free of course, it's in our budget to and allowed by HMRC to do it.”
(M5, Manager)

There are different perspectives between the views of managers/paid employees and volunteers about the role of some events. Managers perceive that many volunteers do not differentiate between events that the constitution of the organisation mandates (most notably the AGM) and those that are purely social or developed to build a sense of ‘belonging’. In fact managers report that some volunteers consider the AGM a boring affair despite the fact that it is the main opportunity they get to hear about how the income raised through their volunteering activity is spent (i.e., not worth their time), choosing instead to attend purely social functions. The manager thinks however, that there is a common understanding that the purpose of events is as a thank you and to provide networking opportunities.

Events, therefore, are significant to create a sense of belonging. Managers recognise, however, that volunteers fall into two groups: one that relies on these social events and one that does not feel the need to attend. Managers express a view that the latter group will occasionally attend social events if there is no significant effort required on their side. The former group will go out of their way to attend social events. The effectiveness of these events in the long term at creating a sense of belonging is something that concerns managers. There are a subset of volunteers are regular attendees, but these tend to be the older volunteers for whom the League of Friends plays an important function (perhaps reducing loneliness or creating a purpose to the days). There is a concern that the characteristics of this group may deter newer or younger volunteers from joining and this in itself may have an impact on the capacity of the organisation to create commitment among new recruits.

4.1.2. Creating Belonging Whilst Avoiding Cliques

One manager recognises that there is a risk from the segmenting of social groups via events and to a lesser extent in preferred work teams. They make the analogy of cliques forming such as on a school playground, alluding to the strength of the bonds that develop between specific groups of volunteers. This clique building mirrors a specific form of organisational culture that also occurs in the paid work place where individual personal relationships become pivotal and exclusive, the opposite of the desired sense of belonging that managers seek to create in the volunteer workplace. Cliques create specific requirements for managers both in terms of managing the volunteer workforce as a whole and identifying ways to embed newcomers. The manager needs to account for

the personalities and dynamic within a team, even when finding temporary replacements to fill a role previously taken by one of the clique. Managers note that an individual who is an 'Effective Insider' within a specific clique can become ineffective in a different team with a different dynamic. The ambition for managers seeking to create effective insiders, therefore to place newcomers in teams where they will be effective. As a manager comments

"Much of the League of Friends are clique and that has advantages. It increases that sense of belonging quite quickly, so people who've maybe, like tomorrow, I have someone starting for the first time on the Tuesday morning shift. And I know that's not the shift she'll be able to continue on for her reasons, the time she has available, but I've done this before where someone has started on a shift and they do not then want to move to another shift, because they've got to know the people quite quickly."

(M5, Manager).

And even the assistant corroborates this

"The other thing that I found strange when I started, but I know why now, was the way the teams were - I thought it would be like with all big voluntary organisations where there was a rota on the wall so you'd put 'Right next week I can do Tuesday afternoon and Friday morning.' And when that was full, the the others would, you know, and you'd just work with different people, but that doesn't happen"

(F22, Employee).

Managers and employees reflect on the characteristics of cliques and identify that effective insiders need to capacity to get along with a number of others, building mutually inclusive relationships and thus being 'well-liked' within the workforce. These personality traits are something that managers on when they differentiate between good volunteers and 'unwanted' volunteers. In essence, they are more important than the capacity or ability to do the job.

4.1.3. Adaptability

The employees and managers add some elements that are typically associated with the workplace to their definition of effective insiders. Perhaps most notable are 'adaptable' and 'trustworthy':

"...adaptable. They'll, you know, they'll just have a go at doing anything. All around, you know what I mean. You got some that will only do a certain job, you know, that's fine, they're volunteers. If that's

what they've come to - if that's what they've volunteered to do, that's fine, but sometimes I think people can be a bit more versatile, shall I say and help in other areas.”
(F21, Employee).

“You've got to [trust]. You know, you've got to.”
(F19, Employee).

Adaptability is key to transitioning a volunteer from newcomer to insider. Managers point out that those who are adaptable make this transition relatively quick, often (and especially when they also have the characteristic of being likeable) helped by volunteers who have already made this transition themselves:

“...again, if it is different with different characters of course, but I couldn't put again a number of weeks or months on it, but there - because in our - there's one volunteer who joined us about four months ago - within a couple of weeks, I felt 'I do not need to say any more to her.' She's fine and in fact, I can, if I get a new volunteer, which I did, a younger volunteer said 'Well, you can speak to her.' And yet, she'd only been there for four/five weeks, I think. But they knew she was on top of it and calm and responsible.”
(M5, Manager).

4.1.4. Emotional engagement among employees

The social aspects of the League of Friends inspires the managers and paid employees and means that they are emotionally engaged with the organisation. Thus, the same emotions that bind volunteers to the organisation also bind employees and in some instances it is the characteristics of the volunteers that encourages the paid employees to engage with the job. This emotional connectivity with the organisation and volunteers by paid workers also appears to have resonance for the concept of insiders:

“...when I really thought I can work here - it was [Volunteer] actually. She was working around the back and what was it - someone was asking for something. We were really busy.... [Volunteer] says 'yes, I'm doing them'..... It made me laugh so much and I thought 'Oh I can, this is where I can, this is the sort of place I can work in' “
(F21, Employee).

For one manager in particular, the relationships with volunteers and social aspects of the job are important. This manager identifies with a need to become a friend to the volunteers. Most managers do not go this far, but they and the paid employees recognise that a minority of the volunteers do require support and they willingly give this. An assistant manager finds:

"...if someone come to me with a problem, I'd help any way I can and like I say, if I couldn't help them, I'll say 'Well, let's see- let's try and find out who can help you - be it one of the Committee or be it, you know, someone completely different.' From a different environment, you know, depending on what the problem is."

(F21, Manager).

The relationship with the manager inspires commitment from individual volunteers. For managers, however, there is a 'Catch 22' position within the commitment cycle, as many of the most committed volunteers are those who have the most significant support needs from the organisation, whilst those who require the least support are committed to the concept of volunteering but not to the organisation. It is these latter volunteers, however, that the managers often most value and wish to transition into 'Effective Insiders'. The work here largely build on the work of Ahmad (2014) who recognises that the significance of personality traits is enhanced in volunteer led organisations and a failure to deliver it can have an immediate 'cost' implication.

4.1.5. The transition between effective and ineffective volunteers

Managers noted that the journey from insider to effective insider is neither linear nor guaranteed for each volunteer. They were keen to point out that changes in the body of volunteers and/or within an individual can mean that volunteers oscillate between being effective and ineffective. Managers expressed a specific view that one of the challenges in organisations that depend on volunteer labour is finding ways to manage those volunteers who are 'ineffective' as well as managing those who oscillate between effective and ineffective states. They have a number of strategies that they use when they encounter ineffective volunteers of which the most common is providing informal training support and delivering this in a way in which the volunteer feels comfortable, hoping that the volunteer can adapt to the new environment and become effective.

Oscillation between effective and ineffective states is more difficult to manage. It can be caused by a conflict of personalities or negative behaviours such as shedding responsibility and gossiping (even though these can in themselves cause annoyance among volunteers). Managers adopt a high degree of tolerance to these circumstances (see quote below) and tend to adopt appeasement strategies, either moving a volunteer to another team; or requesting feedback from each of the volunteers

involved and taking this to the Committee. The main aim of these strategies is to find ways to maintain volunteer engagement, support adaptability and enhance effectiveness.

"I think once they realise, you're straight with them, you know, this is the way you want things doing, you know. I do not like tittle tattle behind people's backs, you know what I mean."

(F21, Employee).

Ill-health can also render previously effective volunteers ineffective. The strategies used by managers in these instances focus on finding ways to keep volunteers within the League of Friends rather than necessarily on restoring them to effective status. Volunteers agree that those who are ineffective for health reasons are typically swapped between teams.

In all of these instances, managers expressed a sense of nervousness about pushing volunteers too hard lest they leave. Perhaps most difficult is the development of strategies for those with health issues. The managers all stated that they struggle to let any volunteers go, and particularly those who have health issues. They see the enjoyment that these less able volunteers get from volunteering and being at the League of Friends and do not want to take this away from this group of volunteers.

"Because it's like, one time I had this lady here and she kept having panic attacks. Right. And what happened was - she kept having all these panic attacks and one time, I wasn't here as usual. I was doing something else. Somebody said that she said 'Oh, I'm going to cut myself'. So, after that, after that, I said 'well, maybe you...' - not being horrible, nobody wanted to work with her in case... you know what I mean. She was a lonely person, maybe that's why she came here."

(F20, Manager).

Characteristics that paid employees associate with ineffective insiders include a lack of flexibility. Even employees acknowledge, however, that they are aware of the days on which specific volunteer teams work and will actively select to work alongside those individuals that they consider to be more flexible:

"I feel like I'm banging my head against the brick wall with some people. Some people will take it on, and I've always approached people and said, you know, 'Look, I'm not happy with this' and you come to a compromise, but I found and may be because they're older people, they just won't take it on board...."

(F21, Employee).

4.1.6. Conclusion

The discussion with managers, confirms that the status of 'Effective Insider' within the League of Friends is primarily influenced by team dynamics. The managers acknowledge, however, that these are not static but have a temporal dimension. This is perhaps particularly important to the League of Friends because the volunteers that it attracts tend to be older. Some authors (most notably Hyde *et al.*, 2016) have associated the term 'Effective Insider' with those who are long term.

4.2. The Volunteer's Perspective

Volunteers reflected on how committed they felt to the League of Friends and what made them feel a sense of belonging. Most were unaware that by dint of being a volunteer they were members of the Association and so this part of the organisational structure is irrelevant within their discussions. As they reflected on their experiences of volunteering with the League of Friends, many also identified the characteristics that they considered to be held by those who they considered to be 'Effective Insiders'.

4.2.1. Volunteer motivation

Volunteer interviews indicate that there are two dimensions that drive them to volunteer: one is to the cause for which they volunteer, and the other is to the concept of giving-back. As the quote below indicates, many volunteers engage initially because of a sense of loyalty to the hospital itself. This is often because they or a relation had been treated, thus their own experiences of the hospital shape their motivation to volunteer. Many frame this in terms of a commitment to the NHS, viewing their work with the League of Friends as a means of 'giving back'. This is illustrated by a volunteer's comments:

"I had to attend the pain clinic here [at the hospital], so on the way out, I stopped for a cup of coffee and I saw the notice for volunteers and that's how I started. And I had actually been made redundant from the job I was doing, so I thought it was something nice to do."

(F14, Volunteer).

This motivation is so strong that some volunteers travel significant distances to volunteer regularly:

"...and then, I became really ill with cancer and the [hospital] saved my life. So, then I knew that I wanted to put more in, that I wanted - it was payback for me. Putting something back into the hospital that helped me so much."

(F8, Volunteer).

"Yeah, most definitely. Yeah, that's why I do something like this than say possibly working for something like the National Trust, I would rather, it's a personal thing and I would rather contribute

to something that I myself and my family have had something out of, and I would like to give back.”
(F3, Volunteer).

While they are motivated by a commitment to the NHS, some volunteers acknowledge that they can experience negative emotions when they see acquaintances in hospital and this can make the volunteering role less comfortable:

“Because I think that can be a bit - a little bit awkward. I think for me that's the worst part - if there has to be a worst part - is when I've seen a neighbour or a friend or a relative and not expecting to see them here. And you do not want to do a 'Hello, how are you?' when they're in the hospital.”
(F2, Volunteer).

Some volunteers want to avoid such encounters, in some instances, a sense of wanting to avoid contact with people who are going through difficult times or coping with grief extends beyond friends and to customers in general. This provides a conflict within volunteers between their desire to support the NHS and the fact that many of their customers are inevitably experience illness or distress. Those who cannot manage this conflict cannot transition from outsiders to effective insiders. That said, the management team have few resources at their disposal to support volunteers and help them manage these situations.

4.2.2. The social benefits from volunteering

Within the interviews, volunteers place great emphasis on the enjoyment that they experience whilst volunteering. These reflections are similar to those made by the managers and indicates that volunteers value the pleasure of engaging with others doing the job and recognise that this 'job' enhances their broader lives. One volunteer sums this up:

“It certainly does [give a lot of structure]. And it gives you a great deal of enjoyment and pleasure.”
(F8, Volunteer).

“That's one of the things. I enjoy it - that's another thing. I desperately enjoy it and I - they're so friendly, people are so friendly and nice up here. And we have a good time, as well as working. You know, we get very busy, of course we do - you know that. But we also get along very well, I think. I enjoy it very very much.”
(F8, Volunteer).

Volunteer perspectives echo the manager view that social events are important, although they are

personally more significant to some volunteers. For these, they are perceived as a mark of appreciation for their 'work'. These volunteers tend to look forward to these events and find they provide a great opportunity to socialise with others. The group of volunteers that express this view tend to be those that rely on the organisation and others for support. They recognise the social events as optional, but have a high awareness about them and regularly attend:

"Yeah, we've had that coffee morning to go to if you want to. That's a thank you from the League of Friends. We have a meal once a year if we want to go to it."
(F6, Volunteer).

All volunteers recognise that events are designed to support team building activities that take place in the workplace. Nevertheless, there is a sense that this is not their primary purpose.

"I would hope so. You can't be sure, but as I said, if you just get a chance for people to recognise each other, chit chat over a cup of coffee. Yeah, I mean, there's no reason why it shouldn't be a team builder."
(F3, Volunteer).

Those volunteers that engage in the social activities tend to be lonely (or alone at home) and otherwise lacking in a social support network. These events provide a focal point for social contact and the steps that the managers take to make them accessible to all volunteers, regardless of their physical or mental health, is appreciated. One of these volunteers explains:

"...you can have a chance to have a chat and just relax - but as I said, I do not personally need a cup of coffee, but I will go along if I can. If it's a free day, then yes. If I've got something, then I'm not going."
(F3, Volunteer).

The significance of social events to some volunteers and the way they create a sense of belonging may, however, be a deterrent to volunteering among others.

Commented [RH1]: You need a quote for this.

4.2.3. Tensions between volunteers social needs and management priorities

Volunteers find being placed with others or encountering new volunteers provides opportunities to chat and create new social contact with others. As a volunteer describes:

"I've seen a lot of a nice couple - an old couple, back on the other side. They came in the morning and they stayed for a good couple of months, and it was really nice. There was a nice feeling about them"

you know. And I came in at 12:00 and they finish at 12:00 and we'd have a chat and that....."

(F5, Volunteers).

This two-way engagement between volunteers encourages the further development of bonds and relationships within groups (teams) of volunteers. Teams often become small social cells in their own right, absorbing information and passing it between themselves verbally and informally (volunteers have a defined preference for verbal information). This creates uncertainty for the manager who can sometimes find it difficult to find out what information is held by each 'social cell' and to check the accuracy of the information that has been received. Volunteers who feel that they do not have the information they need to do their job can become upset or disgruntled and frequently blame the manager for this lack even though they use the social cell of which they are a part as their main source of information. The lack of clarity around information provision and flows, a reluctance by managers to 'tell' rather than ask and the blurred lines between paid management and social cells of volunteers can, thus, become a deterrent to good communications. And this can in turn undermine the good will and sense of belonging of volunteers.

4.2.4. Emotional ties create loyalty

Some volunteers remark on the emotional attachment they feel to the League of Friends and the sense that this draws and binds them to it. Emotional attachments are largely positive (enjoyment, social connections, differences between volunteers, accommodating each other and adapting to others), and it is these positive emotions that provide a willingness to override the negative implications of volunteering. The emotional involvement of volunteers is derived from the relationships with others and the manager on the work floor and the positive emotions that become associated with these relationships. One volunteer explains that:

"...we can have a laugh; you can laugh with some people more than others. Some people have a different sense of humour to you. Most people are - some people you think, you know, 'Oh, just I've got to close my ears to you now'. But that's due anywhere. That's to life in general."

(F8, Volunteer).

Positive emotional connectivity is highly individual and can relate to career ambitions. One notes how her interactions are useful in supporting her ambitions for further education:

"I think one aspect of this interacting with people, which is useful to me and obviously, if I'm planning a degree in psychology, just as much experience with different people, doing different activities is really helpful for me. And sometimes I hope to work on the till, so I can be interacting with the public

which I think is also useful. Yeah."

(F1, Volunteer).

The object to which volunteers are most emotionally attached appears to change over the period of volunteering. For new volunteers, the initial emotional attachment is to the cause of the League of Friends (i.e., raising money for hospitals), but this rapidly changes as she starts volunteering with the attachment being more related to relationships with fellow volunteers:

"So, she said how much she [a new volunteer] enjoyed it and that you'd make friends and you, you know, have enjoyable time and you feel that you're doing some good. And you're giving back to the NHS."

(F7, Volunteer).

"I mean some people on the team here work several days and staff here come here every day, so there is a social thing with the team and some of the members of staff here."

(F12, Volunteer).

The language that volunteers use to express these attachments is notable (e.g. not the use of the word 'adorable' in the quote below) as is the way that association with positive role models among the volunteer body make them feel more committed to their own role as a 'helper'.

"Yeah, it's nice to interact with the people. I mean, [Volunteer] is just adorable. She's just such a fantastic worker and she's always happy and she's bustling around and she's here, there, and everywhere. She's just magic. She's just such a lovely person, you know, and it is nice when people say thank you, while I do not expect thanks if you know what I mean. I do not come here to be praised up to the heavens, because you just want to help people. That's sort of in my nature. I do like helping, I do not want to sit around doing nothing."

(F7, Volunteer).

4.2.5. The significance of flexibility

For many volunteers, flexibility and choice of roles are expected and freely given by the paid employees. This flexibility concerns areas like shift patterns and tasks performed. This is reflected on by a volunteer as follows

"If I rang her and said, you know, yea, I would be able to change it too, I guess. But she would also put me off. Cuz she's done that, probably wouldn't do it quite so much now. But in the past she's put people off or put me off"
(F6, Volunteer).

This volunteers expect that their needs are accommodated, as failure to do so would inevitably lead to volunteers leaving. This would be the case where a lack of flexibility leads to the volunteering interfering with the volunteer's own life or prevents them from volunteering in the way they prefer. As one volunteer reflects

"I am struggling, because I have been asked to commit to a certain day and trust me, I do understand that you know, they need a consistency, because otherwise it's very difficult to sort out staffing levels. Having been there myself, I know where they're coming from, from a personal point of view, I know that I'm going to struggle with that. So I need to talk to one of the managers at some point about this"
(F3, Volunteer).

Another volunteer rather describes it as 'freedom to choose', but describes the This flexibility is not necessarily a requirement of volunteers, as there is a set of volunteers who are not flexible. Important to note is that inflexibility is apparently an irritant to some groups of volunteers, characterised by people who stick to one job and refuse to do anything else, even if it means neglecting customers and undermining the perceived competence of the organisation. One volunteer describes such a situation:

"For some volunteers, using the till is unfamiliar, yea. They're usually taught so that.... So that if somebody is off. There are certain people who just have certain jobs. But I think it's good to be able to do most of the things, so that you can fit in to what somebody else wants"
(F3, Volunteer).

This flexibility is a key requirement of managers, though volunteers do not face that same requirement. Not fulfilling the volunteer's requirement for flexibility can lead to higher turnover whilst equally causing stress for the individual volunteer.

4.2.6. The characteristics of effective volunteers

Volunteers identify the following characteristics with effective insiders: those who are competent at their job, get along well with their colleagues, make others feel comfortable working alongside them and are well liked amongst their team. It is notable that – aside from competence – the focus of these traits is on sociability and likeability. The volunteer perspective, therefore, does not emphasise

the characteristics of adaptability and trustworthiness that are considered essential by managers and paid employees.

For several volunteers sociability and likeability relate to the formation of personal friendships. Several acknowledge that the fellow volunteers in their social cell are friends. Many also consider the manager and paid employees as among their friendship group. The relationship with the manager for many, thus, extends beyond the boundaries of the work place and reflect that they often provide support on non work-related issues, including problems in volunteers personal life. Volunteers recounted several personal stories about ways in which the manager or paid employees have supported them and these included acting as guarantors, undertaking home visits and providing support during periods of illness. A small group of volunteers have come to depend on this personal support from the managers and these tend to be those who have health or other issues and/or are less effective at fulfilling their volunteer role. A volunteer from this group describes:

"I fell over about four weeks ago and I smacked my hip on the pavement. And I was on my way here, so I came in and wonderful... I wouldn't go to the emergency to ask to help you. On the day after, this arm was playing up and so I had to come in. But they're all so kind and nice. I couldn't come to work, because it just hurt - very painful and I had my wrist in a cast for a couple of weeks...."

(F10, Volunteer).

Nearly every volunteer agrees with this:

"...he's very good because two years ago, I spent ten days in here, I had an accident and leg was poorly and I had blood poisoning and I was rushed in. And he [Manager] was very good to me."

(F9, Volunteer).

4.2.7. The transition from outsider to insider for new volunteers

When evaluating characteristics of volunteers who are newer to the organisation, some of the more established volunteers identify humility and an eagerness to learn as important characteristics to be accepted as a member of the team and to progressing from outsider to insider. However, as time progresses, and new volunteers transition insider the characteristics that volunteers associate with being effective change and become much more focussed around the personality traits of: happy, lovely, friendly, and outgoing:

"...Outgoing, friendly, easy-going, I think you have to be easy-going because of the customer, you have to be accepting of the customers, do not you. Well-presented obviously, clean and tidy."

(F6, Volunteer).

4.2.8. Perspectives on ineffective volunteers

Newer volunteers were less able to reflect on what made volunteers effective or ineffective. Senior volunteers, however, had strong opinions about the characteristics of those who they defined as 'Ineffective Insiders'. These are best summarised as being unfriendly, an unwillingness to follow instructions or a lack of regard for what is right for the League of Friends or body of volunteers. It is important to note that opinions about what is right for the League of Friends was often differently construed by each volunteer. Reactions to these ineffective volunteers were definitive as indicated in the view of one volunteer below:

"His remarks wouldn't be very nice. Not necessarily personal, but stupid remarks and I really disliked him in the end, and I didn't want to work with him. I did mention that to [Manager]. I did say to her 'Whenever he's here, do not ask me to work'."
(F6, Volunteer).

Some volunteers reflected that those who were effective in some contexts could become ineffective in others. Typically, this occurs when they pay insufficient attention to doing what is perceived as a good job by the new team, or they 'rub others up the wrong way', or alternatively 'step on the toes' of established and respected volunteers. Typically, the management team will recognise the potential of the volunteers who find themselves in these situations (and who display the characteristics that are otherwise associated with 'Effective Insiders') and offer the opportunity to swap teams. As a volunteer describes:

"You're a volunteer, you're not being paid and they're a volunteer, you do not need people shouting at you. So, I think [Manager] picked up on that, she swapped my day, and you know, I love seeing everybody, you know. In general, I do."
(F7, Volunteer).

Ill health can also render some volunteers ineffective in the eyes of their fellow volunteers. Typically, every effort is made to provide those with health needs with additional support, and this is largely tolerated as volunteers recognise that it eventually happens to everyone (and most are older). However, in some instances, it can make volunteers uncomfortable:

"...that man that I was talking about. That particular man shouldn't even be in the kitchen now. In my view, he's not able. There should be someone, and it obviously isn't [Manager], that could deal with that and make it clear, that he could be offered maybe to sit on the other desk."

(F6, Volunteer).

Certain volunteers do still have a side social network outside the volunteering organisation. Such volunteers seem to be committed to the act of volunteering, but not to the organisation or group, although they do have some form of commitment to the cause due to previous encounters or experiences. On volunteer describes:

"...having worked in the Health Service myself for 45 years and many of my family still do and have done. But I feel that the League of Friends is a very good cause by providing a valuable service.... But generally taking the numbers of volunteers, I can assure you that not many people actually turn up. They may have a lot of people on the books, in terms of potential volunteers, but we do not all turn up. And I'm not a - people go for a meal or a pub - I'm not that interested in... I've got things to do at home."

(F4, Volunteer).

In such cases, the manager needs to be attentive to the needs of these specific volunteers to ensure they remain at the organisation.

4.3. Conclusion

The volunteers have highlighted aspects from the organisation and its processes, the community (consisting of the volunteer and its colleagues) and the manager. At the heart of their reflections is the relationship that develops with the colleagues is widely reflected on and is a key aspect for defining 'Effective Insiders'. Volunteers find that in general, skills are not a primary decisive factor in determining whether a volunteer is effective or ineffective. An insider will become established through relationships that develop over time, becoming comfortable with the operations at the League of Friends, and perceived as lovely and friendly by their colleagues. Such people are usually already deemed 'Effective Insiders', even when they lack skills or are inflexible. Such an 'Effective Insider' shows several characteristics, and idealised action (or reaction) at every stage of integration.

The volunteers discussed the positive and negative emotions that they have observed at the League of Friends. Within such situations, they emphasise the relationships that they engage in with other volunteers and paid employees. These relationships can, to greater or lesser extent, influence the attachment that new volunteers experience over time. The attachment that develops and the relationships are vital to engage and integrate the new volunteers in the organisation. Throughout the time at the League of Friends volunteers encounter positive situations from which they derive joy

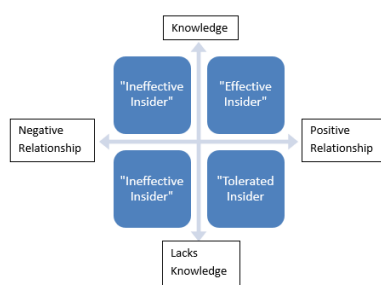
and happiness, which strengthen the relationships with other volunteers and employees. There are situations where individuals experience friction or rudeness from their colleagues. Volunteers expect that such situations to be addressed by the managers and they expect a quick and painless solution for their inconvenience.

The volunteers have found that their staying at the organisation is rooted in their motivation and self-perception. Thus, it appears that commitment from a volunteer perspective comes from a combination of 'wanting to give back' to a cause that is personally significant, and a perception of self as a volunteer. In combination these two aspects appear to make volunteers resilient and facilitate their transition to an insider. Those whose desire to volunteer is underpinned only by the latter are, however, more likely to leave an organisation, especially in instances in which it is not able to fulfil their emotional and personal needs.

Volunteers have highlighted additional characteristics for an 'Effective Insider' as a happy, lovely, friendly, adorable, and outgoing person. They are supportive of their colleagues in and outside the League of Friends, and provide physical, emotional, and mental support to existing and incoming colleagues.

The managers and employees have equally identified the relationships as a key factor in becoming an 'Effective Insider'. The development of positive relationships lies at the base of creating an emotional involvement. While the League of Friends team provide formal activities to develop social connectivity, much of this occurs organically in the workplace via day-to-day contact with other volunteers and – importantly - with the manager and paid employees. The paid employees however add additional factors like trustworthiness, skill and flexibility.

Figure 8. *Effective Insider*



As the relationship is the decisive factor in whether or not someone is an 'Effective Insider', the skill and knowledge is secondary factor. Both volunteers and employees associate the relationships with positive characteristics and find that these are more important than how fast or effective someone works. This implies that volunteers who are well-liked, but lack knowledge will still be tolerated at the organisation. This is best represented in figure 8.

The managers and paid employees have discussed the trust that managers develop for a certain group of volunteers. Greene and Ward (2016) highlighted that it is common for there to be a small subgroup of volunteers within any given organisation that the manager trusts. Within the League of Friends, this group of volunteers are particularly influential, playing a role in the recruitment and induction of new volunteers and reporting back to the manager. To play this role effectively, the manager and trusted group of volunteers require sensitivity and an ability to assess an individual's strengths, weaknesses, and needs.

In the League of Friends, for example, the manager noted that there were instances in which volunteers' physical or mental capabilities were diminished by illness or age or where changing team dynamics made some volunteers ineffective. Managers have all encountered situations where a volunteer developed conditions that caused them to become ineffective. In most instances, effort was made to ensure that these individuals remained a part of the volunteer community (and on occasion especially those in the latter category could return to being effective insiders), but managers noted some instances in which there was a need to support them in exiting from the team. This role in exiting volunteers is significant and is something that is recognised in this research but not in previous studies. It is particularly challenging for managers because – in the case of League of Friends – there are not the usual workplace processes in place to detect ineffective performance and thus volunteers can perceive themselves to be doing a net good (volunteering their time to help a cause in which they believe) whilst they are in reality not supporting that cause (because they are unable to fulfil the function allocated to them/fit into the team) and, thus creating negative emotions that may make more effective volunteers decide to leave.

For the organisation, this implies that the recruitment process needs to identify people with 'personality' traits that are a good fit for the existing team. The processes in place appear to have developed to ensure that this is the case and new volunteers will be able to effectively integrate. One does have to question, however, if this approach reduces diversity within the organisations and poses a risk, embedding like-minded volunteers into the organisation.

The most important factor that both volunteers and employees agree on is that developing relationships is vital and highly effective in keeping new volunteers committed and binding them to the organisation. The positive aspects that bring the volunteers together and attach them to the organisation are also the situations that inspire positive emotions and relationships. The negative situations and emotions that occur should not be given too much attention, as they are resolved. Even the volunteers that are involved in these situations and complain will eventually move on with other tasks. The positive and negative encounters feed into the relationships on the work floor as

new volunteers grow their social networks and make new friends, or conversely tensions arise during these interactions. There is a form of emotional attachment that develops alongside these relationships, and throughout the entry and learning phases at the organisation.

It is important to note that the 'Effective Insider' categorisation is not static but has a temporal dimension. Once a volunteer has achieved this status (not all volunteers will), they can move to any of the other segment in Figure 8. The manager plays a critical role in implementing measures to sustain everyone as an 'Effective Insider' for as long as possible. The appropriate measures are dependent on each individual volunteer. Ultimately, every 'Effective Insider' is likely to become ineffective over time and so the management of this process is critical to the success of the organisation. From the above review and discussion, the relationship is clearly the key contributor for the League of Friends.

5. Organisational systems and their capacity to support the transition to 'Effective Insiders'

Organisations typically create management processes designed to support the creation of effective insiders. The aim of these systems is to help newcomers ease into an organisation, understand its mission and operating practices and integrate into existing teams. They also support managers by routinising and formalising the processes that will deliver effective teams and support service quality. Within organisations that depend upon paid employees and volunteers, these organisations systems need to provide effective mechanisms to help volunteers transition to effective insiders. This chapter reflects on the organisational systems that are employed in the League of Friends and evaluates how effective they are from the perspective of managers and volunteers at supporting this transition.

5.1. Membership

The League of Friends is defined as a membership organisation (see quote below). Different 'types of membership' are defined and all active volunteers are conferred with the status of Honorary Member. Membership progression is achieved by quantifiable measures, such as years of service rather than necessarily qualitative achievements (such as value of services delivered). The process for removing membership status from a volunteer who has served for less than 10 years is rigidly set in the number of months for which service has lasted.

"5. It was agreed that annual or lifetime subscriptions be abolished.

Active volunteers will automatically become Honorary Members of the League they will remain members up until 11 months after retiring as a volunteer.

*Volunteers who complete 10 years as active volunteers will become honorary members of the League
Existing lifetime members will automatically become honorary members of the League.”
(Constitution, 2017).*

*(1) “Any member who has not volunteered for a period exceeding eleven calendar months will be
deemed to have resigned unless an honorary member.”
(Constitution, 2017).*

Such rigidity has the potential to deter episodic volunteers from engaging, were it not for the fact that managers and volunteers within the case study organisation were largely unaware of their status as members nor of the benefits that accrue to membership.

Whilst membership is highlighted as important within the constitution, rather more pragmatic guidance about the number of volunteers necessary for each site, how they should be managed, trained or informed about the broader mission of the organisation is lacking within the constitution. Thus, there are few provisions about the processes necessary to create a body of effective volunteers nor about the ways in which the status of being a member of the League of Friends could add value to volunteers. Decisions about the number of volunteers required, the way in which membership is communicated and the number of volunteer hours necessary to operate an effective service is left to the experience, knowledge and skills of the Committee (which is itself largely comprised of volunteers) and paid employees. Volunteers however do not even know about the membership types and do not know where they would fit into any of these categories.

5.2. Applying and Starting at the organisation

Unlike the work environment (in which there is a time between the initial engagement with the organisation and recruitment), in a volunteering environment the encounter often leads to immediate entry into the organisation. Typically, the encounter starts with an enquiry from the potential volunteer (whether by email, phone or in person), followed by a short interview. All volunteers agree that the so-called interview is really a ‘chat’ which covers an overview of the job role, the hours they wish to volunteer and a brief discussion about themselves. Information about volunteers is largely related to health and ability. This whole process is considered a very informal one. A volunteer voices this informality as:

“There wasn’t too much, no. They looked me over, I mean, they obviously spoke to me. Yeah, I think I came in here and they spoke to me and made sure I was ok, I suppose. That was it, I think, as far as I can remember - long time ago.”

(F8, Volunteer).

The initial contact of volunteers and starting at the organisation is often centred around the manager and the experience is seemingly highly individual. The volunteers observed that this process is not necessarily formal and the number of hoops to jump through is limited. There is however a clear idea from the employees as to how they would like new volunteers to be welcomed and there is an organically grown process that currently occurs. For many volunteers it is evident that the process of deciding to join the organisation comes from being a customer or having contacts with existing League of Friends volunteers:

"I was up here with my husband and - for something minor you know - I was reading, we were reading it and I said, 'That's absolutely amazing, what they raise in a year and look at the list of the stuff they've been able to do'. And I got up and I spoke to somebody and said, 'I would like to put my name forth.'"

(F8, Volunteer).

Several processes occur for every new volunteer, but the order in which these processes occur varies. This phase of the process has been observed to be short, sometimes only taking a few days or less than a week. Throughout this initial stage, an 'Effective Insider' is a volunteer who, upon application, is responsive to the manager and process. Each unit is responsible for dealing with volunteer 'applications' and conducting 'interviews', as well as ensuring that the appropriate administration for new volunteer starting is completed and ensuring start day/days for the new volunteers are organised. It appears that the personality of the manager dictates the order in which these tasks occur (some volunteers spending time in a unit before having an 'interview' and others experiencing the 'interview' first):

"But I'd rather they come in to have a look to see what it's like. Some people just phone up and say they would like to work here. But I like them to come and have a look to see what it looks like if they haven't been up here...."

(F20, employee).

A small group of volunteers agreed that the interview was so informal that they did not consider it as such and considered themselves to have been invited to start immediately. This minority group is characterised as volunteers who have significant experience volunteering elsewhere or were already known to the manager. One volunteer described the interview as:

"I came in and spoke to a lady that left. She's not here, she's retired, and they took me on more or less straight away. Told me to come in the following Tuesday and I started,..."
(F15, Volunteer).

Managers reflect, however, that they adapt interviews to individual volunteers, especially when it comes to the occupational health checks. Managers assess potential medical conditions or needs that incoming volunteers may have during the interview process and offer a trial shift, after which they decide whether a formal occupational health assessment is required:

"I will meet - ask them to come up and have a chat - so a fifteen-twenty-minute chat in the cafe and talk about the League of Friends and what's involved. So, I can get an idea of their appearance, the plan there is, their attitudes and then I'll say, 'Before we do anything else, come in and do a shift and we'll take it from there.' "
(M5, Manager).

The informality of interviews works well for the volunteers and are not an obstacle to volunteering but provide them sufficient insight into the job role and an immediate introduction to the social environment in which the volunteering takes place. The interviews are often used to fulfil any legal requirements and tick boxes like health and safety checks (where necessary), as well as give a semblance of formality. The information that managers provide during this encounter stage helps ensure that volunteer expectations are effectively managed.

Formal sampling or trial employment is not a separate feature of the processes within the League of Friends in a formal sense. On one site, it is an informal element of the interview process and – only when the volunteer is not available on the day of the interview - offered as a separate activity. On another, potential volunteers are offered the opportunity to sample. The sampling process on both sites, however, is not seen within the League of Friends as a two-way process, through which volunteers assess whether they enjoy the work, and their fellow volunteers can assess whether the recruit is a suitable fit for the organisation. Sampling (or engaging a potential volunteer in a shift as a part of the interview process) provides a good opportunity to assess the candidate's abilities and suitability. A manager describes:

"... then I'll say, 'Before we do anything else, come in and do a shift and we'll take it from there.' And I'll say to them 'You can decide whether it's something you want to keep doing and we can take it

from there.’ When they come back for a second shift, at that point, I will give them that application form that you’ve seen, with the accompanying information sheets.”

(M5, Manager).

It is much more one way (viewed from the perspective of the volunteer alone). As a volunteer at Site One notes:

“And then he [Manager] basically just said ‘Come and try a shift and then you can see if you like it. And if you do, then we can make it a regular thing’. Yeah.”

(F1, Volunteer).

On Site One, one volunteer considers the ‘sampling’ to be so informal as to be non-existent:

“I rang up and I came here, and I started the day I arrived. Because it was so funny, [Manager], when I queued up with the rest of the people and then I spoke to the ladies that were on the counter, I said ‘Oh, I’ve come to see a lady called [Manager] about volunteering.’ And [Manager] appeared and then she said, ‘Are you busy?’ - she said, ‘Do you think you could help today?’....”

(F7, Volunteer).

Both managers and employees have a set routine to ensure that the first day for a new volunteer runs smoothly. Set tasks include identifying who will introduce the volunteer to others and the organisation, who initially guides volunteers around and what activities the volunteer should engage in. The managers at both sites state that a new volunteer is introduced to the organisation by one of the senior team and then introduced to a long-term volunteer who does the introductions to the volunteer team. Managers and assistant managers highlight that new volunteers usually start on a standard set of tasks and gradually learn more tasks as they stay longer.

The volunteer introduction process on both sites has grown organically and is formed by the personality of each manager. Both managers, however, are mindful of the importance of personally greeting and spending time with new volunteers and giving them the first introduction to the workplace. This provides an opportunity for them to reinforce the rules and regulations with which the site must comply (such as health and safety and hand washing). This equally provides the paid employees with an opportunity to engage with the new volunteers and express the value to the volunteers. By taking the time to spend with a new volunteer, the manager can make them feel valued and get to know them to ensure that their motivation and needs are being met. As a manager explains:

"When they first start - on their first day - I go through an introduction to as I take them around the kitchen or servery and show what needs to be done and what needs to be observed and what needs on a safety side to be looked out for. Also, there are - there is a selection of the most - I thought - significant food hygiene rules visual displays of what those are and text on the walls. [.....] So, the most important points are reinforced around there, and I try to look at what people are doing and also team leaders and other most senior volunteers will say 'Oh, she's not washing her hands quite enough or he's...' And if it's the case I'll reinforce it."

(M5, Manager).

Volunteers report varied perspectives on their first day at the League of Friends. These include being shown around the site, given instructions about the tasks required and the volunteer's role in performing those tasks, and being introduced to other volunteers. A volunteer of several years finds:

"Yeah, oh yeah, absolutely. I mean [Manager] will be giving them an induction. But then he will say 'Can you just show so and so through the ropes?' And it's kind of just work with them and be with them."

(M3, Volunteer).

During this first day, volunteers are usually asked to engage in a set of tasks (e.g., food preparation or background tasks such as making coffee or serving), depending on their skill and interest. The manager uses this initial performance to assess what new volunteers are suitable for and simultaneously allows these new volunteers to experience the tasks and select a preference. The volunteers indicate that their memories of the first day are blurred and generally report that it goes quickly. A volunteer finds:

"Yes, it's quite a short. It's just to see what you're like and how to do the food preparation and then when you first start you get specific tasks and that's fine. But thereafter you just appear and do. See what's out there and you get in there."

(F4, Volunteer).

Both managers also recognise the value of senior volunteers when integrating new volunteers and the relative informality this brings to the 'workplace'. A manager reflects how he organises the first day of volunteers as:

"I prefer them to be and to get to get to know one of the more senior volunteers who is in that area of

the kitchen, either making sandwiches or serving.... I find there's attraction there in being less formal about how things work and doing a strict guidance on the first day. Because they will be nervous, most of them, not all of them and they are, I believe, more comfortable by just chatting to someone who has been doing it for some time. And will guide them gently to what needs to be done."

(M5, Manager).

The above practices are of benefit to managers, providing them with an opportunity to assess the volunteer suitability for teams and skills. When adopted and followed up effectively (so volunteer teams can reflect on the new recruits' progress) it can avoid any problems such as character or nerves. Whilst such conflicts can be sorted out later, as we shall see, exiting volunteers from an organisation once they have become engaged is more difficult.

5.3. Informal administrative processes and their role in 'embedding' new entrants

Each of the League of Friends units has a set of procedures that are followed to ensure service quality and support health and safety. Few of these processes appear to focus on supporting the delivery of the range of activities that provide value to the volunteer experience (for example, the social activities that are emphasised as essential to supporting volunteers in the transition from outsider to insider).

Managers recognise that some of these processes and associated documentation are required by the NHS Trust, some by the League of Friends and some are legal requirements to fulfil the necessary obligations for operating a food service operation. The administrative processes that managers were able to describe include:

- The application forms (including references) that were a pre-requisite for the volunteer recruitment process
- Training requirements and associated documentation to ensure that hand hygiene requirements are fulfilled, fire safety questionnaires are completed, DBS checks are completed and occupational health forms are submitted and filed.

The fire safety questionnaire and occupational health form are both required by the NHS Trust and the other requirements by the League of Friends. Managers noted that there are no noticeable processes for ensuring that the documentation is in order and properly completed. The League of Friends requires a record of all the volunteers, together with references for all new volunteers but there is a lack of rigour in ensuring these processes are followed and also few processes that seek to

engage volunteers with the broader work of the League of Friends and/or build emotional connectivity with its purpose. A manager reflects on the legal requirements imposed by the Trust:

"The voluntary services - again the Trust - for any volunteers that are across the whole Site and the various departments and functions have a fire safety training module/manual that there was one issued two years in the form of tests to be handed to all volunteers."

(M5, Manager).

The administration associated with volunteering often comes sometime after an initial trial shift. Both League of Friends sites have clearly documented procedures for administering the 'entry' of a new volunteer in terms of the paperwork requirements. These include application forms, health, and fire safety questionnaires. These documents are used consistently and all of the volunteers remember at least having completed an application form either before they started or on their first day. Despite the apparent formality of this process, the volunteers feel that managers generally make it relatively informal, and the form is often given during the first day of volunteering and returned later. The informality of this approach suits volunteers as it facilitates their entry into the organisation and begins the process of forming an emotional connection with the management team. A senior volunteer states:

".... it was just me and [Manager], had an interview that day. I went off with an application form or I filled... No, I took it back away with me, filled it in, brought it in and discussed when I would work."

(F6, Volunteer).

A minority of volunteers have reflected that they were required to undergo an occupational health check before beginning the process of volunteering. Some volunteers in this group have indicated this was done through a phone conversation, whilst others were required to attend a physical GP appointment. This is the case amongst volunteers who are less able or have medical conditions that may interfere with volunteering. A new volunteer indicates that:

"...Yeah, just the days and hours. And then, you know, all the general questions that you have to answer to work in a hospital or anywhere else. Yeah, that was all alright and got a phone call later from... I think it's somebody at the [hospital] who deals with asking people about themselves. I can't think what the department they're calling - just to check out that you're ok to hire you, not a mad axeman..."

(M4, Volunteer).

The informality of this process has been commented on by the managers and the fluid nature of the process is something that is deliberate as a part of the process of creating an emotional connection between volunteer and manager. An experienced manager comments:

"And I'll say to them [new incoming volunteers] 'You can decide whether it's something you want to keep doing and we can take it from there.' When they come back for a second shift, at that point, I will give them that application form that you've seen, with the accompanying information sheets."
(M5, Manager).

However, the processes cannot be completely informal. Volunteers seem to welcome a fluidity towards record keeping as they enter an organisation because it allows them to build familiarity at the entry stage before they engage in administrative processes:

"... [we used to have a DBS] check. Before you can start. But they started me straight away and then realised that I had not - they hadn't done that [DBS] check, but then they checked [i.e., DBS check] it. Of course, everything was fine."
(F15, Volunteer).

Managers, however, do recognise their administrative obligations and ensure they are delivered at a time that seems appropriate during the volunteer entry to the organisation.

"I want written letters. And the volunteers' services management within the Trust also want records kept of references, which are in that drawer, so we keep copies of all references. So, everyone has to."
(M5, Manager).

Administrative processes are not, however always rigorously applied. The secretary at Site One recognises that some processes are required (in this instance the application forms) but goes on to state that she does not always file these or follow up and ask for references:

"I thought that that's what you would do [ask for references], but as I said, I've been doing it, I do not know, say 14 years and I've never, never done it [checked references]. It never got done when I took over, so I've never done it."
(F19, Employee).

One manager reflects that the NHS Trust does have a specific requirements vis-à-vis occupational health when employing volunteers, possibly in part because of their typical age profile. He says that once potential volunteers have been interviewed:

“They [the documents] go off somewhere else [to be checked]. They [the NHS occupational health department] check them and then if there is anything on there like their medication and they think ‘oh, I do not know about that, I think I better check them.’ “

(F20, Manager).

We can conclude from the above that the League of Friends’ approach to paperwork and administration is informal and flexible. For volunteers, this approach is non threatening and removes barriers to entry into the organisation. It also provides individual managers with the opportunity to adapt the processes according to their own personalities and their perceptions of what works best for individual volunteers. This is well illustrated below

“I came in and spoke to a lady that left. She’s not here, she’s retired, and they took me on more or less straight away. Told me to come in the following Tuesday and I started, but you’re supposed to have ...you’re supposed to have a police [DBS check] ... I filled, yeah, there was an application form I had to fill in. But it wasn’t much. It was just ‘where did you work before’.... a quick interview. I think they were desperate for staff at the time...”

(F15, Volunteer).

A manager highlights that there is a benefit to the informality, use of trial shifts and consistently adopting the range of practices at Site Two. There is space for volunteers to pass their anxiety or nerves, become acquainted with the work and relax at the League of Friends. As he explains:

“And they are left - and it’s a good way for them to get more involved person-to-person in the...I prefer them to be and to get to get to know one of the more senior volunteers who is in that area of the kitchen, either making sandwiches or serving. And I felt it’s a less - quite a few of the volunteers - who come to us, have never done anything in a volunteering way before or served the public before. So, it can be a bit nervy for them. So, the less - I find there’s a traction there in being less formal about how things work and doing a strict guidance on the first day...”

(M5, Employee).

There is however a risk to this informality that makes the managers responsible for failures that may occur within these processes. This is reinforced by the manager-centricity throughout the League of Friends as there are no safeguards in place to protect said managers. This would be a note for the League of Friends Committee to bear in mind and consider any such safeguards.

5.3.1. The value of documenting, routinising and formalising some administrative processes as a means to enhance volunteer confidence

Both the paid employees and volunteers recognise that a range of activities are undertaken when a new volunteer enters the organisation, stating that all new volunteers will encounter an interview, administration, trial shifts and engage in an introductory first day. These processes have been proposed as vital for volunteers because they are recognised as effective tools for introducing the new volunteer to the environment. These practices provide more practical and effective tools adapted to the voluntary context.

Contrary to a worry by managers about the range of administrative processes, volunteers indicate that they are not a deterrent to volunteering. However, many do feel that the way in which information is collected and imparted during the entry process is important. Some felt that more emphasis could be provided to some aspects of the entry process and specifically to some of the health and safety training. In particular, about one-third of the volunteers noted that they would prefer to receive a more regular five to ten-minute training slot about issues such as fire and safety rather than one introduction by the manager as they start. A volunteer remarks that refreshers may need to be accompanied more daily information, such as a register of the volunteer workforce on that specific shift:

“...for the rest of us, a ten minute, this is where everything is, this is where you should evacuate to wouldn't go amiss. Because if there was a count, nobody would know how many volunteers there were that day.”

(F3, Volunteer).

In addition to the managers briefing, some volunteers were encouraged to take information home to review as needed (for example in the case of hand hygiene for Site Two). The volunteers reflect that this mode of information dissemination is particularly effective for them and helps them feel confident that they are performing their role effectively. As a new volunteer says:

“...ensure that hygiene is good, so you always need to be washing your hands. Yeah, and just make sure that everything is done properly. So, the standards are consistent for everyone.”

(F1, Volunteer).

More regular processes for reminders can also provide important refreshers for volunteers, again enhancing their confidence in performing their roles. A new volunteer reflects that s/he does not recall being introduced to health and safety practices:

“There is one point on this, and you asked me about on the fire thing, but I never actually had anything to do with health and safety. Nobody's ever said ‘if you're making rolls and you put them in there and then you load the washing machine, you should wash your hands. Or do not do the two jobs together.’ It's like serving on the counter, you know, you have tongs and this sort of thing. Nobody has ever explained the health and safety aspect of it.”
(M4, Volunteer).

Both managers and volunteers perceive that occupational health checks can be intrusive and therefore managers try to assess the need for this during the interview, only commissioning it when they feel it is appropriate for a specific volunteer. The relatively undocumented recruitment process allows managers to adapt the entry process according to individual volunteer needs, ensuring that it is as welcoming as possible for potential new recruits. There are, however, some formal processes within the encounter stage that perhaps do not have the significance that they should. Key among these are the fire safety and hand hygiene rules. Comments from the volunteers on Site Two indicate that more rigorous and regular hand hygiene and fire processes made them feel more secure, and there is some opportunity for embedding these more consistently within the encounter process.

A lack of formal definition of processes by the League of Friends does allow for significant differences to emerge between both sites about the administrative requirements for admitting new volunteers and introducing them to the organisation. Interestingly the administrative processes in the case of both sites do not include any reference to the membership and its benefits.

5.3.2. Defining volunteer job roles

Whilst managers and paid employees have job descriptions with a clear delineation of responsibilities, volunteers do not. There is no volunteer handbook, no clearly defined induction process and no obvious route other than years dedicated to the organisations through which volunteers can become more engaged or acquire enhanced membership status. The Constitution does not shed light on these issues and in fact has very limited references to the role of volunteers, focussing instead on the role of the Committee, its officers and trustees, finances, and objectives/powers of the League of Friends.

Scholars have referenced the significance of induction and orientation programmes (Lo and Lam, 2002; Jamison, 2003; Ezendu, 2009), employee handbooks (Alexander *et al.*, 2012) and checklists

(Chapman, 2009) as an essential part of the entry process for new employees. Within their work, they set the framework within which these new recruits can understand the organisation and navigate its processes. Within these texts, these practices are described as highly formalised, probably because they have their roots in paid employment contexts in which they have been used successfully. These processes are not employed by the League of Friends and whilst this lack of formality allows for a flexible approach, it does place a lot of responsibility on individual managers and is a deterrent for those volunteers who would prefer a more documented approach and specifically a volunteer handbook to help them maximise their value to the organisation.

The more informal mode of working seems to be an alternative to the orientation programmes and sessions that have been commented on by authors who have observed other voluntary organisations (Lo and Lam, 2002; Jamison, 2003; Ezendu, 2009). The approach at the League of Friends seems to have been adopted because of the small size of the teams and the inefficiency of organising these sessions for new volunteers who join on an *ad hoc* basis. It seems that there is little interest from the Committee or managers to organise such sessions or programmes, and little or no demand from volunteers to do so. As such, buddying appears to be an effective mechanism to begin the journey for new volunteers from outsider to insider.

5.4. Learning

The relative informality of the entry process appears to place emphasis on the volunteer picking up skills as they engage in delivering the services of the League of Friends. For some, this creates a steep learning curve that requires them to ask questions learning through doing, observation and working alongside senior volunteers. Many volunteers are comfortable with this environment and consider it helpful in creating and cementing relationships with other volunteers, who they perceive to be generally helpful:

"But, yes, I really just sort of asked questions and learnt as I went along."
(M4, Volunteer).

On occasion, however, it can cause friction in the short term and senior volunteers express an expectation that those who will embed in the organisation have the capacity for quick learning. As a volunteer reminisces:

".... and very regimental she was really this lady. We are a little bit easier going now. And she was a difficult lady to get on. For her to accept me really, cuz I was a newcomer. But in the end, I got very fond of her and learned a lot really from her."

(F6, Volunteer).

Employees recognise the role that engaging employees in questioning their fellow volunteers plays in supporting the development of constructive relationships. They have however observed that excessive talking can prevent the work from being done, especially when the manager themselves engages in this communication as the work and tasks are neglected. Some paid employees have aired their discontent when this occurs as it detracts from the smooth operation of the day and many typically feel obliged to pick up the tasks that have been neglected. As a secretary finds:

“So therefore, they do want a little chatter, which is fine, absolutely fine, you know. But workwise, when you're under pressure, it's good if somebody will just get on and do things.”

(F19, Employee).

Paid employees and more experienced volunteers explain how they engage in the process of bargaining, in which a new volunteer is placed with an more senior member of the team on the basis that they will teach them new skills but take on fewer work tasks:

“I mean going back to when I first started, [Volunteer], a lady that since passed taught me. In fact, I worked in the kitchen, mostly. I shouldn't say mostly, I did both, front and back. But for the first few hours, I did the back with [Volunteer], so she taught me all the...”

(F6, Volunteer).

Another volunteer identifies the more formal structure in which there is an official Volunteer Team Leader who is in charge of the day's team. This individual is charged with setting the tasks for the team as a whole and, as such, engages in bargaining with different team members about the roles they are prepared to fulfil on a given shift.

New volunteers note that the environment in which they learn is important and comfort is a key factor. Volunteers describe that they need the following to perform their function well: a knowledge of which jobs they are required to perform; adequate information about how to do those jobs; information about their place within the team; and engagement with a team of people they can get along with (i.e., a predictable and secure position in a pleasant environment). Once they have these conditions, new volunteers become more proactive and define the type of functions they feel comfortable performing, which in turn benefits the organisation. A volunteer finds:

“I think so, over the time, I've decided I preferred to be at the back. I wouldn't mind being till trained so that if it got really short staffed, I would be able to step up...”
(F8, Volunteer).

In order to achieve the best results, managers should teach volunteers in an environment that is suitable for their needs by, for example, teaching them during quiet times or outside opening hours. As a volunteer describes:

“[Manager] did try to show me the till once and I couldn't get on. I can't- there was a queue of people and I do not like to be shown that sort of thing in front of the public.”
(F8, Volunteer).

It is clear that the team leader (who is also a volunteer) plays a critical role. Managers allow teams to decide whether they want a team leader (and whom this would be). These team leaders become the default coordinator for supporting and embedding new volunteers. These team leaders are the first point of contact for questions and maintain the flow of information about volunteer progress to the League of Friends. Managers pair newcomers with team leaders to guide them through their initial learning and, as such, the team leaders (or senior volunteers) act as the manager's unpaid assistant on an informal basis.

“...there's a team leader..... the team leader, a gentleman called [Volunteer], he sorts of told you what to do. You know, asked you or instructed you to do certain things until you became familiar with what you were doing, and you could do that of your own, you know. You can see what needs doing and then you do it.”
(F12, Volunteer).

Paid employees have adopted a mixture of formal and informal approaches to train and inform new volunteers, as stated above leaving much to Team Leaders who are rarely provided with formal training for this role. The extent to which a newcomer engages in the learning journey with the team leader appears to have a significant influence on whether they embed into the organisation. This relationship with the team leader is considered by many volunteers as an equivalent to the paid staff..

“And you know very well that you can ask them anything. They're always happy to help you with whatever is going on.”
(F2, Volunteer).

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It is clear from the above that, once an individual has entered the organisation, managers tend to play a relatively passive role in the learning process. They watch new volunteers to ensure that the process of familiarity with key tasks is emerging and are very adept at intervening to help volunteers feel comfortable. They identify volunteers who pick up things quickly and encourage them to self-manage and support others in their learning. This voluntary mentoring process between older and newer volunteers, and manager oversight, seems to contribute towards the social enjoyment that volunteers feel and creates a sense of responsibility among more senior volunteers to help those who are newer. As one volunteer comments, she focuses on watching unobtrusively once a new volunteer engages in a new task:

“Well, it depends, usually if I think they're ok to work on the till, I'll show them to do the till first. So, I sort of watch them or the person who is on the till will watch them, depends on what I got to do.”

(F20, Manager).

The manager provides guidance and instruction to new volunteers, which is perceived as positive, but this extends equally to more senior volunteers in the form of information and responding to queries. Volunteers consider that provision of guidance on how to perform tasks is a key element of the management team's responsibilities. This remains important to volunteers once they have moved beyond the entry and into the 'Accommodation' phase, as indicated by the findings presented below. One of the main practices adopted by the League of Friends is for the manager to guide volunteers towards this structure and integrate into the existing routines. The routine and structure at the League of Friends develops over time and is the setup that the new volunteer encounters.

Volunteers acknowledge that they need guidance from League of Friends once they have left the entry phase and progress through the organisation. The type of guidance changes over the course of this journey. There is, however, a perception among some volunteers that guidance is less easy to access as they progress through the volunteer cycle. The nature of the guidance required at this stage shifts away from the essentials of how tasks are delivered and into how individuals work as a team to deliver the level of service required. As a volunteer describes:

“There has been very little guidance and sometimes I think a little bit would be rather nice. Because otherwise, sometimes if you're not told, you tumble of in your own direction, doing what you think is right, when in actual fact, you're winding up people behind your back. And that's where I think people should step forward and say 'Well, I'm sorry, do not do this or do that and I would like X number of

egg rolls.”
(F3, Volunteer).

Another volunteer corroborates this need for continuous support once they have left the entry stage of the organisation:

“...as I said. And if you're diffing around with the till roll, trying to put it in... See, everybody should be shown how to do that, because when they're not...”
(F14, Volunteer).

Some volunteers reflect on their experiences of embedding into the organisation and note that this approach of being engaged in delivering tasks instantly gave them a sense of being thrown in at the deep end::

“But I guess that's the way things are done nowadays; you just get put in at the deep end and you just have to get on and cope with things.”
(F19, Volunteer).

However, they also acknowledge that this forces them to communicate with the paid employees and other volunteers, breaking down barriers and creating bonds:

“It all began by talking me over. You know, [Manager] saying ‘Oh we'll fill these rolls’, and you know... Somebody showed [Volunteer] how to do the coffee and different things. And then I would go in and if it's not busy, you can go and do other things, you know, like dishwashers and coffee and we're all on the tea cakes and the pasties.”
(F8, Volunteer).

“And I remember coming in and there was once lady here - she since left - who was showing us how to fill rolls, how to make tuna, things I've been doing all my life. But I've never said a word, she was very helpful and quicker ways of doing stuff, which was helpful. And just the way it ran, you know....”
(F8, Volunteer).

Volunteers seem to emotionally tuned into the needs of newcomers and are for the most part

empathetic in their duties.

“Consequently, somebody comes in that - they do not know the ropes very well - you just show them a little bit how it's done without trying to be bossy or pushy or...”

(F8, Volunteer).

5.4.1. Creating routine and structure

Routine or structure is the work rhythm that develops over time and that replicates on a day-to-day basis. This routine and structure is fundamental to getting jobs done (Scivicque, 2019).

Communication is fundamental to establishing the routines and structure necessary in the League of Friends and managers are critical in this as they identify the tasks that need to be delivered over the course of a shift and allocate those tasks to different groups of volunteers.

Volunteers recognise that routine is critical to the smooth running of shifts and that routine is a combination of planned and timed tasks (i.e., tasks that must be achieved at the same time every day, such as opening routines and receipt of deliveries) and those that develop organically over time. These organic elements differ for every team and between days. For example, staffing levels will determine whether rolls are made in bulk or per order, or whether the teams have set routines for preparing additional coffees and teas. Volunteers that work on several days have observed that the routine varies with different teams, even tasks as simple as making coffee or tea; or the setup of the site changes each day. As a volunteer describes:

“I have sort of a work time of picking up things and doing things, but then you just really, you go along with the way they do it. And then they'll sort of put you right. But they have their little quirks, so you just have to sort of pick up and remember. Basically, we all do the job the same way.... It's silly things like, you know, I always... Well, I do not go on about it, but you know on Monday they put four tea bags in the tea pot and on Wednesday they put five.... you know....”

(M4, Volunteer).

Within this routine and structure, volunteers say that they are able to choose which jobs they prefer to do, and they know that these are their jobs.

We can thus see that the process of learning within the League of Friends is characterised by volunteers asking questions of each other, or newer volunteers asking older volunteers to explain

tasks, it is an essential part of securing the knowledge required to perform core tasks. Interestingly it is through this process of bargaining that relationships and social networks crystallize, as volunteers decide which tasks they wish to perform and with which teams. Managers play an essential and intuitive role, interceding in instances where peer learning fails. Nevertheless, the process is informal and lacks written procedures. Whilst there are evidently elements of this approach that are highly effective and that achieve the 'social' ambitions for many volunteers, the lack of formality can result in a lack of consistency. Success in effect depends on the sensitivity, emotional awareness and flexibility of the manager. It is the manager who individualises the learning journey to the needs of each volunteer and this means that the skills of conflict resolution, communication and relationship building are central to the role.

5.5. Transiting volunteers from Insider to outside – the Exit process

Volunteers and employees recognised that exit could occur at any point during the volunteer journey from newcomer to Insider. When reflecting on the reasons that individuals should exit the organisation, a number recognised that volunteers who were 'Ineffective Insiders' should be exited. It was acknowledged, however, that the processes to effect such an exit are lacking from the organisation. Indeed, volunteers and managers expressed the view that there is a culture within the organisation of tolerating and accommodating those who are ineffective.

All interviewees recognised that whilst the exit should (and could) occur at any moment, there are points in the volunteer life cycle in which the organisation is particularly vulnerable to losing volunteers. The departure of a volunteer can occur from the moment they "apply" and any point after that, even when they are 'Effective Insiders'. Key among these are changes among the management team, as volunteers have highlighted that this brings changes to personal relationships, routine and structure. These changes can result in groups of volunteers leaving:

"...it helped other people, maybe even enjoy the volunteering more when they were – in fact, I'm sure less dominated by these few people. But it was a difficult thing to overcome. So, but there was those who were resistant to the new management attitude, whether in fact of the way I did things or the presumption that I would do things in this way.... They decided they were just leaving en bloc, so I have had one occasion about a year and a half ago where almost one shift went."

(M5, Manager).

One sentence in the constitution for the League of Friends relates to 'expelling' volunteers. Responsibility for this is placed with the Committee and the process includes an opportunity for the volunteer to address the Committee:

"(2) The Committee may expel from membership of the League any member whose conduct in its opinion is detrimental to the interests of League provided that no decision to expel a member shall be made until the member concerned has been given an opportunity to address the Committee."

(Constitution, 2017, p. 4).

In essence, the process for exiting a volunteer resembles that for terminating paid employment. Volunteers and paid employees reflect on the reasons for such a forced exit and recount instances where such a process has occurred (it is interesting to note that volunteers perceive involuntary exit to be a more frequent occurrence than managers). Managers say that involuntary exits are relatively rare, and only one manager claims to have asked volunteers to leave. Other managers express disquiet should they be asked to initiate this process. The role of the Committee's and their responsibility in this regard appears to oblique in the perception of managers.

5.5.1. Involuntary exit

Volunteers claim to have observed involuntary exits and say that these are principally instigated because of a clash of personalities between volunteers. The only other instances in which volunteers could recall involuntary exits were from extreme ill-health. It seems that it is these latter instances in which managers get involved, albeit often at the instigation of one or more volunteers. As a volunteer observed:

"Well, I won't mention their name, but [Manager] had to get rid of them. One volunteer - he had to ask her to leave. Because she just didn't have time for volunteers at all. She was quite nasty to them. So, he actually had to go around to her house and...."

(M3, Volunteer).

There is, however, a reluctance by managers to act even in cases of ill-health. Typically managers will seek to change a volunteer's tasks rather than ask them to leave. Other volunteers can be intolerant of this approach. One volunteer explains:

"Well, one person in particular being very rude about other people and I think it's because she went through. So, I think it's her response to... She was quite elderly. So, I think, she's a bit older and she had less control over what she said. I've got to watch out what I am saying. No, as you get older, your kind of you think that your universe is their universe as well.... She was asked to stop working...."

(F9, Volunteer).

Should an involuntary exit be warranted, volunteers consider it important that the exit is activated by someone who has a relationship with the volunteer in question (notably, continuing the theme of maintaining a sense of 'comfort' for the body of volunteers in general). Volunteers perceive that this responsibility should be held by the manager or a Committee member. As a volunteer describes:

"Anyone that has built up a relationship with him I would think, that could do that really. Would probably be a good person. With backing from the [Committee] obviously...."

(F6, Volunteer).

Volunteers observe that even when it occurs, the exit process includes several (verbal) warnings, with the final meeting usually conducted by the manager in the comfort of the volunteer's home. As a volunteer explains:

".... well, he knew for a long time. I think he was trying to... I mean, he had it in with her two or three times, but it just didn't sink in. It just wouldn't sink in, you know, one day she upset - I think one day she went in tears and he just decided that's it. He told me that he was going around to her house to tell her that she's not welcome anymore...."

(M3, Volunteer).

The managers are noticeably reluctant to ask a volunteer to leave and will go to considerable lengths to retain them. In the instances of volunteer dismissal, the manager reflects:

"That I had to ask to leave because their interaction with other volunteers was damaging. Their character was such that they were disruptive or causing ill-feeling on shifts and it has to be quite severe before I take that step.... Another one because of theft... There has only been once - no I didn't mention - one did I mention that and asked them to leave, partly because of food hygiene laxity...."

(M5, Employee).

When dismissing volunteers, managers express a desire to act with discretion. Reluctance to admit wrongdoing by volunteers and to activate the exit process can lead to weaknesses in the perception of other volunteers. Given that the ambition of the League of Friends is to fundraise for the NHS trust, this reluctance can in rare instances undermine effectiveness in achieving the charitable ambitions:

"We had one volunteer that we knew was dipping her hand into the till.... and we had people say about it, but nobody would actually accuse her. So, it's sort of got left and we tried to monitor it a bit, but anyway, she's left now. That's sorted that out a bit, but it was very difficult, because unless you actually see it, you know it's happening, but you've actually got to see it...."

(F19, Employee).

An employee reflects that a lack of written policy for exiting volunteers is a deterrent to action:

"I was aware of the fact I needed to go through certain warnings and written warnings and have discussions at that person's house with them. And they were eventually going to their house and say, 'You can't work here anymore'. So, there was an unwritten procedure that I went to just by knowing what was fair. And could be seen from the outside to be fair and my Chairman was also involved in issuing warnings to that person. But there is nothing written down anywhere around that - so far - apart from that instance. You might say, it would have been - it would have helped to have that, but

it went ok as it was....."

(M5, Employee).

5.5.2. Voluntary exit

Exit is not always involuntary. Volunteers choose to leave at their own discretion and this process is characterised by its informality. Some volunteers exit the organisations relatively quickly, typically because they do not like the work, particularly its repetitive nature, or do not believe in the cause. Often there is no formal notification that a volunteer intends to leave in this way. They just fail to return:

"They might not like the people they're working with, they might not like the jobs we give them. I mean, they can be quite boring if it's not what your cup of tea, you know, if you do not want to keep emptying the dishwasher or filling rolls. It's just of they do not like the work...."

(F19, Employee).

".... there are people who come whom it doesn't suit.... I know my sister worked for a bit and what she found that she was absolutely exhausted. She couldn't keep it going and she was very sort of shy and she felt a great responsibility to earn money for the League of Friends, to do the sandwiches, she felt personalities were powerful. She felt she was facing patients across the counter - she's very nervy

about it...."

(F2, Volunteer).

Although no 'retired' volunteers were included in the sample, longer-term volunteers did reflect on other instances that may make them consider leaving. Primarily they stated that this would be if they were engaged in tasks that they do not enjoy:

"I mean, you know, if I was given something I really didn't want to do, over and over and over again, in the end, I would say 'Right, that's me done here, I'm going to go somewhere else'...."
(F8, Volunteer).

Another key reason to want to leave would be an inability to work alongside another team member, or a health condition that makes their role unviable:

"I have, yeah, for different reasons, for ill-health or people have left when they've not got on with certain people...."
(F6, Volunteer).

Lastly, a minority of volunteers have exited because they need flexibility to accommodate their own personal lives. This group of volunteers tend to be younger, work and have social commitments (such as ailing parents or friends):

"I would hate to have to say 'I have to walk away because I can't have that flexibility'..... I can't see - other than a personal problem - I can't see any reason for not coming again ..."
(F3, Volunteer).

The volunteers tend to become angry or upset when individuals they perceive that individuals exit the organisation without good reason. They portray this as a lack of commitment and use very emotional terms when they consider leaving with little notice or explanation:

"I would hate to leave them in the lurch, not turning up ... because it wasn't convenient. That doesn't help anybody, so no, my I'm hoping that there'll be a solution."
(F3, Volunteer).

The managers had the same view as the volunteers about the reasons for leaving, adding to this list a change in management.

"So, but there was those who were resistant to the new management attitude ... But since then, there

have been one or two others because of friction between them and either me or assistant who work for me..... I had to change several things and it became obvious to mainly the senior ones who ran the League before then - this wasn't a place for them anymore...."
(M5, Employee).

Paid employees and Manager expressed an awareness about the ease with which volunteers could leave the organisation and the vulnerabilities that this implied for their own working lives. This sense of vulnerability results in an imbalance in the workplace and managers are sometimes unable to enforce the discipline they require for fear of upsetting volunteers:

"There was one woman that came in and she was on her own, she came in, the manager, and there she was on her own. Faced with a bit of a mess, cuz she was doing all the rolls and things. I suppose she sort of had a go at her.... By the sounds of it, she walked out."
(F20, Volunteer).

"I've seen people do that, when we were fully - I can't say mad now - fully personed [i.e., mad]. You can't use the word mad now. But there were enough volunteers in there, she just put her coat on and went. Just went, didn't say anything. Because obviously they felt that they weren't needed and were being pushed out and she never said anything."
(M3, Volunteer).

Pressure can also be felt by volunteers some of who apply the same amount of pressure on themselves in the volunteering as they would in a work environment:

"I thought it would be perfect for them because you know, they like getting out and they like meeting people and things, but you know, they took it too seriously, I think. And they found they couldn't cope...."
(F22, Employee).

The process for voluntary exiting of volunteers and expelling 'Ineffective Insiders' can pose a series of obstacles, especially when those volunteers have been with the organisation for a long time and were once effective insiders. Ill-health is a key reason for volunteer exit, but a deeply emotional process. Many volunteers feel that they 'owe the League of Friends their service in return for the support they receive from their colleagues' and are reluctant to cede this responsibility by leaving the organisation. These volunteers are often tolerated within the organisation, even though they

consume social resources and can cause irritation to fellow volunteers who are more effective insiders.

Managers recognise that 'Ineffective Insiders' demoralise the teams and hinder efficient operations, thus raising the spectre of valued volunteers leaving. Exit of a large number of volunteers and/or a change in management can be associated with changes in work processes and this is a point of particular risk for the organisation. One in which previously effective insiders can be rendered 'Ineffective'.

5.5.3. The need for an established voluntary exit process

Given the emotion around the exit process, volunteers considered it important that this was formalised (for voluntary and involuntary exits). Volunteers acknowledged that the 'exit process' should not be the sole responsibility of the manager, but should be defined by the Committee or 'another' (non-defined) person. Managers and volunteers found it relatively easy to discuss the process for voluntary exit (but not who should oversee it). However, the processes for defining volunteers as ineffective and 'exiting' them was much more divisive. In both instances, there was a consensus among paid staff and volunteers that these systems need to be formalised to support retention of 'Effective Insiders'.

The temporal nature of effective insider status, places significant focus on the exit process and a need to ensure that those who become ineffective will not once again oscillate to being effective within a manageable time frame. NCVO (2020) recognise that the exit process for volunteers can be challenging, suggesting that it should also be informal. The negative emotional implications of any exit, however, makes it important that managers have the tools to support this process, especially when the exit is involuntary.

The lack of any written procedures from the Committee or ATTEND makes this process manager centric. The single remark given in the Constitution is inadequate for the League of Friends as it does not provide any detailed guidance or process. This research project found that managers would prefer to have such a written policy as suggested by GreenIT (2013). The lack of such written processes becomes problematic for managers and prevents the timely and efficient exit when necessary. What this process should look like has been discussed dependent on the type of issue that is identified. One such example was described as below

"That I had to ask to leave because their interaction with other volunteers was damaging. Their character was such that they were disruptive or causing ill-feeling on shifts and it has to be quite severe before I take that step.... Another one because of theft... There has only been once - no I didn't mention - one did I mention that and asked them to leave, partly because of food hygiene laxity...."

(M5, Employee).

Practically speaking, the voluntary exit tends to occur with much less fuss than within paid employment as volunteers often decide as and when they pick up and leave. The process of an involuntary exit requires a more formalised and structured guideline. The voluntary exit is a very informal process and is very dependent on the individual's situation and character. It is evident that managing the exit stage (and recognising when volunteers transition to becoming ineffective) is critical in the volunteer process. The lack of formal tools that are available to the managers of volunteer led organisations for exiting volunteers places specific responsibilities on the function of the manager.

In the cases where minor issues arise, McKee (2020) suggests performance reviews and job descriptions followed by providing training, support, or supervision to address issues (NCVO, 2020). Such opportunities to change behaviour (Hawthorne, 2018) are only appropriate where volunteers lack food or hand hygiene or similar minor issues but are unsuitable for most of the above reasons for dismissal. Cases of theft, and illegal or violent acts pose significant risks at the organisation and should be addressed with an immediate exit.

This project has uncovered that the issue of theft has posed significantly more problems as organisations have found they struggle to find sufficient proof or evidence. This builds on the work of GreenIT (2013), and Hawthorne (2018) and has been highlighted by managers as a rare but real incidence. Cases of theft have continued at the organisation, despite suspicions or reports by volunteers, as employees or the Committee fail to gather evidence or act appropriately. Despite reports or suspicions of thefts, volunteers do not want to come forward, make accusations and prepare formal statements in such a matter.

Managers and volunteers have explained that this process is specific to the voluntary context and is informal. One way to voluntarily leave the organisation was highlighted by Ciulac (2017) who advised clear, open, and short communication. This however is not the most frequent or prominent way of leaving the organisation. This project has identified that either volunteers leave without proper communication at short notice, or they linger for longer than they should. The observations at the League of Friends are in line with Kramer's (2011) suggestion is that a more fluid system is appropriate for the voluntary context.

In situations where volunteers become sufficiently aggrieved to depart at short notice, they pick up their possessions and walk out. In these circumstances, little or no further communication occurs, and these volunteers are unlikely to ever return to the organisation in the same team. The volunteers

that linger longer than they should are those that suffer from ill-health but are highly motivated and well-liked, thus becoming tolerated insiders and possibly even becoming ineffective. For these volunteers, the colleagues and manager are highly tolerant, and accommodation will be made to keep these volunteers coming back. Those that experience a change in circumstances or are of ill-health feel that they owe the organisation their loyalty and presence. They will only voluntarily leave the organisation if there is no other choice, although they are more likely to leave involuntarily or prefer to find another solution. In such cases, the manager 'smooths things over', provides a place for these volunteers, encourages them to leave and equally initiates an involuntary exit when needed.

Previous research by DiSanza (1995), Gibson and Papa (2000), Haski-Leventhal and Bargal (2008), Myers (2005) and Kramer (2010) underestimates the number of potential exit points throughout the process. This project identified that an involuntary exit could (and should) occur at every stage of the integration process because the reasons for dismissal can arise at any point of the volunteer journey. A voluntary (willing) departure from the organisation can take place at any moment and the 'retirement' from the organisation occurs throughout the process. Any volunteer can decide to leave or be forced to leave at any point of the process between 'Entry' and 'Effective Insider' stages.

5.2. Reflection by individuals on the process of embedding

As they become more familiar within the organisation, all volunteers noted that they considered themselves to be more effective and embedded. For many volunteers the timeline for becoming familiar with the job is relatively quick, with some volunteers saying that they had learned what they needed to be effective in just a few days. Once they felt competent they said that they looked forward to volunteering and their confidence to engage with different teams grows. A volunteer finds that:

"But most of those jobs, now I could carry on and I can't say I could start in the morning.... I suppose after doing it for a couple of days, you'd realise what you do, I mean, I walk in and people like [Volunteer], who come in early and [Manager], they've got all the books and everything out.....I feel quite competent to do any other jobs."
(M4, Volunteer).

"...you were nervous and apprehensive to begin with, but as I say - once everything clicked in, you didn't even worry - you just walked in the door and if you were on your own in there, you knew

exactly what you had to do and you just started. And everything else just fitted in and I mean, it got to a point where I used to do the women's centre on my own."

(M3, Volunteer).

Whilst volunteers overwhelmingly associate positive emotions with their experiences when they join the organisation, most also acknowledge that there are negative aspects. These principally relate to negative encounters with others (fellow volunteers, customers, or paid employees). The volunteers reflect on tensions that rise and leave volunteers with a negative feeling. Such situations occur mostly between established volunteers who consider themselves competent and newcomers. These situations typically occur during the training periods of these new volunteers. As a volunteer highlights:

"... But no, it had to be, cuz she had so many years.... and you have to accept people for how they are, do not you? I mean, I've been used to working with all sorts of people in my working life, so.... "

(F6, Volunteer).

Even though negative emotions may be experienced, volunteers note that it is possible to transition from outsider to insider relatively quickly, especially when negative experiences are avoided.

"...probably within the first month, because the people made you feel comfortable. You know, it was not like a thing - it's not like you're walking into industry or a job, where you got the hierarchy or things you know, nit-picking. You know, they were all - you were made to feel comfortable."

(M2, Volunteer).

5.3. Tensions between volunteer teams

The potential for tension within and between volunteer teams lies at an interface between routine tasks and those that develop organically. Volunteers comment that there are some (generally established) volunteers who will only engage in rigid, pre-defined tasks. These individuals can come into conflict with other volunteers who have the same characteristics. In these circumstances, the concept of power comes into play with each team/volunteer/ trying to enforce their version of acceptable practices. Volunteers note that managers seek to resolve these issues by embedding flexible volunteers into teams in an attempt to soften the rigidity that characterises the team. Those volunteers who characterise themselves as more flexible, however, can experience pressure when placed in these circumstances and can also be in high demand to work. They say that these combined factors can reduce their desire to remain as a volunteer within the organisation.

'I did joke before I even started here that there'll be somebody on the till and this is the way we do it and this is the way we've always done it and I think that's a great shame. I think, we've all got to learn to take new ideas of things on board - but yeah there is that culture of 'this is how it's always done, and this is how I've always done it'...'"

(F3, Volunteer).

Volunteer perspectives indicate that the work routine and work teams are largely honed around their desires: the organisation therefore adapts to accommodate them.

The volunteers reflect that tensions can arise when encountering changes, stress, or new situations:

"I did some egg and salad ones [rolls], and I was just going to go around to take them and [Volunteer], who's been there many many years, come around the corner and she talks so loud. She said 'You shouldn't have made them...' ... I stood there like a rabbit in the headlights and thinking 'Oh no, what have I done wrong.' And I felt absolutely mortified..."

(F7, Volunteer).

Some volunteers noted that tensions needed to be managed and they had some personal responsibility in this regard;

"...that you actually have to let - something I do not gossip - but I'm very careful - but I also realise that if people do not gossip, they do not - they're not able to let off steam. Something very important for people to just say some very unreasonable things and that if they're able to let off, it's over. But that's just..."

(F11, Volunteer).

5.4. The significance of the Volunteer Manager role

Evidence from the interviews develops a picture of a manager-centric process. Job descriptions are provided to managers, but these are largely functional and do not embrace the emotional and support elements that are essential to the role. Essential characteristics for the manager include sensitivity and empathy and their capacity in this regard will influence the extent to which they can meet the needs of the volunteer body. There is a vulnerability within the organisation in as much as the character of the manager has a direct impact on the propensity of volunteers to commit to the organisation.

"So, I think it's why it's so nice. I think in a way, that's one of the reasons why people are very committed to stay, because there's a lot of respect for them."

(F11, Volunteer).

Perhaps a defining characteristic of the workplace for the League of Friends is the extent to which the manager must adapt to meet not only the needs of paying customers, but also those of volunteers. Flexibility and vigilance are therefore required by employees who require the capacity to identify the points at which volunteers are willing to try new skills, and to find the appropriate opportunity to intervene to avoid the volunteer feeling pressurised because – for example – a queue emerges whilst they are trying to learn to manage the till. One of the employees recognises this factor implicitly, saying:

“...somebody will be doing the teas and they'll say 'Oh, can I have a go on the till' and, you know, I'll say 'Then I'll do the tea and then I can supervise you and if you've got any questions or you done wrong or whatever.' ”

(F22, Employee).

Volunteers explain that the manager's behaviour impacts on their own motivation and attitude. Hence the attitudes of the manager has immediate a direct resonance for those who volunteer as well as their capacity to become an effective insider. Some managers feel the need to express their gratitude to volunteers on a consistent basis and this seems to be an effective tool to cement volunteer commitment:

“.... members who always, at the end of my shift say, 'Thank you, thank you so much'. Now, you know, she doesn't have to do that - it's part of her style and she always does it - and it makes you feel very valued. As you say, you do it for your own reasons and nobody has to say thank you, but you just feel 'Oh, that was nice.' You know and what's a few words - it costs nothing, but that, I think, it always goes voluntary.”

(F3, Volunteer).

This need to consistently express gratification can conflict with the other responsibilities of managing, which can relate to exerting discipline, setting the standard of expected behaviour and ensuring that service quality requirements are met. As a result of this conflict, when negative situations occur managers are not always equipped to deal with them.

A lack of social skills among managers can also result in increased volunteer turnover, lower morale, and friction on the work floor, which could impact on service quality and customers. the significance of the character of the manager and his social skills could be better recognised in the job descriptions provided. This is especially important to recognise (and potentially support) because employees and

managers in particular are consistently called upon to support the social needs of a body of volunteers that is deteriorating in health. Characteristics such as likeable and approachable are characteristics that are particularly valued by volunteers:

"...he [manager] is always approachable. Yeah, he's approachable. Yeah, he'll come sit down, have a chat with you. Definitely, yeah."

(M3, Volunteer).

For many volunteers, Managers are also considered friends.

"...they're very dear friends, yeah. We've had days out with [Manager]. He organises trips out, he's very good, and he organises meals, once a month. And we all go, from the League of Friends, we all go. And we have a meal. It's really nice - we look forward to it. [Manager] is very good with us."

(F5, Volunteer).

Managers also need to be able to work with uncertainty. Volunteers require flexibility and the quid pro quo is that managers work in an uncertain environment in which they may have days when volunteers are in short supply and others in which they are in excess. Volunteers see a failure to schedule effectively as a weakness:

"In case they [volunteers requiring flexibility] change their minds, I mean, if you give volunteers too much of a run around, they're going to give up and they're going to think 'Ah, I won't bother with that' and go somewhere else."

(F8, Volunteer).

They also demand complete flexibility around their own work schedules:

"Well, I work, we have our own - my husband and I have our own business... I also have, well, I have an elderly mother, my husband has an elderly mother. And they require quite a lot of time. So, I do need chunks of time out to look after them.... I am struggling because I have been asked to commit to a certain day.... because otherwise it's very difficult to sort out staffing levels. Having been there myself, I know where they're coming from, from a personal point of view, I know that I'm going to struggle with that."

(F3, Volunteer).

Volunteers are inclined to judge managers without necessarily recognising the pressures that they work with:

“Better than the previous manager. Who would - I do not know really, he just didn't seem to want to get involved. He was a nice enough man, do not get me wrong. Nice enough man, but he just didn't really want to... He wanted an easy life I think.”
(M3, Volunteer).

The personality of the employees contributed to developing a commitment to the employee or individual manager. A minority of volunteers has developed such a commitment to the manager that they will defend the manager under any circumstance, whether they lack skills or not. They found that whenever they encounter gossip or backstabbing, they disagree with such behaviours. This is however a limited minority, as a volunteer describes:

“Yeah, and I won't have it. Because I came out and told her once and [employee] caught me and she went like that to me ‘Do not tell her, do not say nothing.’ But I think it's only right she knows if... They should tell her to her face.”
(F16, Volunteer).

Manager's have responsibilities for managing other paid employees as well as volunteers and imparting the skills to help them also support volunteers on their learning journey in their own right:

“...but [Manager] is amazing, because I'm still learning things, still not confident in doing a lot of things, like the rota at the moment, [Manager] lets me do it, but she is guiding me as well.”
(F21, Employee).

The solutions to such situations range from changing volunteers to a different team, enforcing regulations where necessary or even dealing with the aftermath when volunteers resign, in their absence:

“...everything that happens, it happens when I'm not there or if I'm on holiday. Something happens, like something happened on... I do not know what happened on Friday, but it's got nothing to do with me, cuz I weren't there. Somebody said something to someone and [Volunteer] said ‘Do not speak to me like that’, but I do not know what happened.”
(F20, Manager).

Most employees reflect that these negative incidents tend to blow over and so they try to leave the volunteers to sort it out for themselves in the first instance. Only if a problem or situation persists, the manager will engage and aim to find a suitable solution. In the first instance, such a solution will look at separating the quarrelling volunteers (into different teams), additional training, or reinforcement. A last resort would be to force an involuntary exit of the volunteer causing problems. The manager further explains:

“But usually, sometimes when things like that, it's usually little things and then people sort of get over it and carries on. It's like some people wind up people on the other thing, like yesterday, [Volunteer] said that somebody was annoying her. So, she stepped back and walked away and then after that they started [communicating and working together] ...”
(F20, Manager).

The role of the manager has been highlighted throughout this process to include different aspects and to be vital at every stage of the process.

5.5. Conclusion

The entry into the organisation of the new volunteer is primarily dealt with and organised by the manager. Something that emerges from this research is the approach of Site One. The manager on this site undertakes an individual assessment of new volunteers and then indicates that the new volunteer is set straight to work. These tasks are usually shown to new volunteers who observe, ask questions, and become involved through experiential learning. This approach seems to be quite structured and consistent as well as effective, allowing those for whom the volunteering opportunity is unsuitable to leave before expectations about the experience are raised and those for whom it is to sample the workplace, meet other volunteers (who can feedback to the manager on their performance) before the individual is recruited into the main volunteer body.

The approach of Site One and Two to fire safety appears to differ, something that volunteers who work across both sites recognise as better and more effective at Site Two. This results in a difference in the effectiveness of both approaches, especially combined with approaches further in the process. Site One does not maintain copies of completed fire safety questionnaires and many volunteers do not recollect completing one. Site Two maintains meticulous records, indicating that all volunteers do complete the fire safety questionnaire. When questioned however, volunteers do not necessarily remember completing it.

Both groups recognise that it lays the essential foundation to securing volunteer commitment and building effective teams. Moreover, both managers and volunteers invest significant amounts of time in the recruitment and embedding process. Whilst these processes are characterised by informality for both, managers are in no doubt about the importance of embedding volunteers and make every effort to ensure that their volunteer journey starts well. The practices adopted by both Sites have the potential to provide a new volunteer with sufficient instruction and equally freedom and flexibility to negotiate their own way through this process. By not clipping their wings, but providing a stable model to rely on, the newcomer can find a personalised journey throughout the Entry Stage

Critical to this is ensuring new volunteers have an opportunity to engage in the volunteering activity as soon as possible after the initial enquiry, and that they are paired with senior and trusted volunteers to begin their journey, to encourage integration and learning. The emphasis on informality has led to different approaches towards administrative processes and these are a weakness that makes some volunteers feel unprepared. Nevertheless, the systems that are in place – for the most part – focus on engaging and embedding employees into the organisation and nurturing a culture in which they wish to return.

At the League of Friends, the more informal techniques appear, for the most part, to be effective for the volunteers. Both paid employees and volunteers agree that the combination of formal and informal would be most effective for the organisation. It seems that volunteers and managers both find that the formal learning characteristic of paid workplaces is not prevalent or even necessary in the League of Friends. For volunteers, the learning process would have to be adapted and requires more informality, although a formal component could reinforce a degree of learning.

The League of Friends uses trial shifts before any paperwork is completed, or before the official entry of the new volunteer into the organisation. This practice has a parallel: the probation period adopted within paid employment, although there are several differences. A probation period, for example, is largely used to assess a candidate's suitability for the job and is a formal practice. Within the context of the League of Friends however, the process is informal, and the assessment of performance is primarily completed by other volunteers with limited formal assessment by the manager. Suitability of the candidate is less judged by their performance of the tasks required and more by the extent to which their personality is a good fit for the team. In the workplace, a trial shift would end with formal feedback: for the new volunteer informal feedback could add value to the process, albeit the feedback should not lead to a potential end of the volunteering should the candidate lack the skills required (but could lead into some form of training plan).

Within the 'Entry' stage of the volunteer journey, a volunteer may choose to leave the organisation voluntarily or the manager may choose not to recruit those who are unsuitable for the role. For the latter, the manager can take the opportunity at this point to initiate an involuntary exit, thus avoiding a situation which could be damaging to the volunteer and the organisation (especially if the volunteer has developed an emotional commitment to it). Flexibility is necessary to allow the manager to retain this freedom. This is provided in the League of Friends by combining the 'Pre' stage and 'Entry' stage of the entry stage of the volunteer journey (these stages are defined as wholly different and separate on the OS literature for paid workplaces). In this voluntary context however, the stages flow over into one another and this blurring of the lines allows the manager to avoid recruiting volunteers who are unlikely to fit with the wider team. The 'Entry' stage characterised by a large degree of informality and is different from paid employment. There is a greater degree of flexibility and diminished degree of administration that is associated, which is often more ad-hoc.

In fact, the significance of the manager within volunteer organisations seems to be somewhat neglected in the literature (academic and practical). Managers in the league of friends are positioned as hospitality managers. However, the specific characteristics of the League of Friends workplace makes them part social worker, part carer, part friend and part human resource manager. The hospitality elements of their workload are a minor part of the tasks with which they engage. Volunteer led organisations depend on finding managers with the appropriate skill set and in job descriptions often overlook the 'social' as opposed to functional aspects of the role. In the case of the League of Friends, the Committee is responsible for appointing the manager and accountable for any lack of skills. Their relative remoteness from the operations, however, means that they are not always fully aware of the range of skills required. The relatively limited documentation of processes and procedures means that a change of manager can pose a threat to the organisation's stability, especially given the positive emotional dependence between the volunteer teams (and especially those considered effective insiders) and the manager.

The involuntary exit from the organisation was initially placed at this 'Entry' stage in the original model and found to take place for a variety of reasons. Such an involuntary exit was originally designed to take place early on during the integration process. This however was found to not be the only occasion on which such an involuntary exit could (or should) occur. Alongside this involuntary exit, several additional points for a voluntary exit were found and the underlying reasons and processes have been commented on.

As a result, the model requires adapting based on the above discussion around the exit of volunteers. Rather than focusing on the model as a transitional model, there is an indication that the 'Effective Insider' is the core state that management processes should support. As the most important element of being an 'Effective Insider' is the relationship with others, the resulting management processes are largely informal. Their focus however is to encourage good relationships and developing such bonds with other volunteers and with the manager. As such the sequence of certain steps or stages is not the key (as previously highlighted in Figure 2), but the focal point is the effective Insider.

6. The Creation of 'Effective Insiders' in Voluntary Organisations

6.2. The Insider

An 'Effective Insider' for the voluntary organisation consists of several elements, primarily including personality and character, and secondarily skills. Volunteers and employees have agreed that an 'Effective Insider' is happy, lovely, friendly, and outgoing, but also trustworthy. The most important self-perceived characteristic is experiencing being comfortable at performing the job.

Thus, we can conclude that 'Effective Insiders' seem to have an ability to form and sustain positive relationships. This is itself influenced by the personalities and behaviours of individuals, something commented on by Cooper-Thomas and Anderson (2006) and Ahmad (2014). Ahmad (2014) goes on to recognise that the significance of personality traits is enhanced in volunteer led organisations and a failure to deliver it can have an immediate 'cost' implication. This is because the lack of payment means that volunteers have a limited incentive to stay should relationships fail. Balci *et al.* (2014) comment on the importance of trust and forming relationships.

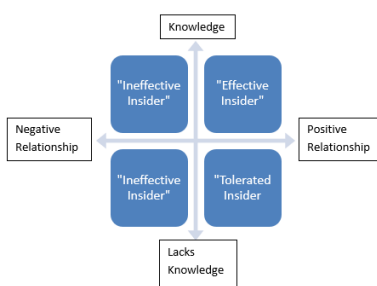
A secondary characteristic for effective insiders is knowledge of the specific task they perform are asked to perform, although not necessarily the adequacy with which these tasks are performed. Handy and Mook (2011) recognise that skills are less relevant as an outcome within volunteering contexts, and this is certainly the case at the League of Friends, where most volunteers tend to be retired and the majority are not looking for opportunities to improve their work life. Thus, the skills required to do the job are not a determinant of becoming an 'Effective Insider', nor does a lack of skill necessarily imply that a volunteer will be seen 'ineffective'. Skills among the League of Friends volunteers seem to be something that they reflect on themselves, choosing what they want to learn and personalising roles, so they avoid tasks that they do not wish to perform.

When discussing the difference between an established volunteer and effective insider, however, the following characteristics emerged: being comfortable with the job, having established a routine, knowing the specific tasks that are required, and most importantly getting along. These findings are different to those of other authors – most notably the work of Filstad (2011); Cooper-Thomas and Anderson (2006); Grusec and Davidov (2010). Within studies of these authors, the term effective insider was more associated with skills (for example, associated with the ability to learn and adapt quickly to the work environment) than personality characteristics (being well liked/getting along with others). However, within the League of Friends getting along with people is much more important than competency at the work (although it is notable that competency was also included in the list). It is evident from the data that competence is differently interpreted by respondents in the League of

Friends environment: it encompasses flexibility, friendliness, sense of humour, willingness to do more hours and different tasks rather than necessarily the ability to work effectively at one task.

An 'Ineffective Insider' on the other hand is mostly centred around the negative encounters and emotions that occur during the volunteering work. There is little of a skill or knowledge when discussing an 'Ineffective Insider'. The 'Ineffective Insider' is a member who does not get along with others and is perceived as rude, arrogant or condescending. The few instances when a volunteer is perceived as ineffective due to a lack of ability (or because they are no longer able), the manager and colleagues are more likely to tolerate them in more suitable task or position. Similarly to the 'Effective Insider', it is the relationship that is a key determinant as to how volunteers are viewed. This is equally in line with the previous work from Cooper-Thomas and Anderson (2006), Ahmad (2014) and Handy and Mook (2011).

Figure 8. Effective Insider



When comparing both 'Effective Insider' and 'Ineffective Insider', the discussion is focused around relationships on the one hand, whilst knowledge of the tasks required takes a backseat in determining effectiveness. Based on these two features, different categories of insider can be observed. Of these only one is truly an 'Effective Insider'. This is an individual who both knows the tasks that they must perform

AND has positive relationships with others in the team. Another type of insider is identified within the League of Friends and shown in Figure 8. This is a 'Tolerated Insider' or an individual who is socially embedded into the organisation but lacks the knowledge or ability to perform the tasks required. 'Ineffective Insiders' are characterised as those who lack the knowledge to perform the tasks required or have negative relationships with other team members. The latter characteristic is particularly important in the volunteer context. A failure to integrate into a team can cause negative emotions and – if not managed appropriately – can result in the loss of the broader team which may comprise 'Effective Insiders'.

6.3. The Management

The combination of an informal and informative chat is an effective tool at the League of Friends and is used to communicate expectations (as highlighted by Sullivan, 2015), thus avoiding role ambiguities (Studer and von Schnurbein, 2013) and potentially deterring those who are unsuited to

the volunteer opportunity from engaging fully in the organisation as well as clearly communicating working conditions (Jamison, 2003).

Although the entry is manager-centric, the use of buddies and mentoring programmes (Seymour and Sandiford, 2005; Bailey and Barber, 2014; Lo and Lam, 2002) is a suitable tool to support newcomers and the manager. However, to have the skills to deliver these tasks effectively, that the manager requires detailed knowledge of the team, considerable skill in interviewing potential candidates and emotional intelligence to evaluate how new candidates will fit within existing teams.

Those senior volunteers who are willing to take on the task of buddying with new recruits to explain the role, observe and guide them are used as informal (unpaid) assistant managers, effectively forming an informal hierarchy. Including senior volunteers in this process enables the manager to delegate tasks and simultaneously encourage communication within and between the volunteer body. By connecting newcomers with senior volunteers, managers strengthen the initial contact and give newcomers a liaison to ask questions and to earn an early sense of belonging and embedding into the team. This builds further on the work of Clayton (2016) which suggests matching newcomers and 'old-timers'.

The more consistent approach is perceived by volunteers as effective, and the employees believe that this serves the organisation well. This occurs because there is a need for record-keeping as part of legal requirements or a result of HRM processes that emphasise administrative processes (Storey, 1989). The importance of administration within paid employment has been widely recognised by researchers like Storey (1989), Wright, Snell and Dyer (2005) and Stavrou *et al.* (2010).

Within the encounter for paid employees, Holton and Russell (1999) have highlighted the importance of pre-employment activities and meeting previous employees. Further research has elaborated on interviews (Barraza, 2011), setting expectations (Sullivan, 2015) and communication on working conditions (Jamison, 2003) to avoid role ambiguities (Studer and von Schnurbein, 2013). These have been considered as very formalised forms of encounter with the organisation that are meticulously documented and archived (Barraza, 2011). The entry processes that are commonly used in paid employment rely heavily on formal and administrative processes (Lo and Lam, 2002; Chapman, 2009; Holton and Russell, 1999). Within a volunteering context, these are much less formal and focussed around 'encouraging' participants to join the organisation and enforcing basic requirements, rather than testing their competencies. These issues are explored further in the text that follows.

Previous research from Ezendu (2009) has elaborated on how an induction provides opportunities for newcomers to 'sample' the organisation. Gov.uk (2020) has provide insight in using work trials within paid employment as common practice for both newcomer and employer to test the other party.

Such insights are commonly used and have been considered effective to distinguish newcomers with high potential from newcomers with less potential.

Previous research by DiSanza (1995), Gibson and Papa (2000), Haski-Leventhal and Bargal (2008), Myers (2005) and Kramer (2010) underestimates the number of potential exit points throughout the process. This project identified that an involuntary exit could (and should) occur at every stage of the integration process because the reasons for dismissal can arise at any point of the volunteer journey. A voluntary (willing) departure from the organisation can take place at any moment and the 'retirement' from the organisation occurs throughout the process. Any volunteer can decide to leave or be forced to leave at any point of the process between 'Entry' and 'Effective Insider' stages.

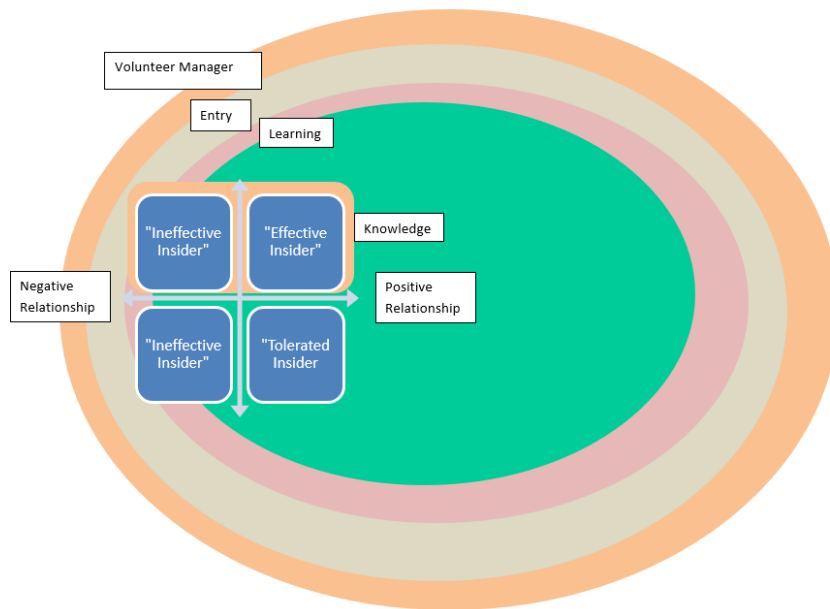
In the League of Friends, it is clear that the manager plays a pivotal role in nurturing trust and sustaining relationships. When the manager is unable or unwilling to play this role, 'Effective Insiders' can become ineffective, something that is recognised in the work of Moreton (2006). A flexibility within this process provides the opportunity to adjust volunteer expectations, assess a wide range of incoming volunteers with different skills and abilities and ensure that those volunteers gain the necessary insights into the organisation and role. These three aspects are the most important areas to be discussed during the interview, to ensure that volunteers do not become disillusioned (Barraza, 2011).

6.4. Conclusion

Within the League of Friends, the concept of 'Effective Insider' takes precedence over any organisational or managerial processes. The discussion around such an insider is focused on the relationship with others around them and the managerial processes are meant to be supportive of the 'Effective Insider'. Thus, the figure presented as figure 8 becomes the focal point within the voluntary context rather than figure 2.

Rather than the stadial model that is commonplace within paid employment, the voluntary sector calls for a crucial change of this model. The key component become the 'Effective Insider'. Whilst every volunteer goes through certain steps, like 'Entry' and some form of 'Learning', the knowledge acquisition is reserved to a limited number of volunteers. The initial figure 8 needs to be adapted in light of this insight with the concept of insider at the focal point.

Figure 9. Updated Model



The updated figure 9 represents the concept of 'Effective Insider' within the League of Friends where being an insider is the key. As mentioned before, any new volunteer will enter the organisation and undergo some form of learning, but active knowledge acquisition is only for an elite few. Equally the relationships remain the primary decisive factor for a volunteer to embed within the organisation. Therefore it is at the intersection of knowledge and embedding that the 'Effective Insiders' can be found.

This project has found a number of management processes that can support such 'Effective Insiders' and keeping volunteers at this point as long a possible. In the case where they are no longer such insiders (and become tolerated, or ineffective), the exit processes should be initiated by the volunteer manager. Within the League of Friends this cannot be considered as a process (like in paid employment), but rather a state for the volunteer. This state can be managed and encouraged by the managers, employees and Committee or, where necessary, the volunteer should be "dismissed".

7. Conclusion

Volunteers have become an increasingly important part of the work force and several organisations now depend partly or solely on their contributions. Moreover, the process of volunteering contributes significant benefits to society, can be good for mental and physical health, skills

development, generate donations and benefit economies. Given the significance of (and growth within) the sector, the processes of managing volunteers has become one of critical interest to academics, policy makers and the organisations that engage volunteers. To date, many of the processes that have governed volunteer management practices have been 'borrowed' from the HRM literature. However, several studies in recent years have demonstrated that the volunteer workplace differs in important ways from that for paid employment. Thus, there has been an emerging interest in identifying volunteer management processes as a defined and specific discipline.

7.2. Objectives

This research aimed to inform this debate by evaluating the effectiveness of organisational volunteer integration processes and practices. Each of the objectives is addressed in turn within this project as highlighted below.

7.2.1. Objective One

Objective one is to review the literature on the volunteering sector and volunteer management. This is addressed by the literature review chapter in sections 2.1 and 2.2.

It starts by examining the previous research studies that have focussed on volunteering sector and volunteer management in general and assessing the way in which volunteer management theories have emerged from the existing HRM theories. A characteristic of volunteering as opposed to paid employment is, of course, the fact that those who engage in it are not motivated by financial reward and volunteers often perform menial and repetitive tasks. The literature however, revealed other important differences like the focus of much volunteering like the desire among volunteers for flexibility and informality and the challenges that organisation experience when seeking volunteers, most notably because of the current high levels of competition for volunteers and the large number of organisations that are now seeking to fill previously paid posts with volunteers. The literature highlighted that volunteering roles are often very informal as little written procedures exist and there is a heavy reliance on verbal communication. This often leads to misunderstandings, unclarity and inconsistencies amongst volunteers and within the voluntary organisation. Such increased responsibility, choice of volunteer position and pressure on organisations makes it more important that volunteers are nurtured in the long-term.

7.2.2. Objective Two

Objective two is to review the literature on integration processes and its application to volunteer management, which is addressed by the literature reviews chapter in sections 2.3, 2.4 and 2.5.

The literature review supports the development of a model that mapped the journey that individuals go through when entering a workplace (whether that work is paid or voluntary). Central to this model was the concept of effective insider, a term that describes any individual that over time becomes an integrated and valuable part of the organisation. While it is important to acknowledge that not all of those who enter a workplace will become effective insiders, those who do are recognised as forming the backbone of an organisation and playing a critical role in securing its success.

7.2.3. Objective Three

Objective three was to analyse the processes that existed in a case study organisation to integrate volunteers and help them transition to effective insiders. This subject is addressed by the analysis and discussion in section 4.2. The researcher collated data from volunteers and managers as well as analysis of the formal documentation about volunteer recruitment processes to map the journey that volunteers took when supplying hospitality services to raise funds for the Oxfordshire NHS Trust. This case study organisation included a paid and voluntary work force. The researcher created tools through which to evaluate the processes that constitute to volunteer journey from outsider to insider within the League of Friends and assess how these compared to the theoretical model in Figure 2.

7.2.4. Objective Four

Objective four assessed volunteer perspectives on their experiences of integrating into an organisation, and presents the findings from the interviews with paid employees and volunteers and analysis of the same. The findings from the qualitative research and documentary analysis are presented thematically in Chapters 4 and 5. The analysis evaluates the extent to which the integration processes in the case study organisation overlap with those presented in Figure 2. the analysis provides insights into the concept of effective insider from the perspective of volunteers and paid employees.

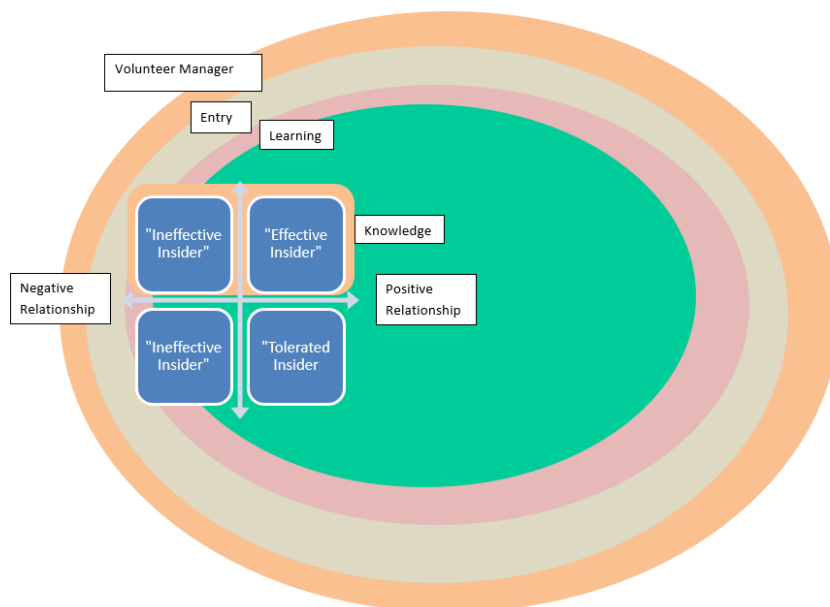
7.2.5. Objective Five

Objective five was to develop a model to help voluntary organisations effectively integrate volunteers into their organisations, thus helping them transition to 'Effective Insiders'. The discussion and conclusion fulfil this role, and new model for volunteer management emerges in Figure 9. Figure 9 presents the status of effective insider as a transitory state and that volunteers may oscillate from effective to ineffective on a number of occasions over the volunteer journey, re-entering the learning process and rebuilding relationships before re-emerging as an effective insider

once again or exiting the organisation. Of particular significance in this process is the role of the volunteer manager who is the glue of the volunteer organisation and all existing teams. This role requires a specific set of characteristics and skills to perform this job adequately and ensure that volunteers become 'Effective Insiders'.

Inter-personal relationships also emerge as particularly important to the 'Effective Insider' concept. When reading Figure 9, it should be noted that all volunteers will to some extent go through 'Entry' and 'Learning' as they initially start as volunteers. There is a smaller portion that will actively acquire knowledge, but knowledge is not fundamental to effective insider status within a voluntary organisation such as the League of Friends.

Figure 9. Updated Model



7.3. Contribution to Theory

This project contributes to theory by creating a new model through which to view the journey of a volunteer from outsider to effective insider.

Figure 9 provides a theoretical insight into the process that supports the creation of 'Effective Insiders'. The most important points that have been raised for the journey of to 'Effective Insider' are the 'Entry' stage, the 'Emotional Attachment' and manager-centricity of this process.

The 'Entry' stage serves both the organisation (represented here by the manager) and the new volunteer as a possible point of voluntary or involuntary exit from the organisation. A volunteer who finds they do not like their initial encounter or sampling for whatever reason is unlikely to return. The manager can use this stage to form their own assessment based on the interview and sampling and decide the suitability of the newcomer. Previous works from Studer and von Schnurbein (2013), Jamison (2003), Ezendu (2009), Lo and Lam (2002) and Alexander *et al.* (2012) have laid the foundation for this contribution. This stage is an informal stage during which lines become blurred as interviews, administration and start dates can happen in any order and sometimes within the same day. Such variability requires a high adaptability from the manager, newcomers and organisation and makes this stage uniquely different from paid employment.

Starting from the 'Entry' point, the new volunteer starts developing an emotional involvement with the organisation and personalises the volunteering role, by choosing what tasks to do and what to learn. Both the emotional involvement and personalisation create the commitment of the new volunteer to the organisation. This mostly builds on the work of Schnurbein (2013), Sakside, Alfes, and Shantz (2016), Ferrero (2006) and Lum and Lightfoot (2005). Although these relationships and emotional involvement develop over time; they create an individual commitment to people rather than to the organisation. This is particularly reflected when volunteers highlight that should the manager leave, they would follow, or through situations where entire teams of volunteers have left together as one was aggrieved. Once a new volunteer reaches this stage, they are unlikely to voluntarily exit without good reason (such as ill-health, scheduling conflicts and so on) or for reasons where they feel pushed out (or they feel there is no other option).

The central function of the manager has emerged as critical within the Model. Building on the work of Scheck (1984), Canal & River Trust (2016), Clayton (2016) and Bussell and Forbes (2007), this thesis recognises that influence of the manager and its fundamental importance to the stability of the organisation. The relationship that managers develop with individual volunteers becomes a vital part of the emotional attachment that ties those volunteers to the organisation. Thus, the decision of an effective manager to leave can provide an existential threat to the organisation itself unless the volunteers have developed that emotional connectivity to the entity with which they volunteer as well as the personality of the manager. There is a vital implication for the skills, knowledge and characteristics of the figure that is placed at the organisation as a volunteer manager. Most importantly, the organisation should focus on hiring for the characteristics that a volunteer manager requires.

The model and research provide more detailed insights into the characteristics of an effective insider as presented in Figure 9. It reveals that in the volunteer sector there are effective insiders and knowledge of the tasks required is critical to this definition. For insiders to be considered effective, however, good relationships with other team members are critical, something that is not of such central importance in workplace contexts. This characteristic builds largely on the work of Balci et al. (2014), Cooper-Thomas and Anderson (2006) and Ahmad (2014). The secondary aspect to this characterisation is the ability to perform the job and to be flexible. The basis for these characteristics lies in the work of Fee and Gray (2013) and Intindola *et al.* (2016).

Similarly, two types of ineffective insiders are defined as tolerated and ineffective insiders. Key to this definition are the relationships with others to distinguish these two types. The knowledge of the task at hand becomes less important for ineffective or tolerated insiders than for the above effective insiders. An 'Effective Insider' is equally not necessarily effective in every team as they embed within a specific dynamic and team. This implies that an effective volunteer will not necessarily remain effective if they change teams and this requires careful thought by the manager.

Should a volunteer at or beyond this stage become an 'Ineffective Insider', the involuntary exit becomes an increasingly complicated process that requires increasing sensitivity. The basis of the work is with the work of Hawthorne (2018), NCVO (2020), and McKee (2020). The voluntary exit from the organisation occurs at any point throughout the process, as this is the individual's decision due to ill-health, other commitments, work reasons or other reasons.

This largely builds on the work of Ciulac (2017), Haski-Leventhal and Bargal (2008), Kramer (2010), and Jablin and Putnam (2001). This type of exit from the organisation is not always avoidable but can potentially be avoided given flexibility and support from the manager and organisation. When this occurs, the relationships with others at the organisation will continue even after the insider exits in the form of the social contact and physical or emotional support. If the exit is temporary, the manager or organisation can ensure that the relationship continues throughout the absence and once they are able to the 'Effective Insider' can return. The contribution of either voluntarily or involuntarily exiting from the organisation is pivotal as the process is unique and the more extensive than previous research has found. This project forms a more coherent picture, adds several exit points, and clearly distinguishes between voluntary and involuntary exits.

Aside from these contributions, several practical recommendations can be made for the case study organisation. The model at the centre of this research project is a guideline for voluntary organisations to use, although the section below discusses the best practice recommendations to accompany the model.

7.4. Contributions to Practice

The research creates new insights into the concept of effective insider in the context of a volunteer organisations. It provides a working definition of the term from the perspective of volunteers and managers and creates new insights into the management processes that can be used to enhance volunteer recruitment and retention. The research sheds specific insights into the significance of the paid volunteer manager. It identifies this role as one that requires competence in managing a business unit (in this case a series of food outlets), but also a significant number of social skills including the ability to empathize, the willingness to bargain between teams and the willingness to deliver a social support network for the volunteer community. It sheds light on the aspects of volunteering that individuals value (the comradeship) as opposed to those organisations expect to add value (membership). As such it provides some insights for League of Friends and similar organisations that may help to improve volunteer integration and retention. These are summarised in the below table 10.

Table 10. Recommended Practices

Area	Recommendations
Management Processes	Ensure wider responsibility for; - Providing basic written procedures and processes - Providing back up from the Committee - Ensuring manager's tasks can be covered easily
Manager	Requirements; - Interpersonal skills - Sensitive to the voluntary environment - People skills - Experience in a professional environment - Knowledge of organisational processes and legal requirements - Ability to understand and relate to people Characteristics of an effective and suitable manager;

	- Likeability - Adaptability - Flexibility - Emotional intelligence Tasks; - Accommodate volunteers - Guide volunteers - Teach volunteers - Resolve issues between volunteers - Guide volunteers towards and retain volunteers as 'Effective Insiders'
Recommended Practices	- Consider interviews as an informal chat between the manager and potential volunteer. - Focus interviews on showing the volunteer the setup of the organisation. - Use interviews to determine availability, preferences and expectations from both the manager (as representative of the organisation) and the newcomer. - Training is to be balance of both formal and informal is effective for voluntary organisations. - Develop relationships between volunteers, teams and between volunteer and manager. - Provide opportunities to volunteers to socialise in- and outside the organisation. - Keep 'Effective Insiders' informed of changes and information. - 'Effective Insiders' are to be continuously involved with decision.

Exit	- Resources and advice should be provided for the volunteer's exit - Guided by the manager - A written procedure should be provided describing; the parties involved, their specific tasks and a timeline for this process
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Within the League of Friends, there are few written procedures, a manager-dependant structure and limited recognition of the range of tasks (from social worker to HRM professional) that are embedded within the manager function. Within the League of Friends, the assistant managers and secretary take little responsibility for any aspect of this process and refer the responsibility wholly to the manager. This leaves the organisation vulnerable during periods in which the manager is absent or when there is changeover within the management team. Broader responsibility for these tasks (and familiarity with the processes that underpin them) would build greater resilience and capacity within the organisation. The manager's behaviour also ensures consistent standards, and he/she is responsible for conducting the involuntary exit from the organisation. As these characteristics are most important, the manager is to be assessed on these at recruitment and should possess these characteristics rather than skill and knowledge. If the manager lacks the knowledge or skills to appropriately manage the volunteers, the Committee should support the manager in acquiring these skills.

The practices should be geared towards paid employees and organisation striving to retain people at the 'Effective Insider' stage. Moreover, the existing 'Effective Insiders' are the core of any team and are to be given the responsibility that they ask for as the newcomers, less effective or even 'Ineffective Insiders' rely on them. They can be considered as an extension to the managerial role, and automatically assume a more responsible position, whether officially presented as voluntary team leaders or not.

The most effective practices encompass a consistent approach to interviews and administration (such as a handbook, hand hygiene paperwork, fire safety questionnaire, health, and safety paperwork) and adopting trial shifts. The interviews are recommended to be an informal chat between the manager and potential volunteer, focusing on showing the volunteer the setup of the organisation, determining availability and preferences and expectations from both the manager (as representative of the organisation) and the newcomer. The interview plays a vital role in this stage as

this allows paid employees to assess the incoming volunteer and simultaneously enables the new volunteer to assess the organisation and adjust expectations.

Critical within the training programme is the significance of consistently covering the health and safety and hand hygiene and other legal guidelines (Ezendu, 2009) to ensure solid adoption of such practices by volunteers. This has been done in the past in the form of a short practical course on fire safety training. There are few requirements that need to be considered as it should be short (preferably up to 15 or 20 minutes), organised during volunteer hours, and focus on practical teaching rather than classroom teaching. This builds on the work of Clayton (2016) that indicates that knowledge should be structured and formal rather than tacit to ensure consistency.

To develop effective insiders, the organisation and manager needs to allow for relationships to develop amongst volunteers and between paid employees and volunteers. The benefit of organising daily events, such as a communal coffee break, include that it further encourages the development of individual teams; is cheap; and easily implemented. The management at Site Two however organises a wider variety of social events outside the workplace such as trips and monthly dinners. The benefit of these events is that they will provide extended opportunities to socialise and gather in a more relaxed atmosphere. Adopting both types of social events encourages the relationships and the development teams at the League of Friends.

Where it becomes necessary, the involuntary exit relies on his knowledge and previous experience in other organisations. Such a process is most effective if it puts a manager or external figure central to the execution, preferably someone sensitive and with high interpersonal skills.

7.5. Managerial Implications for Case Study Organisation

Over and above the contributions to theory, the above conclusion provides practical recommendations for best practice for the case study organisation around this model as summarised below and in table 10.

The League of Friends should adopt several practices to formalise the organisation and ensure a coherent approach for any newcomers. This starts from the entry point of any newcomer by using the interview as an informative session for the newcomer. The use of trial shifts allows for both the newcomer and the manager to decide whether this could be a good fit and the manager should perform the induction and introduction. To ensure newcomers are adequately informed, the organisation should provide hand hygiene paperwork and a handbook. The adoption of a 'volunteer handbook' should be considered at the League of Friends as this will support volunteers and make

them feel more comfortable within the volunteering position, which would be a way of formalising the entrance.

The training should continue a largely informal note by relying on communication and observation. The manager can devolve some of this responsibility by appointing a team leader or senior volunteer to guide and show a newcomer. There is a potential to adopt formalised courses for fire safety and health and safety, for example organised through the NHS trust they operate within. There should however be the flexibility that the volunteers require, and their needs should be put first.

The League of Friends should provide volunteers with opportunities to engage socially with one another. This should take the form of daily coffee breaks as an easily and cheap everyday social gathering. A calendar of monthly and yearly social events including the AGM, dinners, trips, and other such events will be more costly and require more planning. This will however provide cross-team social opportunities which improve the general atmosphere and enable volunteers to work across the organisation.

Any 'Effective Insider' should be encouraged to remain so through offering adequate flexibility with regards to hours, tasks, and personal requirements. The manager should encourage these volunteers to bring up any issues or concerns and these should be addressed effectively and quickly. An 'Effective Insider' should be given the responsibility and flexibility that suits their needs by for example assigning them as team leaders or involving them to train newcomers. Any insider that is or becomes ineffective should undergo an involuntary exit led by the manager.

The role of the manager throughout this whole process is vital and requires skills and knowledge. The manager should be patient, flexible, supportive, knowledgeable, proficient in teaching and guiding, and sensitive to volunteers. This has major implications for the League of Friends to ensure that the appropriate personality is hired as a volunteer manager. The League of Friends should also provide the manager with adequate support (administrative and operational) and written policies for recruitment and selection, training, and involuntary exit to facilitate developing effective insiders.

7.6. Areas and Directions for Further Research

The directions for further research are based around strengthening the theoretical model and expanding the best practice guidance for organisations. The areas for further research fall within the areas of the distinct groups of volunteers, management of the involuntary exit process and the turning point from 'Effective Insider' to 'Ineffective Insider', how to keep volunteers as 'Effective Insiders', informal learning and the hierarchy of volunteers depending on the effectiveness of insiders.

One of the contributions suggested several points for both voluntary and involuntary exit and a few suggestions for managing the involuntary exit have been raised. Further research should be conducted into the most effective way of initiating and conducting such an involuntary exit. Further research should look at what the process looks like for voluntary organisations. There should be consideration for what alterations should be made and what support should be made available to the manager to facilitate this process. Whilst looking at the involuntary exit, further research should also consider the processes and requirements to avoid voluntary exit from the organisation. As this voluntary exit occurs for a variety of reasons, not all will be avoidable and the process for those that are avoidable will vary.

One of the points where the involuntary exit is triggered is at the turning point from 'Effective Insider' to 'Ineffective Insider'. This turning point is assumed to be dependent on several factors including organisational factors, volunteer shortages and others. Further research should determine what factors determine this turning point, how best to determine this turning point and how to continuously re-assess this turning point. This turning point is the standard by which any of the volunteers are informally assessed by the manager and should incorporate the expectations that are expressed to volunteers during the interview. Furthermore, this turning point can be any informal feedback given to volunteers and should be measured by these expectations and this turning point.

Once a volunteer achieves the 'Effective Insider' stage, they will relearn and re-adjust to a minor extent. There are assumptions that once the organisation has managed the new volunteer to become an 'Effective Insider', several practices should be adopted, and an environment created to encourage the volunteers. Further research should consider what the organisation and manager should do to encourage volunteers to remain at the 'Effective Insider' stage.

As even an 'Effective Insider' relearns and re-adjusts to a minor extent throughout their entire time at the organisation until the point of exit (whether voluntary or involuntary) this part of the process should be assessed. The question that arises is to what extent this continuous learning and adjustment resembles the initial learning upon entry. The intricacies of the continuation process and the best practice recommendations for this relearning are to be investigated. Any insights into this area may lead to adjustments to the model and indicate what support is needed to ensure that volunteers remain 'Effective Insiders' that are well-informed.

Within this 'Effective Insider' stage, the hierarchy that has developed amongst volunteers seems to partially depend on the effectiveness of volunteers. The previous chapters have discussed how senior volunteers and voluntary team leaders are an integral part of the 'Learning' stage for volunteers. Of all the volunteers that achieve and remain in the 'Effective Insider' stage, there seems to be a

hierarchy of more to less effective volunteers. There are implications for the organisation and paid employees regarding the management of individual teams, as the stronger informal hierarchy leads to idiosyncrasies of individual teams.

The model has been considered for the case study organisation as a voluntary service sector organisation, although it requires investigation in other voluntary contexts, particularly where the voluntary organisations have different typologies from the case study organisation as highlighted in the literature review. Organisations that have different *modus operandi*, voluntary ideals, setup and so on may see a differing integration process. Simultaneously this will allow establishing to what extent this model can be generalised for application across the voluntary sector.

It should also be considered that this model is most relevant for formal volunteering within organisations. Informal volunteering (such as helping a neighbour) is much harder to grasp and observe and as such this process may not be suitable for informal volunteering. This model can be explored for more informal volunteering, as elements, practices and processes can support communities and community leaders to support informal volunteering. The organisational aspects, training and learning are less structured within such a context, though further research could explore and assess this model for this context.

Considering that the data was collected before the Covid-19 pandemic, the implications of these circumstances are not accounted for in the current data set. As the implications of the pandemic become clearer and the impact on voluntary organisations and their operations takes hold, the contributions of this study can be reviewed. By studying the contributions of this project in such a changed environment, the repercussions can be accounted for.

Each of these areas and directions is worth exploring to build on the contributions identified in this project and further clarify the questions raised above. This further research will strengthen the model by giving it more depth and detail, as well as potentially generalise the model. Further research in other contexts and organisations will expand the best practice guidance for voluntary organisations, and determine any peculiarities to industries, or typologies of voluntary organisations.

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Appendices

Appendix 1. Documents for Document Analysis

Required Documents	Why do I Need This?	Codes
Governing Document (Charter)	I want to find out what the consensus is on the volunteers. I would like to know what provisions are made and how the HQ views the organisation and its members. I would like to find out any provisions with respect to structure and what aspects are imposed on individual trusts and outlets.	- Structure - Hierarchy - Supervision - Volunteers - Process
Training/Activity Documents	I want to find out what training and activities are common across all trusts. If there is any specific activities/training to the individual trusts this may impact in different socialisation or volunteer satisfaction. Consistent training or activities may also encourage consistency and similar experiences.	- Training - Meeting - Activity - Content - Formal - Informal
Application Forms/Interview Forms/HR forms	I want these to find out what processes and procedural elements are implemented in individual trusts. I would like to know how bureaucratic the process is – as this again may be an obstacle to quickly growing the volunteer body.	- Form - Interview - Recruitment Process - Questions - DBS check - Flexibility

AGM reports	I want to see these of the last few years to have an overview of changes that have been proposed and either accepted or discarded. I would like to see if there have been any recurring issues and what type of decisions have been considered. Additionally, an overview of the past financial performances may give some useful background (and may be an explanation for certain measures, like volunteer substitution etc.). Whether the financial information will be used will be pending approval and need.	- Vote - Discussion - Agenda - Financial Statement
Contracts/Trustee Documents/Agreements/job descriptions	I would like these to be aware of confidentiality agreements, practical concerns, and obstacles. Furthermore, discrepancies may result in the differing treatment of volunteers and influence learning/commitment.	- Tasks - Requirements - Description - Background
Grievance Procedure	I would like to see these because it shows how complaints are handled by the organisation. It would show how accessible it is to the volunteers. The procedure may influence whether the volunteers feel they can bring	- Responsibility - Process - Verbal/Written

	complaints to the organisation would rather keep them to themselves.	
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Appendix 2. Interview Guides

Volunteer

Pre-Pilot

Key Themes	Question	Prompt	Why do I ask this?	Aim/Objective	Antecedents	Stage
Demographics	Age Volunteer Experience Gender Education Level Relationship Status					- The Newcomer
Motivation	Why did you become a volunteer? Why do you continue volunteering?	- What drives you to continue volunteering? - Why did you volunteer at the League of Friends? - How long	I want to establish a background of why people volunteer and stay. The data from this section should give a	Objective 4	- Motivations to volunteer	- Pre & Motivation

	How does volunteering make you feel?	have you been volunteering in total/with the League of Friends ? - Have you considered volunteering elsewhere?	feel of what the volunteers generally feel about the League and what negative items come up.		- Rewards of volunteers - Volunteer Characteristics	- Embedding & Insider - The Newcomer
	What previous volunteer experience do you have?	- What value does volunteering add for you? - What contribution do you feel you make				

		by volunte ering? - How do you deal with negativ e feeling s? - How has your previou s experie nce lead you to your current volunte ering positio n?				
Organis ational Context	How did you become a volunteer at the	- How did you find out about the	This section aims to look at what parts of	Objecti ve 3	- Like paid employe nt socialisatio n? – Unsure of	- Pre & Entr y

	League of Friends?	volunteering opportunity?	the organisational context		effects for volunteers	
		- How did you apply for the volunteering opportunity?	are most important to volunteers. Additionally,			
		- Did you have an interview?	the data needs to confirm that			
		- What paperwork or references were you asked for?	the organisational context suits the volunteers or whether the personal factors trump organisational			
	What happened on your first day of volunteering?	- What documents have you received from			- Antecedents within volunteering socialisation lit.	- Entry
	What happened on your					

	next day(s) of volunteering? What does a typical volunteering day look like? What is the organisational structure/hierarchy?	the trust? - What did you want to achieve when you started ? - How were you inducted? - How did you interact with others? - What paperwork did you receive from the managers? - What tasks	factors. The experience and interpretation of this context is important to link with the previous motivations.		- No antecedents – Testing aspects of definition for volunteers - Measure effects of Bureaucracy/organisational context on volunteering - attitude	- Embedding & Insider - Embedding & Learning & Organisational Boundaries
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		do you do?				
		- How many volunteers do you work with? - What flexibility are you offered? - How do you work with the managers/assistant managers? - What expectations do you feel				

		there are? - What flexibility do you have whilst volunteering and in the job role? - What advantages/services do you receive? - How do you navigate the organisational structure?				
Tools	What training and meetings have you attended	- What formal/informal meetings can	This section aims to explore learning of	Objective 3 – 4	- Deemed less important by volunteers suggesting	- Learning

	since you started volunteering here? What do you feel about volunteering here?	you attend ? - What formal/informal training is offered ? - How are you informed of changes? - What training would you like? - How do you make sense of what happens whilst volunteering? – Break	volunteers and the relationships with other volunteers. The motivation of volunteers is expected to influence the how and what of learning. This section is also meant to explore the possibility of formal learning for		their preferred methods – Is this true? - Antecedents in informal volunteer learning – add personalisation	- Embedding & Insider
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	What tasks did you learn?	down: Autonomy, feeling valued, feeling equipped - What three words would you use to describe your role in the team?	volunteers.		- No antecedents (do content dimensions transfer from OS)	- Learning
	How do you feel about your relationships at the League of Friends?	- What skills/tasks did you have to learn? - Who explained the tasks to you?			- Limited antecedents – exploration of paid	- Embedding & Insider

		- How do the paid staff explain changes/tasks to you? - How do you learn about the new tasks? - How do you keep up to date with what happens/changes? - How do you give feedback to the trust?			staff vs volunteer relationships	
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		- What aspects are adapted to your needs? - What is your personal input? - How do you view the management team? - How do you interact with other volunteers?				
'Effective Insider'	When is someone an 'Effective Insider'?	- At which point were you able to do your			- Identified in integration theories	- 'The Individual'

		job well? - What does it mean to you to be effectiv e? - Who of your colleag ues does their job well? - Why does this person do their job well? - How do you think someo ne does a good job here?				
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		- What was the biggest help for you to become an 'Effective Insider'? - What has hindered you to become an 'Effective Insider'?				
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Interview Guide Volunteers

Introduction

- Who am I?
- What is the study
- Consent form and opportunity to withdraw

Why did you become a volunteer?

- Why did you volunteer at the League of Friends?
- How long have you been volunteering in total/with the League of Friends?
- What drives you to continue volunteering?
- Have you considered volunteering elsewhere?
- Are you involved as a volunteer elsewhere?
- How far do you travel to volunteer?

How did you become a volunteer at League of Friends? (Entry Stage – first day)

- How did you find out about the volunteering opportunity?
- How did you apply for the volunteering opportunity?
- Did you have an interview?
- What paperwork or references were you asked for?
- What documents have you received from the trust?
- What did you want to achieve when you started?
- How were you inducted?
- How did you interact with others?
- What paperwork did you receive from the managers?
- What tasks do you do?

What is the organisational structure/hierarchy?

- How do you navigate the organisational structure?

What training and meetings have you attended since you started volunteering here? (Learning Stage)

- What formal/informal meetings can you attend?
- What formal/informal training is offered?
- When something changes in the way you work, how do you find out?
- What training would you like?

How do you feel about your relationships at the League of Friends? (Emotional Attachment Stage)

- What expectations do you feel there are?
- What flexibility do you have whilst volunteering and in the job role?
- What advantages/services do you receive?

At which point were you able to do your job well? ('Effective Insider' Stage)

- What does it mean to you to be effective?
- Who of your colleagues does their job well?
- Why does this person do their job well?
- How do you think someone does a good job here?
- What was the biggest help for you to learn the volunteering role?
- What has hindered you to do the volunteering role?

How do you feel about your relationships at the League of Friends? ('Effective Insider' Stage)

- How do you give feedback to the League of Friends?
- How do you personalise the volunteering position?
- What is your personal input?
- How do you view the management team?
- Are there things the management team could do better?
- What are the things the management team could do better?
- How do you interact with other volunteers?

What do you feel about volunteering here?

- How do you make sense of what happens whilst volunteering?

- How prepared do you feel to do the job? (feeling equipped)
- How valued do you feel here? (feeling valued)
- How independent do you feel you can be in volunteering here? (Autonomy)
- What three words would you use to describe your role in the team?

Manager

Pre-Pilot

Key Themes	Question	Answer Expected (prompt)	Why do I ask this?
Organisational context	How is your organisation set up for volunteers? What is the volunteer turnover? What are the reasons for volunteers leaving? What can you tell me about the recruitment of volunteers versus paid employees?	- Organisational support - Social networks - Organisation aim and goals - Organisation's type - Number and attitude of volunteers - Level of bureaucracy and size - Resources and scale of HRM - Psychological contracts - Role Ambiguity - Relationships with paid staff	I want to know what the organisation does to integrate volunteers and paid staff. As organisational context is said to be most important, what does the organisational context do – formally or informally. I want to get a sense of how the organisation values their volunteers and organises volunteer recruitment. This will contribute to my study as I want to use this data to see if the organisation is aware of volunteers and their motivations. I want this data to show me what the organisation does to accommodate volunteer motivation.
Mechanics	How do you induct new volunteers? How do you teach volunteers their tasks?	Informal Learning: - Supportive relationships with paid staff - Experiential Learning - Sensemaking	In this section I want to find out what and how volunteers learn and integrate. I want to use these data to find out if formal learning is used and if they see some use in it. The data should give me an indication of the trust's

	What tasks do volunteers learn? What role do the paid employees play in your organisation?	Formal Learning: - See formal for Paid employees Content areas Employee and volunteer relations	expectations and what they have tried/would like to see changed. Again, the awareness of volunteer motivation and value of the volunteers should come through. The use of paid employees and their position in the organisation adds to volunteer experience.
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Post-Pilot

Manager Interview Guide

How are volunteers recruited and selected?

- How many volunteers would you need?
- How do you advertise for new volunteers?

What happens when a new volunteer starts?

- What happens on the first day?
- What do you provide to volunteers in their first few months?
- What activities do you offer to your volunteers?
- How do you encourage to engage with other volunteers?
- Who is responsible for HRM?
- What HRM processes exist?
- Does the HRM team also take responsibility for volunteers?
- What do you expect of your volunteers?
- How does your organisation define volunteer job roles?
- What paperwork do you give to volunteers?
- What paperwork does your organisation need to legally complete?

How important are volunteers for your organisation?

- What is your organisational structure, type, and vision/mission?
- How many volunteers have you got?
- How many volunteers leave in a year?
- How many new volunteers do you need to recruit in an average year?

- How do you manage your volunteers when they join?
- How long do volunteers remain on average?
- How are volunteers' efforts awarded?
- What are the milestones for individual volunteers?
- How do you manage volunteers once they have been in the organisation for over a month?
- How do you make volunteers feel valued?
- What benefits/services do you offer your volunteers? –Formal/informal
- What personal development opportunities do you offer to the volunteers?

How are volunteers trained?

- What tasks your volunteers learn?
- How do your volunteers learn about the new tasks? (who explains the tasks)
- How do you adapt the work for individual volunteers needs?
- What formal training is offered to your volunteers?
- How do you debrief volunteers?
- What formal meetings do you hold for all your volunteers?
- What support do volunteers receive in making sense of the organisation?
- How do you inform your volunteers of changes?
- How do you give/take feedback to your volunteers?
- Who welcomes the volunteers?
- Who trains the volunteers?
- Who is responsible for volunteers?
- What would you like to see your volunteers achieve?
- What would you like to see your volunteers achieve?
- What would you like your volunteers to achieve?

What role do the paid employees play in your organisation?

- How do the paid staff explain changes/tasks to volunteers?
- How do you gain feedback from volunteers about the organisation?
- What flexibility do you give to the volunteers?

How do you accommodate volunteer motivation?

- What are the volunteer's reasons for leaving?
- How do you deal with volunteers considering leaving?
- What length of time do your volunteers stay?

- What flexibility or support do you offer volunteers?
- How do you deal with the changes in motivation of your volunteers?

Research Notice

Doctoral research involving interviews taking place at the League of Friends in Oxfordshire

My name is Sebastiaan Raymaekers, I am a doctoral student at Oxford Brookes University. I am researching the ways in which volunteers learn when they start volunteering for a new organisation; how the organisation supports them; and how they integrate into existing volunteer networks.

As part of my research, I would like to interview you to understand your experiences of volunteering for the League of Friends. The interview will take place at a time and date that's suitable for you. Any data from the interview will be confidential and de-identified in any reports that are produced. You will always have the opportunity to withdraw from the study at any point in time.

The data will be used for my PhD research and should help organisations that engage volunteers to develop effective mechanisms to integrate them.

If you are willing to participate, please catch me when I am on site or contact me via the phone number or email address below. I will strive to clarify any questions and I am happy to address any concerns you may have. This research has been approved by the Oxford Brookes University Ethics Committee.

Contacts:

Email: 16033672@brookes.ac.uk

Phone: 0746 979 4775

Appendix 4. Transcript

	Timespan	Content
1	0:00.0 - 13:36.2	SMER: So thank you very much for wanting to participate, before we start, I just want to emphasize that obviously this is voluntary and if you want to withdraw from the study, that's not a problem, all you need to do is say so. And we can stop the interview and etc... 10: Ok. SMER: That's not a problem whatsoever. So just to begin. How did you become a volunteer here at the LoF? 10: I was walking past one day on the way to an appointment. Already having known about the League of Friends, I saw the "Volunteers Wanted" sign that was right there outside the store, so on my way back from my appointment, I popped in to see if they would like a hand. SMER: You say you knew about the League of Friends. Now did think in advance you wanted to go volunteer somewhere or was it just walking by here you thought "Oh that might be something nice to do"? 10: No, I had it in my mind that I would do some volunteer work and I had a hospital background in my youth and I thought that would suit me. SMER: Ok, that's fair enough. So you say you came, you saw the advertisement, you popped in to come and talk to I'm guessing the manager? 10: Yes, that's right. SMER: And then what happened? So you came to talk to Sue... 10: Yea, I popped by, she said "Yes, come have a chat". We had a chat, I had to say that I found it difficult to commit to a certain time every week. Because I know a lot of people want commitment and I do understand that. But because of my other working and social life, that's not easy. But she explained that they were trying to assume with my needs as well as theirs and you're allowed to come back following week for a trial run. SMER: So you say there is other working commitments? What sort of work? 10: Well, I work, we have our own - my husband and I have our own business, so obviously I am the administrator for that, so I do that. I also have, well, I have an elderly mother, my husband has an elderly mother. And they require quite a lot of time. So I do need chunks of time out to look after them. So SMER: Understandably so. Obviously you need to set your own priorities and... 10: That's right, I needed to work for a volunteer service that understood that I also have needs. SMER: Obviously. Susan said "Do you want to come back next week for a trial run". Were you given an application

form or something?

10: Yea, I think I was given a pack of stuff to read and to sign. And I think I was given a medical questionnaire and I brought all that back with me when I came to my trial run.

SMER: So you were given quite a lot of paperwork.

10: Yes.

SMER: It's interesting because I personally never saw anything more than just an application form...

10: I'm sure I've got it at home. This is only about three months ago - I think it was April, so whether they've changed the system - I'm quite a new member of the volunteer team. But I'm sure - perhaps it was just a form for me to fill in. But I remember having sort of three or four sheets. That's what I think

SMER: That's interesting, because some people didn't even fill out an application. Obviously some of the more long standing members, they walked in and....

10: Yea, yea, things have changed. I can understand that.

SMER: You came in for your trial run. Thinking back now, what was the sort of things that happened on your first day or your first days?

10: I think the first time I came in, you were plunged pretty much into the middle of it. It was a bit sink or swim, but that's absolutely fine, I feel the only way to do the job, you know, is to get on with it. And Sue gave me a sort of five ten minute run down of what was happening and then I found as I was going and straight on the till and service, which I've done many times before. And when I was stuck, there was always somebody to shout out an answer, so that is fine.

SMER: Ok, so it was quite informal.... Just experience, get in there and

10: Yea, that's right.

SMER: Do you feel that that works here for the LoF?

10: It works for me. I'm not saying it would work for everybody, to put it politely, we are an older volunteer workforce, some people might require a lit more time and a little more explanation. But I found that approach worked for me.

SMER: And do you feel that that's maybe something they should consider as well? Depending on the person they've got starting or they've got in front of them?

10: It could be something they consider, yes. Yea, though I think they probably very quickly recognise if somebody was totally flustered and maybe take them off the front line. Maybe to help out in the back to start until they get a bit more of a feel for it. As I said it's a very individual thing.

SMER: But obviously as you say, you've done the service aspect before, so you must have picked it up quite quickly...

Then you say when you've got question, you sort of shout them out and people shout answers back. Do you feel that that's something that also contributes for you to do the job?

10: Yes, yea, it does. It's knowing that there's always somebody who's got your back, who will say about something - I couldn't find the stamps, I couldn't work something, there's always somebody who is willing to chip in. That's fine, yea, that's fine.

SMER: You've now been here three months?

10: Yes, yea.

SMER: How are you finding it so far? That first period?

10: There's always a settling in period - I did work different days of every week, which meant I never worked with the same staff. So names was always very difficult - I have to admit that name badges would be very nice for the new people. And sometimes even now, I think it's even more embarrassing when you recognise somebody, but you can't remember their name. And yet you've worked with this person before and you have to sort of wing it until you can sort of say to somebody else "Sorry, I can't remember their name". You know, you do not - you want to make them feel needed and not knowing their name doesn't help.

SMER: Trust me, I still have that every once in a while, especially with people on different days that I do not see very often - when I come in that I know I've seen them before but then....

10: That's right, yea.

SMER: Also, on your first day, were you introduced to people by Susan?

10: A little bit and people introduce themselves as well. But it is the first day, is always a bit of a blur. You know, the following week, I was able to say "I'm sorry, I know I've met you, but I can't remember your name" and they're fine with that, but that's ok for a couple of week. But after that, people expect you to remember, so and changing days didn't help. I'd come in and somebody else would change their day or not, so I found myself introducing myself to people who've said "Yes, we know who you are"...

SMER: As you say you've worked on different days. Do you feel that that makes a difference in your experience, that different days have a different feel to them?

10: Yes, yea, you get different personalities, so, some days I have found easier than others, depending on the personalities of the other people. But you have to mix in as best as you can. Because you're the odd one, doing funny days. They're obvious shaken down and used to it.

SMER: In the period that you've been here, have you seen, have you met those characters where you think "I need to be careful here or I need to watch what I do"?

10: Yes, definitely, yea.

SMER: How do you approach that?

10: Depends on what the problem is, sometimes it's a personality, that we just know that they are on different levels, you possibly wouldn't interact on a personal level with this particular person. Which is fine, then you just have to be polite and carry on your job. other times, you realise that people have got some physical disablement and you just need to give them a bit of space and a bit of time - especially where I'm concerned, not to rush in and help them. They're doing fine and if they want help, they will probably shout. So when you're very busy, there is a tendency to override them and I know that I'm guilty of that, so I try to hold back and just give them space. But when you see a queue of sort of six - seven people going out the door, it's very difficult, you know, not to do that.

SMER: Yea, you've obviously got the pressure of the people that are standing there in the queue waiting....

10: That's right.

SMER: but then you feel that you're the one telling yourself "Ok, just take a breath..."

10: Yea, that's right, yea.

SMER: Let it play out and....

10: Yea, exactly. let them do their bit. Because obviously they're as needed as I am, they're doing the best they can and just give them a chance. But as I said that goes against my nature. I want to go in there and go "Do not worry about that, I'll do it". So yea, something I had to...

SMER: Do you feel that that's something that happens here as well? That we try to accommodate each other? That the volunteers try....

10: Yea, I think we. Yes, I think in the volunteers service, we get a lot of people who possibly would not be able to hold abother regular paid job. And... But obviously want to contribute and I think we have to work harder because of that. To give these people their chance as well. It's quite a difficult one, but yea.

SMER: You now say the word contribute - as we were talking earlier, that contribution, seeing the people you're helping here in the hospital, that direct contribution, from what I gather that's something for you that's important?

10: Yea, most definitely. Yea, that's why I do something like this than say possibly working for something like the National Trust, I would rather, it's a personal thing and I would rather contribute to something that I myself and my family have had something out of and I would like to give back.

SMER: From everyone I've talked to here, that seems to be a fairly common thread, that a lot of peple have been treated here themselves or have had family that have bene treated here.

10: Yea, that's absolutely true in my case as well.

SMER: For myself, it wasn't a very big thing, but I have been here for scans etc. You've been here for three months, that motivation to be here, has that remained stable? Has that changed?

		10: No, the motivation to come in still strong. I am struggling, because I have been asked to commit to a certain day and trust me, I do understand that you know, they need a consistency, because otherwise it's very difficult to sort out staffing levels. Having been there myself, I know where they're coming from, from a personal point of view, I know that I'm going to struggle with that. So I need to talk to one of the managers at some point about this. SMER: Do you feel that that to some extent cuts into the flexibility that you need? 10: Yes, most definitely. Most definitely. I have been informed that if I can't make say one out of four for my own reasons, then that's fine, but I can see it being more than one out of four. And I think that will cause a problem. So, it's something that needs to be sorted. SMER: Then from where you stand, you know that there might be a potential issue there. You feel that you need to talk to the managers and bring it up. So that's you think that that's the best way to deal with that? 10: Correct. Yes, oh yes, I would hate to leave them in the lurch, not turning up on a Thursday because it wasn't convenient. That doesn't help anybody, so no, my - I've always been one to well try and avoid conflict, but it think that's something that needs discussing and working with. I'm hoping that there'll be a solution. I would hate to have to say "I have to walk away because I can't have that flexibility". I do not think that's the answer for any of us, but... SMER: Obviously, I'm guessing you do not want to leave, you're here for your own reasons. 10: Yea, that's right and I enjoy it. I enjoy it, I - you know- coming out, working. When I work normally, I work from home, it's very much my own four walls, I enjoy working with other people, just, you know, just getting out and about, so yea, there's a lot of things that I get from this job. SMER: When you say working with the people - that's also something that seems fairly common theme amongst people that we see here. Because there is quite a few that are retired and otherwise they would be sitting at home. 10 That's right.
2	13:36.2 - 25:24.1	SMER: So those relationships, do you feel they're also developing whilst you're here? 10: Yes, yea, I'm getting to be a known face, a more accepted and people chat. I mean, I'm not saying that it will grow into friendship outside the hospital, but it's very pleasant that people just chit chat about holidays or their children or what have you. And that's very pleasant, you know, as well as working on stuff. SMER: Obviously, it's what we said, we work our socks off because we know that we're doing something good and that brings in money... 10: That's right.... But it's nice to have a little bit of sort of social if you like, on the side. Yea, good chance to see what people's lives are up to. SMER: It's funny you say that thing "social", because for some people those relationships have become key in coming

back and being here. Do you feel that that's something that for you over time may become...

10: Yea, yea. It's possible. It's possible, but it's an early days. At the moment, I can't see it happening, but who knows. You know, the best friendships appear out of nowhere somewhere. And move on, so, yea. I'm quite happy whatever.

SMER: So whilst you're working, you said the informal aspect - let's just do it, if I've got a question, I'll ask it - works very well. Now there is something I've been shown, which I've never seen it before having been here for more than a year. It's the fire safety awareness questionnaire.... Which supposedly all volunteers should have done, but I've never seen...

10: I think that would go for me as well. No I've certainly never seen that. I have to admit, I am very aware of fire and problems with it, so I have to admit, from a personal point of view, I always know, you know, where to evacuate. But that's me, I mean, I do that in hotels as well. I always make sure I know where the fire exit door is and where we are here, it's fairly safe. But no, I've never seen that.

SMER: I just thought it funny, because you say that you're personally always quite aware and that you do pay attention to it, but not everyone does.

10: No, that's right and is everybody able to make a quick exit either.

SMER: That then makes me wonder, should there - do you think that maybe they should try to make some provision for that? To make sure we are all more on the same page?

10: yea, I think a refresher course for those who need it. But I think you should know where your exits are and also, I think the important thing is and I mean that's a very long questionnaire - people need to know where the fire extinguishers are and which one is used for what. Often, I mean, I know we do not have much of a kitchen, but we do have some electrical elements. people need to know you can't just blast any extinguisher at a fire, So, but I have to admit, a ten page written questionnaire, a little bit over the top.

SMER: I do admit, it's quite extensive and I think personally they've taken some of that from paid employees or from the NHS paid employment. Who obviously need to know more.

10: That's right. That's right yea. But for the rest of us, a ten minute, this is where everything is, this is where you should evacuate to wouldn't go amiss. Because if there was a count, nobody would know how many volunteers there were that day.

SMER: That's very true. It's just interesting because someone else who has previous work experience as a health and safety officer did lecture me about the fact that none of that happening and that it was all sort of notes on the wall. And that no one was really paying attention to it.

10: No, you do not. You do not. As I said, a refresher every so often would be good. Instead of, you know, notes on the wall.

SMER: Obviously you're still fairly new here. How are you finding it with the hierarchy within the organisation?

10: Well, we've only got obviously two part time managers and I find them both - I find them both good. I, it's like all personalities, you gravitate to some people more than others. And I find that with the managers - I'll gravitate more to one than the other. But that's I think, just as I say, a personality thing.

SMER: Both managers were working here already when you started. Because one of them started fairly recently - since the beginning of this year. Some people have been able to make the comparison, now what are your impressions from both managers? From both personalities working next to each other?

10: I think most of us defer to the Sue that's been here longest, just purely because you know she does more hours, she is - I suppose she'd be the one that makes any final decisions. The other Sue, I find very friendly and approachable and also able to answer questions. As long as one of them is around, I'll go to either. That's not a problem, but as I say, I just find one easier than the other. That's all.

SMER: That's understandable. Quite rightly you say that there's always personality difference. Characteristics that are different.

10: That's right. Yea.

SMER: And they are both quite different....

10: That's right, they're styles are different. Neither one are wrong, just different.

SMER: So now you've been here for a few months, do you feel there are a certain number of expectations? You mentioned they're trying to get you to commit to a certain day. Do you feel there is other expectations?

10: No, funny enough, I found I was plunged in to the deep end right from the word go. And that has never really changed, and I think sometimes, you just have to be aware of what needs doing and if it's not been done, just do it. So I do not think - we're never sort of funnelled into a particular job. You know, sometimes you might be asked to wash up or make salad - on the whole, you find jobs, you do them. Which is fine, I usually got my eye on what's going on. I mean, I haven't done much in the way of the actual making of the rolls and the sandwiches. And the one time I had a god, I didn't make enough. I can't judge quantities - that's what I find difficult. You know, I didn't have any guidance on that, but otherwise they usually have on the counter anyway, so that's fine by me. I quite enjoy it there.

SMER: Do you feel that you've got that flexibility to also go for the jobs that you feel need doing, that are open?

10: Yea. Yea. Yea, I just move around and I always, when I come in in the morning, always ask "Where would you like me?". So that I do not sort of come in and shoulder other people out of the way. So they can guide me as to what they would like doing. Rather than me taking over. I feel that that gives a - especially when you're the late shift. You do not want to upset the group and what's going on already, so.

SMER: Now you've mentioned twice the word guiding. Is that something you feel - because at first you said that you

haven't been guided and shown how many rolls to make and that. but that at the same time you almost ask for that guidance when you come in on the late shift. Do you feel that that's something...

10: There has been very little guidance and sometimes I think a little bit would be rather nice. Because otherwise, sometimes if you're not told, you tumble of in your own direction, doing what you think is right, when in actual fact, you're winding up people behind your back. And that's where I think people should step forward and say "Well, I'm sorry, do not do this or do that and I would like X number of egg rolls." So that you have some idea. Otherwise, you are guessing that this is what is correct. So a little bit of guidance is fine. As I said, I'm quite happy to ask, you know. I am not exactly sure our environments are. But a little bit of guidance would be nice.

SMER: Then do you feel that that should come from the managers or are you happy for that to come from other volunteers?

10: Well, technically it should come from the managers, but I do recognise that some of the volunteers here have been here for many years and know as much, if not more than sometimes the managers, especially our new lady. And I'm quite happy to accept advice from them as well, because it's good advice, they've been here, they've done it. Ok, they're not paid, but that doesn't really mean anything. They know what they're doing and that's fine. I've got no problem with that.

SMER: It was jut interesting because that word guidance kept popping up.

10: Yea. That's right.

SMER: From the people that you've worked with and obviously you've worked on different days. Are there any particular people that stand out where you think "they are actually good volunteers or they are good workers"?

10: Yes yes, there are some. Sorry, that sounds a bit hesitant. Yes there are some really good people around.

SMER: Now I'm not going to ask for names, obviously I do not want names, but what I would like to know is what sort of characteristics or attitudes do these people have where you say "Yes, they arevery good workers"?

10: I suppose the thing is that you always try - you judge people by yourself and it's the ones that get up and go. That got their eye on things and plunge straight in and do it. You know and that goes for most of them. I does. I do not find - I haven't come across nearly anybody who just stands back and lets everybody else run around. On the whole, everybody is out there doing and I like that attitude in the league. I think sometimes - I think sometimes we need to be a little bit careful on the tills and serving customers. I think a smile and a "How are you doing" and "Can I help". I think sometimes are abrupt or people are chit chatting and people do not recognise there is a queue waiting. And I think our customers can be a bit upset sometimes - especially the staff ones.

SMER: It sounds almost as if you've seen this happen?

10: I have. I spent quite a while apologising to one young staff member who felt that she'd been ignored by the

		League. And I said - at the time I think I was clearing tables and I shot around and I apologised and she said "I do not mind you", she said, "I have been ignored by two other people". So you know, you're probably doing something, but a bit of eye contact, a bit of "I'll be with you in a moment". Never goes amiss. It just means you've been recognised and you know. As a potential customer, you know. SMER: When that sort of - not complaint- but remark comes out, do you feel that there should be a way of dealing with that from the LoF? 10: Yea, that's a very difficult one because - I suppose if it was a working environment with people being paid, it would come to the managers, you know. Ignore as you do, but there has been no staff training like that going back to your guidance again. And maybe a little bit more of try and - customer skills - is really needed. A bit of customers kills
3	25:24.1 - 43:22.5	SMER: But then off course, as you just touch on that yourself as well, it's hard for volunteers to tell them "You need to be here that day, that time" - to get the training for an hour. 10: That's it. Exactly it. But also, nobody is being paid and it's a very different set of - from a manager point of view, it must be a nightmare. Because you have no - I mean I know that we're told. I mean the managers are told to do this, that and the else. But they're not a working - paid - they're not paid volunteers. You know, they're only ordinary volunteers and I feel a little bit sensitive handling has to come into that. So it is a bit of a minefield. But yea - sometimes these things happen. Sometimes, maybe, you just need to brush things off, carry on, apologise and do what you can. Yea... SMER: Now that you're kind of going into that it's a bit of a minefield. Aside form the fact that giving formal training can be difficult. Do you feel there is other mines to avoid? That can be dangerous? 10: I can't think of anything of the top of my head. No I can't think of anything - no as I say, I think it's just a volunteer workforce is difficult because they're volunteering their time, their hours, their energy. And apart from the personal satisfaction they do not get anything else back. So no, I can't think of anything where. That was just one incident, a couple of weeks ago. And I understood what she was saying. That sometimes- and it's not necessarily new members of staff, it's, you know, it's everybody. SMER: It's not necessarily new members of staff, do you feel that there is some longer standing ones that maybe have gotten into a certain routine that... 10: Absolutely, but this is how it's always been done, so this is what we carry on doing. SMER: Do you feel that that routine can get in the way of the operation? 10: It could do. It could do. I think sometimes it's just minor holes and it blows over and it's fine and people put their heads up and carry on. But - and even a volunteer workforce have got their own problems, they come in, they're cross, they're upset and sometimes that shows. And I know it's unprofessional, but we've all been there. I had

somebody this morning, it was a customer and she was very off-hand and unpleasant, but she probably has got her own problems. So that also goes for the volunteer staff, I mean, you're bit of with the customers, but when something at the back of your mind is worrying you, you know. I think we've got to accept that there are problems sometimes.

SMER: I do not know if at any point in time you've observed that sort of behavior from volunteers that come in and - maybe where you almost sense that there's something going as well...

10: That's right.

SMER: I have seen it cause some tension. Where the manager needs to almost jump in and diffuse the situation.

10: That's right, yea, definitely.

SMER: So is there anything that you feel we a team need to improve ? Obviously aside from the fact that sometimes are off?

10: Yea, to improve on. One thing they're not very hot on, which surprises me greatly is hygiene. When I came in, I expected to wear gloves. Which we do not and I also, I mean I know there is some signs up "Please wash your hands" I have in a moment of passion told another volunteer off for not washing his hands between handling money and handling food. It wasn't my job, but I did actually see it. So I did step in, because I think hygiene is quite important and I think it's important to our customers and we're in a hospital environment. All said and done. I do feel maybe we need to look at the hygiene side of things. You know, maybe we're also all a bit too health and safety conscious. What we're worried about.

SMER: But then again, you quite rightly say, we are in a hospital. if we're touching money that's been through god knows how many hands and then, you pick up a rolld or your pick up food that then goes to a patient, who may have lowered immune system or what have.

10: Yea, that's right yea. Sometimes I feel that we - the way that we serve could be changed to incorporate somebody who stand there, only handles food and wears gloves the whole time. Never handles money. But that's a huge management change, so...

SMER: Then do you feel that that sort of suggestions you can take to the manager or do you feel that there is that?

10: Not yet, I'm very much the new girl. I'm very aware that I'm the new girl. And I know I've been here for three months, that's probably not a huge - three or four months - that't not a huge number of times to be there. And I think it's something I'm observing. It's quite possible in the future I might make it as a suggestion and I would find one of the managers easier to suggest it to than the other.

SMER: It would be nice I think - because some of the volunteers mentioned to me that their feedback is heard, but not necessarily acted on all the time. One of them even mentioned to me there was a culture of "I only come in once a week, why would I bother trying to change anything". I do not know if that's something that you've noticed?

10: Yea, I think it goes back to having an older workforce. I did joke before I even started here that there'll be somebody on the till and this is the way we do it and this is the way we've always done it and I think that's a great shame. I think , we've all got to learn to take new ideas of things on board - but yea there is that culture of "this is how it's always done and this is how I've always done it". So again that needs to come from the management that, you know, actually this is the way we are now doing it - we are trying it out. Just because it's a new scheme, doesn't necessarily mean it will work, let's give it a whirl. But that's an older person type thing.

SMER: Even so, I was talking to someone from the Oxford museums yesterday - they've been changing quite a lot, as well with their volunteers. She was telling me that there is an enormous amount of resistance to change from anyone within their volunteer workforce, purely because like say - this is the way it's been done, this is what they're used to. And they almost do not want anyone to touch their little group...

10: That's right, yea, that's right. Change it....

SMER: So over the time that you've been here - we're obviously all here for our own reasons like you said - but do you also feel that they appreciate and value the contributions that you make?

10: It goes back to one of the staff members who always, at the end of my shift says "Thank you, thank you so much". Now, you know, she doesn't have to do that - it's part of her style and she always does it - and it makes you feel very valued. As you say, you do it for your own reasons and nobody has to say thank you, but you just feel "Oh, that was nice". You know and what's a few words - it costs nothing, but that, I think, it always goes voluntary. But you do not do it for that reason, you know, if you walk out and nobody says thank you, well, you know - you're not there for that reason.

SMER: Obviously there is another staff member that doesn't do it- do you feel there is other ways that the appreciation is shown?

10: Not necessarily, no, I think it's very much, you're a volunteer, you do your bit and, you know, I guess it's appreciated, but as I said, she - neither of them are particularly well paid - top management staff. They're just, you know, also here doing what they do - long hard hours. It's very busy and tiring and nobody says thank you to them, so make them the way they are...

SMER: From the League outward, do you feel - because you haven't been here that long- but we have coffee mornings and so on that we get invited to - do you feel that that also contributes just as a thank you?

10: yea, I mean, yes, it's - I've been to the AGM, but I haven't been to any coffee mornings. Yes I guess that's a very nice thank you. Personally, I do not need it. I do not need to be taken out for coffee, just to show appreciation. And the only thing I would say is if you get everybody outside of office hours -work hours, what have you, it might be a good team builder, I can see it being good from that point of view. Because you can have a chance to have a chat and

just relax - but as I said, I do not personally need a cup of coffee, but I will go along if I can. If it's a free day then yes. I
I've got something then I'm not going.

SMER: You mention that getting everyone out for a sort of team building - obviously we're not going to take everyone
paintballing....

10: No, quite.

SMER: Is that something you feel will contribute to us working here together?

10: I would hope so. You can't be sure, but as I said, if you just get a chance for people to recognise each other, chit
chat over a cup of coffee. Yea, I mean, there's no reason why it shouldn't be a team builder. I know it's no issues like
paintball, you know, exercise, but it is a chance - in a relaxed atmosphere- away from work, yea. I do not know,
sometimes, these things do, sometimes they do not, depends on who turns up. But it's a chance.

SMER: Whilst volunteering here, do you feel there is anything that may become a hindernis, aside from the fact they
want you to commit to something? Is there anything else you feel may become an obstacle to you continuing?

10: No, I think on the whole I'm mixing with most of the other staff fine. I have no problem with anybody, it would
make life difficult if there was a big personality clash with somebody, whereby you feel that actually, you do not want
to particularly go in and help that day. But that's never happened to me before. But let's hope it's not going to happen
now....

SMER: Well, fingers crossed. Touch wood.

10: Absolutely, but otherwise, no. I can't see - other than a personal problems - I can't see any reason for not coming
again.

SMER: The flipside of that, what's the best - I wouldn't say memory - but point to being here?

10: I like the busyness of it. When I was thinking about volunteering - I was thinking long and hard about what sort of
thing I had to offer, because I have done other volunteering in the past - I used to help out with the police and stuff
like that. Which was very interesting, but I was sitting on my bottom all day and do that anyway. So I wanted a
volunteering job that was active. And this suits me very well indeed. It's really busy, I'm on my feet, I have to make
the end of four hours, by the time I walk there and back, I've had enough But that suits me personally, yea.

SMER: So in the time that you've been here, do you feel that you're well equipped to come and do the job?

10: I would have thought so. I have to admit, again, after the first couple of sessions, it would have been nice to have
a bit of feedback as to whether what I contributed was acceptable or to whatever standard they had. But I didn't get
any feedback, so I guessed along the lines of "if I wasn't up to it they would have said, do not come again". But other
than that, yea....

SMER: So do you feel that that feedback form the manager or someone on the committee or whomever it may be,

would be a good?

10: Yea, it would have been nice to have been told "that was good, thank you for coming in, you know you did well today, we'll see you again". It's guess work that I needed another session. But nobody actually said what I was doing right or conversely what I was doing wrong.

SMER: So that guess work as you say, what sort of impression or experience does that give you?

10: I was surprise actually. I thought I would get more - I know it's a volunteers service, but I thought I would get a bit more of "you're doing fine" or "actually could you improve on this" or "could you just do that?" But really, I've had nothing - good or bad. Yea, it would have been nice to - just letting you know that what you're doing is in the right direction. You know, you guess it is, but you do not know.

SMER: Do you feel that that's something they should consider? Or should they make a space for you to be able to go and ask for that?

10: No, no, no, I think it should just be an ongoing. I think the managing staff just need to be aware if somebody's new they just might like a bit of feedback, but not in a formal sense. Just a very quick one sentence at the end of your shift. That's all it needs. I think when it becomes formal then people worry then I think it's just - just a quick at the end.

SMER: Because obviously, again, the comparison with paid employment, where after - often after four weeks, after three months, after six months, you get forms to fill out and sit down with your manager - talk about it.

10: No, I do not think any of the volunteers would want that. I think that when you go into a formal situation, people often think it's bad - not necessarily so, but that's just, you know, if you're called into the office. It's like "Oh my goodness". It's all we want "yes, you're fine" or "could you". That's all, that's all it needs.

SMER: It's interesting. You're actually the first one to mention that sort of thing to me. Again it may be because people have been here for longer that they're so used to it now.

10: There's very few people who actually still work. I think that's the thing. You've got a large group who volunteer here who are retired, I'm not sure that everybody is, but mostly and I'm one of the few people that still have a workplace, so I know how these things go. That's probably why.

SMER: Again this goes back to something you touched on before, do you feel that you can be fairly independent whilst doing it here?

10: What do you mean with independent?

SMER: Because you mentioned saying that you see the job and you go and do it. Do you feel you're given that freedom to just?

10: Yes, it seems to be the way that people do. I'm always very wary that I do not want to be treading on somebody's toes and that was certainly the first instance. You know, if somebody was clearing a table, and I'm thinking "Is that

their job for today, clearing tables?" Turns out that no, vereybody just does what they see that needs doing. But I didn't know that, so I'm thinking, if I'm doing this table is somebody looking at me thinking "oh, hang on a minute, that's my job". You know, so you have to be a bit careful you do not tread on toes. But otherwise, no, I quite like the freedom to come and go.

SMER: So you've touched on this before as well, that you didn't maybe know whether it was someone else's job. Do you feel that that should have been explained to you?

10: It would have been nice to know that there is no defined jobs and everybody just helps wherever. Some people prefer doing certain jobs, I know that some people prefer to be in the background and rather make the sandwiches than be on the till and I accept that it's fine. But when I first started, I was very unsure as to, you know, do I jump in and make a sandwich or do I ask somebody. So I wasn't too sure how it was defined. But as it turns out, it is fairly easygoing and you can tell if somebody prefers to be in the background.

SMER: It sounds like there's a lot and other people have mentioned this as well, it sounds like it's a lot just trying to accommodate each other and try to see the type of person that you've got next to you or aroundyou. Try to work with that, as well as around that.

10: Yea, that's right. Absolutely. And especially as I say, when I was coming on as the late shift, people have already defined themselves as to what they want to do. So yea, it's a question of fitting in then.

SMER: Well, I think that that's what I've had to ask for today. Thank you very much for wanting to participate. Is there anything else that you want to...

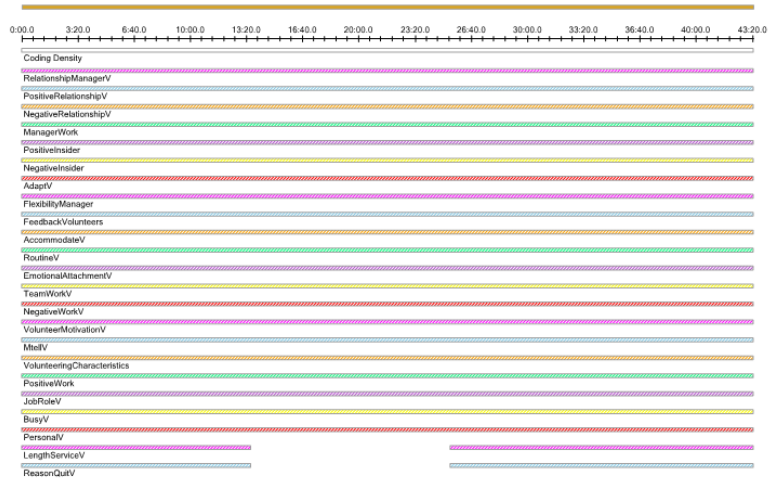
Appendix 5. Full List of Codes

Name
AccommodateV
AdaptV
AdvertisementV
AGM
ApplicationFormV
ApplicationV
AttitudeV
BenefitSociety
BenefitsOrganisation
BenefitsVolunteers
BusyV
ChangeAttitudeV
ChangeHoursV
ChangeOrganisation
ChangesStaff
ComfortableJobV
CommitteeMeetings
CommitteeRole
CommonSenseV
CustomerInteraction
DealProblems
DifferentV
DifferentWork
EmotionalAttachmentV
EnjoyV
EnvironmentV
FeedbackVolunteers
FeelingValuedV
FireSafetyV
FireVolunteer
FirstDayStartV
FirstTaskV
FlexibilityManager
FlexibilityVolunteer

FormalTrainingV
FriendlyV
Gossip
GuidanceV
HealthProceduresV
ImpressionV
InconsistentWork
InconvenientV
InformalV
InterviewV
JobRoleV
JoinCommitteeV
LackOrganisation
LegalRequirements
LengthServiceV
ManagerTraining
ManagerWork
MtellV
MultipleRoles
NegativeFeelingsV
NegativeInsider
NegativeManager
NegativeRelationshipV
NegativeWorkV
NotDone
OrganisationNewV
UnsureWork
VolunteerAsk
VolunteeringCharacteristics
VolunteerIntroduction
VolunteerMotivationV
VTellV
WatchV

Appendix 6. Fully Coded Transcript

☐ OthersResponsibility	
☐ OtherVolunteering	
☐ PaidJob	
☐ PaperworkV	
☐ PersonalPreviousV	
☐ PersonalV	
☐ PositiveFeelingsV	
☐ PositiveInsider	
☐ PositiveManager	
☐ PositiveRelationshipV	
☐ PositiveWork	
☐ PreferJobV	
☐ PreviousExperienceV	
☐ ReasonQuitV	
☐ RelationshipManagerV	
☐ RelationshipOrganisation	
☐ RetireV	
☐ RoutineV	
☐ SeniorityV	
☐ ShortageVolunteers	
☐ ShowV	
☐ SocialConnectionV	
☐ SocialEvents	
☐ StandardsV	
☐ StartTimeV	
☐ StraightWorkV	
☐ StructureV	
☐ SupportManager	
☐ SupportV	
☐ TaskV	
☐ TeamWorkV	
☐ TimeSpentV	
☐ TravelV	
☐ TrustV	



i



ii

DifferentV
SocialConnectionV
OrganisationDetails

Life Event	Frequency
ChangesStaff	10
EnvironmentV	10
TimeSpentV	10
SocialEvents	10
OthersResponsibility	10
HealthProceduresV	10
AGM	10
FeelingValuedV	10
ObstaclesLearn	10
PreferJobV	10

StartTimeV
ApplicationFormV
OpportunityV
ApplicationV
InterviewV
PreviousExperienceV
ShowV
PersonalPreviousV
SupportManager
NegativeManager
FlexibilityVolunteer
ChangeHoursV
StructureV
NegativeFeelingsV



PositiveFeelingsV
BenefitSociety
VolunteerIntroduction
AdvertisementV

FireSafetyV
PaidJob
RelationshipOrganisation
GuidanceV

iv

1B

1C

253

Advertisement
VariantInjection
BenefitSociety
PartnerEntity
HealthEntity
Structure
Category
ProductManager
Notification
SupportManager
PersonalPrivacy
Share
PersonalPrivacy
Inventory
Category
OrderItem
ActivityItem
StartTime
PredictJob
QuotaLearn
FeedValue
ACM
HealthProcedure
OrderResponsibility
SocialEvent
TimeQuery
Environment
ChangeStaff
OperationDetail
Subscription
Delivery
Entity
Intensity
Intensity
Privacy
VariantList
Video
SmartPhone
Strategy
UserWork
Address

OrderItem
RelationshipOrganization
Product
Privacy

Then you say when you've got a question, you sort of shout them out and people shout answers back. Do you feel that that's something that also contributes for you to do the job?

10: Yes, yea, it does. It's knowing that there's always somebody who's got your back, who will say about something - I couldn't find the stamps, I couldn't work something, there's always somebody who is willing to chip in. That's fine, yea, that's fine.

SMER: You've now been here three months?

10: Yes, yea.

SMER: How are you finding it so far? That first period?

10: There's always a settling in period - I did work different days of every week, which meant I never worked with the same staff. So names was always very difficult - I have to admit that name badges would be very nice for the new people. And sometimes even now, I think it's even more embarrassing when you recognise somebody, but you can't remember their name. And yet you've worked with this person before and you have to sort of wing it until you can sort of say to somebody else "Sorry, I can't remember their name". You know, you don't - you want to make them feel needed and not feeling like your name doesn't help.

SMER: Trust me, I still have that every once in a while, especially with people on different days that I don't see very often - when I come in that I know I've seen them before but then....

10: That's right, yea.

SMER: Also, on your first day, were you introduced to people by Susan?

10: A little bit and people introduce themselves as well. But it is the first day, is always a bit of a blur. You know, the following week, I was able to say "I'm sorry, I know I've met you, but I can't remember your name" and they're fine with that, but that's ok for a couple of week. But after that, people expect you to remember, so and changing days didn't help. I'd come in and somebody else would change their day or not, so I found myself introducing myself to people who you've said "Yes, we know who you are"....

SMER: As you say you've worked on different days. Do you feel that that makes a difference in your experience, that different days have a different feel to them?

10: Yes, yea, you get different personalities, so, some days I have found easier than others, depending on the personalities of the other people. But you have to mix in as best as you can. Because you're the odd one, doing funny days. They're obvious shaken down and used to it.

SMER: In the period that you've been here, have you seen, have you met those characters where you think "I need to be careful here or I need to watch what I do?"

[illegible]

people's lives are up to.

SMER: It's funny you say that thing "social", because for some people those relationships have become key in coming back and being here. Doyou feel that that's something that for you over time may become...

10: Yea, yea. It's possible. It's possible, but it's an early days. At the moment, I can't see it happening, but who knows. You know, the best friendships appear out of nowhere somewhere. And move on, so , yea. I'm quite happy whatever.

SMER: So whilst you're working, you said the informal aspect - let's just do it, if I've got a question, I'll ask it - works very well. Now there is smething I've been shown, which I've never seen it before havong been here for more than a year. It's the fire safety awareness questionnaire.... Which supposedly all volunteers should have done, but I've never seen...

10: I think that would go for me as well. No I've certainly never seen that. I have to admit, I am very aware of fire and problems with it, so I have to admit, from a personal point of view, I always know, you know, where to evacuate. But that's me, I mean, I do that in hotels as well. I always make sure I know where the fire exit door is and where we are here, it's fairly safe. But no, I've never seen that.

SMER: I just thought it funny, because you say that you're personally always quite aware and that you do pay attention to it, but not everyone does.

10: No, that's right and is everybody able to make a quick exit either.

SMER: That then makes me wonder, should there - do you think that maybe they should try to make some provision for that? To make sure we are all more on the same page?

10: yea, I think a refresher course for those who need it. But I think you should know where your exits are and also, I think the important thing is and I mean that's a very long questionnaire - people need to know where the fire extinguishers are and which one is used for what. Often, I mean, I know we don't have much of a kitchen, but we do have some electrical elements. people need to know you can't just blast any extinguisher at a fire, So, but I have to admit, a ten page written questionnaire, a little bit over the top.

SMER: I do admit, it's quite extensive and I think personally they've taken some of that from paid employees or from the NHS paid employment. Who obviously need to know more.

10: That's right. That's righ yea. But for the rest of us, a ten minute, this is where everything is, this is where you should evacuate to wouldn't go amiss. Because if there was a count, nobody would know how many volunteers there were that day.

SMER: That's very true. It's just interesting because someone else who has previous work experience as a health and safety officer did lecture me about the fact that none of that happening and that it was all sort of notes on the wall.

6

Customer/Integration	
Inventory	
Project/Manager	
Let's/Consultation	
Team	
Formal/Manual	
Operational/Show	
Information/Work	
Change/Operation	
Benefits/Operation	
Different/Work	
Repeat	
Benefits/Volunteers	
Open/Challenging	
Commitment/ity	
Support	
Chair/Volunteers	
Reason/Chair	
Length/Service	
Personal	
Busy	
Job/Show	
Project/Work	
Volunteers/Chair/Service	
Many	
Volunteers/Manual/Work	
Nearest/Work	
Team/Work	
Endless/Chair/Service	
Really	
Admission/ity	
Feedback/Volunteers	
Project/Manager	
Adapt	
Nearest/Chair	
Project/Manager	
Manager/Work	
Nearest/Chair/Service	
Project/Chair/Service	
Relationship/Chair/Service	
Coding/Chair/Service	

6A

And that no one was really paying attention to it.

10: No, you don't. You don't. As I said, a refresher every so often would be good. Instead of, you know, notes on the wall.

SMER: Obviously you're still fairly new here. How are you finding it with the hierarchy within the organisation?

10: Well, we've only got obviously two part time managers and I find them both - I find them both good. I, it's like all personalities, you gravitate to some people more than others. And I find that with the managers - I'll gravitate more to one than the other. But that's I think, just as I say, a personality thing.

SMER: Both managers were working here already when you started. Because one of them started fairly recently - since the beginning of this year. Some people have been able to make the comparison, now what are your impressions from both managers? From both personalities working next to each other?

10: I think most of us defer to the Sue that's been here longest, just purely because you know she does more hours, she is - I suppose she'd be the one that makes any final decisions. The other Sue, I find very friendly and approachable and also able to answer questions. As long as one of them is around, I'll go to either. That's not a problem, but as I say, I just find one easier than the other. That's all.

SMER: That's understandable. Quite rightly you say that there's always personality difference. Characteristics that are different.

10: That's right. Yea.

SMER: And they are both quite different...

10: That's right, they're styles are different. Neither one are wrong, just different.

SMER: So now you've been here for a few months, do you feel there are a certain number of expectations? You mentioned they're trying to get you to commit to a certain day. Do you feel there is other expectations?

10: No, funny enough, I found I was plunged in to the deep end right from the word go. And that has never really changed, and I think sometimes, you just have to be aware of what needs doing and if it's not been done, just do it. So I don't think - we're never sort of funnelled into a particular job. You know, sometimes you might be asked to wash up or make salad - on the whole, you find jobs, you do them. Which is fine, I usually got my eye on what's going on. I mean, I haven't done much in the way of the actual making of the rolls and the sandwiches. And the one time I had a god, I didn't make enough. I can't judge quantities - that's what I find difficult. You know, I didn't have any guidance on that, but otherwise they usually have on the counter anyway, so that's fine by me. I quite enjoy it there.

SMER: Do you feel that you've got that flexibility to also go for the jobs that you feel need doing, that are open?

10: Yea. Yea. Yea, I just move around and I always, when I come in in the morning, always ask "Where would you like

7

Customer/Integration
Inventory
Regional Manager
Local Organisation
Travel
Frontal Support
Customer Service
Information/Work
Change/Operation
Benefits/Operation
Different/Work
Realty
Benefits/Volunteers
Open/Challenging
Confidentiality
Support
Chaff/Politics
Reason/Quality
Length/Service
Personnel
Survey
Job/Review
Program/Work
Volunteers/Characteristics
Many
Volunteer/Management
Nearest/Work
Team/Work
Emotional/Personality
Reality
Adaptability
Feedback/Volunteers
Positive/Manager
Adapt
Nearest/Neighbour
Positive/Manager
Manager/Work
Nearest/Personality
Positive/Personality
Relationship/Personality
Coding/Identity

7A

8A

gotten into a certain routine that...

10: Absolutely, but this is how it's always been done, so this is what we carry on doing.

SMER: Do you feel that that routine can get in the way of the operation?

10: It could do. It could do. I think sometimes it's just minor holes and it blows over and it's fine and people put their heads up and carry on. But - and even a volunteer workforce have got their own problems, they come in, they're cross, they're upset and sometimes that shows. And I know it's unprofessional, but we've all been there. I had somebody this morning, it was a customer and she was very off-hand and unpleasant, but she probably has got her own problems. So that also goes for the volunteer staff, I mean, you're bit of with the customers, but when something at the back of your mind is worrying you, you know. I think we've got to accept that there are problems sometimes.

SMER: I don't know if at any point in time you've observed that sort of behavior from volunteers that come in and - maybe where you almost sense that there's something going as well...

10: That's right.

SMER: I have seen it cause some tension. Where the manager needs to almost jump in and diffuse the situation.

10: That's right, yea, definitely.

SMER: So is there anything that you feel we a team need to improve ? Obviously aside from the fact that sometimes are off?

10: Yea, to improve on. One thing they're not very hot on, which surprises me greatly is hygiene. When I came in, I expected to wear gloves. Which we don't and I also, I mean I know there is some signs up "Please wash your hands". I have in a moment of passion told another volunteer off for not washing his hands between handling money and handling food. It wasn't my job, but I did actually see it. So I did step in, because I think hygiene is quite important and I think it's important to our customers and we're in a hospital environment. All said and done. I do feel maybe we need to look at the hygiene side of things. You know, maybe we're also all a bit too health and safety conscious. What we're worried about.

SMER: But then again, you quite rightly say, we are in a hospital. If we're touching money that's been through god knows how many hands and then, you pick up a roll or your pick up food that then goes to a patient, who may have lowered immune system or what have.

10: Yea, that's right yea. Sometimes I feel that we - the way that we serve could be changed to incorporate somebody who stand there, only handles food and wears gloves the whole time. Never handles money. But that's a huge management change, so...

SMER: Then do you feel that that sort of suggestions you can take to the manager or do you feel that there is that?

10

CustomerInteraction
Incremental/
PositiveManager
LinkOrganization
Team/
FormalTraining/
ObservationNew/
IncrementalWork/
ChangeOrganization
BenefitOrganization
DilemmaWork
Reveal/
BenefitVolunteers
OpenVolunteering
Commitment/
Support/
ChiefVolunteers
ReasonDaily/
LengthService/
Personal/
Busy/
JobPlay/
PositiveWork/
VolunteerCharacteristics
Mainly/
VolunteerObservation/
NegativeWork/
TeamWork/
EmotionalAttachment/
Positive/
Accommodate/
FeedbackVolunteers
FlexibilityManager/
Adapt/
NegativeIndicator
PositiveIndicator
ManagerWork/
NegativeVolunteering/
PositiveReasoning/
ReasoningExplanation/
Coding Density

10A

Advertisement
Volunteer/production
Benefit/Society
Positive/energy
Negative/energy
Structure
Challenge/s
Flexibility/volunteer
Negotiation/s
Support/manager
Personal/previous
Show/
Previous/agency/
Interview/
Application/
Opportunity/
Application/entry
Start/now/
Pioneer/200/
Outsides/learn
Feeling/valued/
ACM
Health/Procedures/
Owner/Responsibility
Social/Events
Time/Spend/
Environment/
Change/Staff
Organization/Details
Social/Connection/
Differer/
Empy/
Informal/
Impression/
Paperwork/
Volunteer/s
Y/now/
Simple/Work/
Strategy/
Unsure/Work
Ability/
Outdoors/
Relationship/Organization
Puzzle/s
Free/Safety/

10B

10C

10: Not yet, I'm very much the new girl. I'm very aware that I'm the new girl. And I know I've been here for three months, that's probably not a huge - three or four months - that's not a huge number of times to be there. And I think it's something I'm observing. It's quite possible in the future I might make it as a suggestion and I would find one of the managers easier to suggest it to than the other.

SMER: It would be nice I think - because some of the volunteers mentioned to me that their feedback is heard, but not necessarily acted on all the time. One of them even mentioned to me there was a culture of "I only come in once a week, why would I bother trying to change anything?". I don't know if that's something that you've noticed?

10: Yea, I think it goes back to having an older workforce. I did joke before I even started here that there'll be somebody on the till and this is the way we do it and this is the way we've always done it and I think that's a great shame. I think, we've all got to learn to take new ideas of things on board - but yea there is that culture of "this is how it's always done and this is how I've always done it". So again that needs to come from the management that, you know, actually this is the way we are now doing it - we are trying it out. Just because it's a new scheme, doesn't necessarily mean it will work, let's give it a whirl. But that's an older person type thing.

SMER: Even so, I was talking to someone from the Oxford museums yesterday - they've been changing quite a lot, as well with their volunteers. She was telling me that there is an enormous amount of resistance to change from anyone within their volunteer workforce, purely because like say - this is the way it's been done, this is what they're used to. And they almost don't want anyone to touch their little group...

10: That's right, yea, that's right. Change it....

SMER: So over the time that you've been here - we're obviously all here for our own reasons like you said - but do you also feel that they appreciate and value the contributions that you make?

10: It goes back to one of the staff members who always, at the end of my shift says "Thank you, thank you so much". Now, you know, she doesn't have to do that - it's part of her style and she always does it - and it makes you feel very valued. As you say, you do it for your own reasons and nobody has to say thank you, but you just feel "Oh, that was nice". You know and what's a few words - it costs nothing, but that, I think, it always goes voluntary. But you don't do it for that reason, you know, if you walk out and nobody says thank you, well, you know - you're not there for that reason.

SMER: Obviously there is another staff member that doesn't do it - do you feel there is other ways that the appreciation is shown?

10: Not necessarily, no, I think it's very much, you're a volunteer, you do your bit and, you know, I guess it's appreciated, but as I said, she - neither of them are particularly well paid - top management staff. They're just, you

11

CustomerInteraction
 Incremental/
 PositionManager
 LinkOrganisation
 Tally/
 FrontTraining/
 OverseeNetwork/
 IncorporateWork/
 ChangeOrganisation
 BenefitsOrganisation
 DifferentWork/
 Repeat/
 BenefitVolunteers
 OpenVolunteering
 Confidentiality/
 Support/
 DealProblems
 ReasonDaily/
 LengthService/
 Personal/
 Busy/
 JobPlay/
 PositiveWork/
 VolunteerCharacteristics
 Mainly/
 VolunteerOrganisation/
 NegativeWork/
 TeamWork/
 EmotionalAttachment/
 Routine/
 Accommodate/
 FeedbackVolunteers
 FlexibilityManager/
 Adapt/
 NegativeFeedback/
 PositiveFeedback/
 ManagerWork/
 NegativeRelationship/
 PositiveRelationship/
 RelationshipManager/
 Coding Density

11A

Advertisement
Volunteer/production
Benefit/Society
Positive/energy
Negative/energy
Structure
Challenge/s
Flexibility/volunteer
Negotiation/s
Support/manager
Personal/previous
Show/
Previous/agency/
Interview/
Application/
Opportunity/
Application/entry
Start/now/
Pioneer/200/
Quintessential
Feeling/valued/
ACM
Health/Procedures/
Owner/Responsibility
Social/Events
Time/Spend/
Environment/
Change/Staff
Organization/Details
Social/Connection/
Differently
Empy/
Informal/
Impression/
Paperwork/
Volunteer/s
Y/now/
Simple/Work/
Strategy/
Unsur/Work
Ability/
Outdoors/
Relationship/Organization
Puzzle/s
Free/Safety/
11B

11C

know, also here doing what they do - long hard hours. It's very busy and tiring and nobody says thank you to them, so make them the way they are...

SMER: From the League outward, do you feel - because you haven't been here that long - but we have coffee mornings and so on that we get invited to - do you feel that that also contributes just as a thank you?

10: yea, I mean, yes, it's - I've been to the AGM, but I haven't been to any coffee mornings. Yes I guess that's a very nice thank you. Personally, I don't need it. I don't need to be taken out for coffee, just to show appreciation. And the only thing I would say is if you get everybody outside of office hours - work hours, what have you, it might be a good team builder, I can see it being good from that point of view. Because you can have a chance to have a chat and just relax - but as I said, I don't personally need a cup of coffee, but I will go along if I can. If it's a free day then yes. If I've got something then I'm not going.

SMER: You mention that getting everyone out for a sort of team building - obviously we're not going to take everyone paintballing....

10: No, quite.

SMER: Is that something you feel will contribute to us working here together?

10: I would hope so. You can't be sure, but as I said, if you just get a chance for people to recognise each other, chit chat over a cup of coffee. Yea, I mean, there's no reason why it shouldn't be a team builder. I know it's no issues like paintball, you know, exercise, but it is a chance - in a relaxed atmosphere - away from work, yea. I don't know, sometimes, these things do, sometimes they don't, depends on who turns up. But it's a chance.

SMER: Whilst volunteering here, do you feel there is anything that may become a hindernis, aside from the fact they want you to commit to something? Is there anything else you feel may become an obstacle to you continuing?

10: No, I think on the whole I'm mixing with most of the other staff fine. I have no problem with anybody, it would make life difficult if there was a big personality clash with somebody, whereby you feel that actually, you don't want to particularly go in and help that day. But that's never happened to me before. But let's hope it's not going to happen now....

SMER: Well, fingers crossed. Touch wood.

10: Absolutely, but otherwise, no. I can't see - other than a personal problems - I can't see any reason for not coming again.

SMER: The flipside of that, what's the best - I wouldn't say memory - but point to being here?

10: I like the busyness of it. When I was thinking about volunteering - I was thinking long and hard about what sort of thing I had to offer, because I have done other volunteering in the past - I used to help out with the police and stuff

12

CustomerInteraction
 Incremental/
 PositiveManager
 LackOfOrganisation
 Team/
 FormalTraining/
 OverworkedNew/
 InconsistentWork/
 ChangeOfOrganisation
 BenefitsOfOrganisation
 DifferentWork/
 Repeat/
 BenefitsOfVolunteering
 OpenVolunteering
 Commitment/
 Support/
 Staff/Volunteers
 ReasonDaily/
 LengthyService/
 Personal/
 Busy/
 Job/Play/
 PositiveWork/
 VolunteeringCharacteristics
 Mainly/
 VolunteerDevelopment/
 NegativeWork/
 TeamWork/
 EmotionalAttachment/
 Positive/
 Accommodating/
 FeedbackVolunteers
 FlexibilityManager/
 Adapt/
 NegativeFeedback/
 PositiveFeedback/
 ManagerWork/
 NegativeRelationship/
 PositiveRelationship/
 RelationshipManager/
 Caring/Dedicated

12A

Advertisement
Volunteer/production
Benefit/Society
Positive/energy
Negative/energy
Structure
Challenge/s
Flexibility/volunteer
Negotiate/manager
Support/manager
Personal/previous
Show/
Previous/agency/
Internship/
Application/
Opportunity/
Application/entry
Start/entry/
Profile/entry/
Outsourcing/entry
Feeling/entry/
ACM
Health/industry/
Other/Responsibility
Social/entry/
Time/entry/
Environment/
Change/entry/
Organization/entry/
Social/entry/
Diversity/
Entry/
Informal/
Impression/
Paperwork/
Volunteer/
Y/entry/
Simple/entry/
Strategy/
Unemployment/
Admission/

Outsourcing/
Relationship/organization
Familiar/
Free/entry/
Familiar/entry/

like that. Which was very interesting, but I was sitting on my bottom all day and do that anyway. So I wanted a volunteering job that was active. And this suits me very well indeed. It's really busy, I'm on my feet, I have to make the end of four hours, by the time I walk there and back, I've had enough But that suits me personally, yea.

SMER: So in the time that you've been here, do you feel that you're well equipped to come and do the job?

10: I would have thought so. I have to admit, again, after the first couple of sessions, it would have been nice to have a bit of feedback as to whether what I contributed was acceptable or to whatever standard they had. But I didn't get any feedback, so I guessed along the lines of "if I wasn't up to it they would have said, don't come again". But other than that, yea....

SMER: So do you feel that that feedback from the manager or someone on the committee or whomever it may be, would be a good?

10: Yea, it would have been nice to have been told "that was good, thank you for coming in, you know you did well today, we'll see you again". It's guess work that I needed another session. But nobody actually said what I was doing right or conversely what I was doing wrong.

SMER: So that guess work as you say, what sort of impression or experience does that give you?

10: I was surprise actually. I thought I would get more - I know it's a volunteers service, but I thought I would get a bit more of "you're doing fine" or "actually could you improve on this" or "could you just do that?" But really, I've had nothing - good or bad. Yea, it would have been nice to - just letting you know that what you're doing is in the right direction. You know, you guess it is, but you don't know.

SMER: Do you feel that that's something they should consider? Or should they make a space for you to be able to go and ask for that?

10: No, no, no, I think it should just be an ongoing. I think the managing staff just need to be aware if somebody's new they just might like a bit of feedback, but not in a formal sense. Just a very quick one sentence at the end of your shift. That's all it needs. I think when it becomes formal then people worry then I think it's just - just a quick at the end.

SMER: Because obviously, again, the comparison with paid employment, where after - often after four weeks, after three months, after six months, you get forms to fill out and sit down with your manager - talk about it.

10: No, I don't think any of the volunteers would want that. I think that when you go into a formal situation, people often think it's bad - not necessarily so, but that's just, you know, if you're called into the office. It's like "Oh my goodness". It's all we want "yes, you're fine" or "could you". That's all, that's all it needs.

SMER: It's interesting. You're actually the first one to mention that sort of thing to me. Again it may be because people have been here for longer that they're so used to it now.

13

CustomerInteraction
 Incremental/
 PositiveManager
 LinkOrganization
 Task/
 Team/
 FrontTraining/
 ObservationNew/
 IncorporationWork
 ChangeOrganization
 BenefitOrganization
 DifferentWork
 Repeat/
 BenefitVolunteers
 OpenVolunteering
 Confidentiality
 Support/
 ClientProblems
 ReasonDaily
 LengthService/
 Personal/
 Busy/
 JustPlay/
 PositiveWork
 VolunteerCharacteristics
 Mainly/
 VolunteerVolunteer/
 NegativeWork/
 Teamwork/
 EmotionalInvolvement/
 Positive/
 Accommodate/
 FeedbackVolunteers
 FlexibilityManager/
 Adapt/
 NegativeInvolvement/
 PositiveInvolvement/
 ManagerWork/
 NegativeVolunteering/
 PositiveVolunteering/
 RelationshipManager/
 Caring Density

13A

Advertisement
Volunteer/production
Benefit/Society
Positive/energy
Negative/energy
Structure
Challenge/s
Flexibility/volunteer
Negotiation/s
Support/manager
Personal/previous
Show/
Previous/agency/
Interview/
Application/
Opportunity/
Application/entry
Start/entry/
Profile/entry/
Outsourcing/entry
Feeling/entry/
ACM
Health/industry/
Other/Responsibility
Social/entry/
Time/Schedule/
Environment/
Change/Staff
Organization/Details
Social/Connection/
Differently/
Entry/
Informal/
Impression/
Paperwork/
Volunteer/s
Y/entry/
Simple/entry/
Strategy/
Unsure/Work
Ability/

13B

Outsourcing/
Relationship/organization
Familiar/s
Free/entry/
Familiar/s

13C

	10: There's very few people who actually still work. I think that's the thing. You've got a large group who volunteer here who are retired, I'm not sure that everybody is, but mostly and I'm one of the few people that still have a workplace, so I know how these things go. That's probably why. SMER: Again this goes back to something you touched on before, do you feel that you can be fairly independent whilst doing it here? 10: What do you mean with independent? SMER: Because you mentioned saying that you see the job and you go and do it. Do you feel you're given that freedom to just? 10: Yes, it seems to be the way that people do. I'm always very wary that I don't want to be treading on somebody's toes and that was certainly the first instance. You know, if somebody was clearing a table, and I'm thinking "Is that their job for today, clearing tables?" Turns out that no, everybody just does what they see that needs doing. But I didn't know that, so I'm thinking, if I'm doing this table is somebody looking at me thinking "oh, hang on a minute, that's my job". You know, so you have to be a bit careful you don't tread on toes. But otherwise, no, I quite like the freedom to come and go. SMER: So you've touched on this before as well, that you didn't maybe know whether it was someone else's job. Do you feel that that should have been explained to you? 10: It would have been nice to know that there is no defined jobs and everybody just helps wherever. Some people prefer doing certain jobs, I know that some people prefer to be in the background and rather make the sandwiches than be on the till and I accept that it's fine. But when I first started, I was very unsure as to, you know, do I jump in and make a sandwich or do I ask somebody. So I wasn't too sure how it was defined. But as it turns out, it is fairly easygoing and you can tell if somebody prefers to be in the background. SMER: It sounds like there's a lot and other people have mentioned this as well, it sounds like it's a lot just trying to accommodate each other and try to see the type of person that you've got next to you or around you. Try to work with that, as well as around that. 10: Yea, that's right. Absolutely. And especially as I say, when I was coming on as the late shift, people have already defined themselves as to what they want to do. So yea, it's a question of fitting in then. SMER: Well, I think that that's what I've had to ask for today. Thank you very much for wanting to participate. Is there anything else that you want to...
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14

CustomerInteraction
Incremental/
PositiveManager
LastOrganisation
Team/
FormalTraining/
OverseasWork/
InnovativeWork/
ChangeOrganisation
BenefitOrganisation
DiverseWork/
Retail/
BenefitVolunteers
OpenVolunteering
Commitment/
Support/
ChiefVolunteers
ReasonDaily/
LengthService/
Personal/
Busy/
JobPlay/
PositiveWork/
VolunteerCharacteristics
Main/
VolunteerIdentity/
NegativeWork/
Teamwork/
EmotionalAttachment/
Positive/
Accommodate/
FeedbackVolunteers
FlexibilityManager/
Adapt/
NegativeLeader
PositiveLeader
ManagerWork/
NegativeVolunteering/
PositiveReasonsWhy/
ReasonsWhyManager/
Caring/Denial

14A

Advertisement
Volunteer/production
Benefit/Society
Positive/energy
Negative/energy
Structure
Challenge/s
Flexibility/volunteer
Negotiation/skills
Support/manager
Personal/previous
Show/
Previous/agency/
Interview/
Application/
Opportunity/
Application/entry
Start/now/
Pioneer/200/
Quintessential
Feeling/valued/
ACM
Health/Procedures/
Owner/Responsibility
Social/Events
Time/Spend/
Environment/
Change/Staff
Organization/Details
Social/Connection/
Differently
Empire/
Informal/
Impression/
Paperwork/
Volunteer/sk
Y/now/
Simple/Work/
Strategy/
Unsur/Work
Ability/
Audience/
Relationship/Organization
Puzzle/s
Free/Safety/
14B

14C

Participant Information Sheet - Interviews

Study title

Evaluating how volunteers learn and integrate into an existing group of volunteers in a service sector organization.

Invitation

You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully

What is the purpose of the study?

This study will look at how new volunteers learn and integrate into the existing group of volunteers. This study will run for approximately four months across four different sites of League of Friends. This study is part of my PhD project and will be used to write my thesis for Oxford Brookes University.

Why have I been invited to participate?

You have been asked to participate in this study as you are a volunteer within a service organization. The organization has been selected due to the fact that League of Friends is a diverse organization, providing a range of different services, ranging from Tea bar to full service restaurant and shops. By participating, your point of view will allow me to make recommendations across a wider variety of businesses. You are being invited to participate as your experience and insight would be invaluable.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

What will happen to me if I take part?

You have been invited for an interview of approximately one hour. This interview will take part at either the League of Friends office or at Oxford Brookes University and will be arranged at a time of your convenience. At any point during the interview you have a choice to withdraw from the study.

What are the possible disadvantages and risks of taking part?

Some of the disadvantages involved include that the interview will take some of your time and should you require to change date or time, the researcher will offer all flexibility in doing so. Should you feel uncomfortable during the interview, it can be stopped at any time.

What are the possible benefits of taking part?

This study will provide insights into how new volunteers learn and become integrated, which will enable organizations to improve this process within the organization. It is an opportunity for you to help improve your volunteering environment and highlight what you would like to change.

Will what I say in this study be kept confidential?

All the data and information about you will be kept strictly confidential (subject to legal

limitations) and confidentiality, privacy and anonymity will be ensured in the collection, storage and publication of research material. This means that any data collected for this project will be de-identified (i.e. no one but the principal researcher will know what you said or did). Any issues that are raised in the interviews will be kept strictly confidential within legal limitations. The researcher will not bring any complaints or grievances to the management or board members. * For Managers/board members: Despite the data being de-identified, there is a possibility you may be identified because of the very small sample size of interviewees. As the data will be analysed by the principal researcher, no one else will see the data until they have been processed.

Research data will be kept securely at all times, especially when collected outside the University before being transferred back to Oxford Brookes University. Laptops and other devices will be password protected. Google Drive will be used for data storage, as University has a security agreement with Google.

Data generated by the study must be retained in accordance with the [University's policy on Academic Integrity](#). The data generated in the course of the research must be kept securely in paper or electronic form for a period of ten years after the completion of a research project.

What should I do if I want to take part?

If you would like to take part in an interview, please inform me on sraymaekers@brookes.ac.uk. I will also personally ask you for what interview time and place suits you best. You have the right to review the transcripts from your interview. Should you wish to comment or make changes to the transcript, you have the right to do so within two weeks from receiving the transcript. The revisions should be returned to the researcher via hard copy.

What will happen to the results of the research study?

This data and results from this study will be used for a thesis for my PhD in business at Oxford Brookes University and might be used for future publication in articles. Should you wish to obtain a copy of these published works, please don't hesitate to contact me and I will provide you with hard or soft copies.

Who is organising and funding the research?

I am conducting this research as a student at the Oxford School of Hospitality Management, part of the Business School at Oxford Brookes University. This study is funded by the student himself.

Who has reviewed the study?

This research has been approved by the University Research Ethics Committee, Oxford Brookes University.

Contact for Further Information

If you need any further information or should you have any concerns, please don't hesitate to contact either my Director of Studies, Dr. Rebecca Hawkins (rhawkins@brookes.ac.uk) or myself, Sebastiaan Raymaekers (sraymaekers@brookes.ac.uk). Should you have any concerns about the way in which the study has been conducted, you should contact the Chair of the University Research Ethics Committee on ethics@brookes.ac.uk.



Privacy Notice

Oxford Brookes University (OBU) is the Data Controller of any personal data. This means that they will make the decisions on how your data is used and for what reasons.

Why do we need your data?

For a research project that aims to explore the process of volunteer integration within a workplace environment that combines paid and volunteer labour and that engages volunteers in menial service sector tasks.

OBUs legal basis for collecting this data is:

- You are consenting to providing it to us; and / or,
- Processing is necessary for the performance of a task in the public interest such as research

If the university asks you for sensitive data such as; racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership, data concerning health or sexual life, genetic/biometric data or criminal records OBU will use these data because:

- You have given OBU explicit consent to do so; and / or
- Processing is necessary for scientific or research in the public interest.

What type of personal data will Oxford Brookes University use?

- Which League of Friends site you volunteer at
- How long you have volunteered at said site

Who will OBU share your data with?

No one

Will OBU transfer my data outside of the UK?

No

What rights do I have regarding my personal data that OBU holds?

- You have the right to be informed
- You have the right of access to your data
- You have the right to correct data if it is wrong
- You have the right to ask for your data to be deleted
- You have the right to restrict use of the data we hold
- You have the right to data portability
- the right to object to the university using your data
- You have rights in relation to using your data automated decision making and profiling.

Where did OBU source my data from?

Interviews with paid employees and volunteers, shadowing of volunteers or paid employees and documents from League of Friends.

Are there any consequences of not providing the requested data?

There are no legal consequences of not providing data for this research. It is purely voluntary.

Will there be any automated decision making using my data?

There will be no use of automated decision making in scope of UK Data Protection and Privacy legislation."

How long will OBU keep your data?

In line with Oxford Brookes policies data generated in the course of research must be kept securely in paper or electronic form for a period of ten years after the completion of a research project.

Who can I contact if I have concerns?

You can contact the Information Management team.

Postal Address: Information Management Team, IT Services, Room 2.12, Gibbs Building, Headington Campus, Gypsy Lane, Oxford, OX3 0BP

Email: info.sec@brookes.ac.uk

Tel: 01865 485420 in UK

+44 1865 485420 outside the UK.

CONSENT FORM

Title of Project: Exploring the phases of integration of volunteers in the UK service context

Name, position and Oxford Brookes contact address of Researcher:

Sebastian Marcus Elizabeth Raymaekers

Oxford School of Hospitality Management
Oxford Brookes University
Headington Campus
Headington Road
OX3 0BP, Oxford

16033672@brookes.ac.uk

Please tick box

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. | ☐ | ☐ |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason. | ☐ | ☐ |
| 3. I agree to take part in the above study | ☐ | ☐ |
| 4. I agree to the interview being audio recorded | ☐ | ☐ |
| 5. I agree to the use of anonymised quotes in publications | ☐ | ☐ |

Name of Participant

Date

Signature

Name of Researcher

Date

Signature