

Building and retaining groups of volunteers to help the elderly

January 2017

Stella Warren
Faculty of Business and Law
University of the West of England, Bristol
Frenchay Campus
Coldharbour Lane
Bristol
BS16 1QY
E-mail: Stella.Warren@uwe.ac.uk
Tel: +44 (0) 117 3283435



Building and retaining groups of volunteers to help the elderly

Contents

Aim	1
Defining volunteering and volunteers	1
How to publicise the need for volunteers (e.g. media, word of mouth, etc.)	1
Possible ways of finding out ways of helping formal organisations	2
When to enlist/recruit	3
How to attract volunteers/what might encourage volunteering – what are their motives?	3
Functions served by volunteering and their assessment on the Volunteer Functions Inventory (VFI)	4
The Volunteering Stages and Transitions Model (VTSM)	5
Framework for understanding individuals' pathways through participation	6
Inventory of Motivations for Hospice Palliative Care Volunteerism (IMHPCV)	8
What are the reasons/barriers for not volunteering?	9
How to retain them/minimise attrition/drop out	10
Volunteer Retention Questionnaire (high mean scores = high importance)	11
Other observations	12
Community Based Participatory Action Research (CBPAR)	12
Asset Based Community Development (ABCD)	13
Examples of voluntary based initiatives	13
Piloting Schemes	14
Summary	14
APPENDIX 1: Community Life Survey 2016-17 Self-Completion Questionnaire - Volunteering Section	16
References	23

Building and retaining groups of volunteers to help the elderly

Aim

The aim of this review is to draw insights from existing research relevant to volunteering to help care and support the elderly. This will help in shaping the UWE proposed qualitative and quantitative research on the community model.

Defining volunteering and volunteers

Volunteering means any activity in which time is given freely to benefit another person, group or organisation (Wilson, 2000). Describing the historical roots behind society's community organisation and social participation in the UK, Gilchrist (2004: 24-25) defined three broad categories: informal self-help and solidarity (e.g. helping neighbours); mutual aid (e.g. membership of a trade union); philanthropy and voluntary service (e.g. 'improving lives of those less fortunate'), to illustrate an 'inherent sociability and willingness to connect and co-operate' (Gilchrist, 2004: 1).

Much of the literature refers to formal or informal volunteering; formal volunteers give unpaid help through a group, club or organisation to benefit other people or the environment (e.g. charity shop volunteer, school governor, local magistrate), and informal volunteers help individual people who are not relatives, usually friends or neighbours.

Much of the literature, reflected in this report, focuses on formal volunteering, however it may well be the case that informal volunteering is of greater importance for end of life care. Our primary work (to come as Part 2 of this project) may therefore shed new light on informal volunteering.

Of course, the characteristics of a volunteering project can differ widely in terms of what is expected: type of activities, frequency, remuneration (fee and/or expenses), advising or performing etc. – see Brodie et al. (2009) later in this report.

Bearing in mind the risks of over-generalising and that some activities may attract males rather than females, younger folk rather than older, many formal volunteers tend to be middle aged or older, female, white, middle/upper class, homeowners, degree-educated and employed in professional or managerial positions (Brodie, Cowling and Nissen, 2009). In rural areas it is the older demographic (male and female) who are most likely to participate in community activities (Munoz, Farmer, Warburton and Hall, 2014).

The UK's 2014/15 rates for regular volunteering (at least once a month) have remained largely stable since 2001. In 2014-15, just under half of people (47%) participated in formal and/or informal volunteering at least once a month in the twelve months prior to being interviewed (Cabinet Office, 2015).

How to publicise the need for volunteers (e.g. media, word of mouth, etc.)

There are many ways volunteers enlist: through conventional media, friendship networks, experiencing the service, and word of mouth. See below for a list of possible ways for enlisting formal volunteering.

Possible ways of finding out ways of helping formal organisations

- A. Through previously using services provided by the group
- B. From someone else already involved in the group
- C. From a friend not involved in the group/by word of mouth
- D. Place of worship
- E. School, college, university
- F. Doctor's surgery/community centre/library
- G. Promotional events/volunteer fair
- H. Local events
- I. Local newspaper
- J. National newspaper
- K. TV or radio (local or national)
- L. Volunteer bureau or centre
- M. Employer's volunteering scheme
- N. www.do-it.org.uk
- O. National Citizen Service
- P. Other internet/organisational website
- Q. Other way

Source: Community Life Survey 2016/17 Self-Completion Questionnaire: HM Government/Kantar public

Smart use of social media can, of course, be used to spread the word, but it takes time and effort to gain traction (and followers) in such a crowded medium. Some local communities have their own websites and there are a few, described below, with a wider and more targeted reach where volunteers may go to search for specific opportunities.

- a) *The National Council for Voluntary Organisations (NCVO)* administers a network of accredited Voluntary Centres across the UK where potential volunteers can browse volunteering opportunities from registered organisations.
- b) *Time Bank* (timebank.org.uk) works on the premise that for every hour you 'deposit' giving practical help and support to others, you are able to 'withdraw' an hour to spend on any service offered via other time bank members.
- c) *Reach* (reachskills.org.uk) is a matching platform connecting non-profits and the voluntary sector with skilled volunteers. Previously known as Community Service Volunteers (CSV).
- d) *Volunteering Matters* (volunteeringmatters.org.uk) organise full-time, part-time and one-off volunteering opportunities in the UK, with a specific programme for the over 50s (Retired and Senior Volunteer Programme (RSVP)).

Many recruitment websites offer free advertising for charities, examples include: *Jobsite.co.uk*, a large job recruitment site; *do-it.org.uk*, the UK's database of available volunteering opportunities; and *charityjobs.co.uk*. In addition, some local communities have their own websites.

Low cost recruitment of volunteers can be achieved through word of mouth, or simply just asking someone to participate, but this may only result in low involvement, temporary, or

episodic volunteering, for example, a few hours or a day as a one-off (Rochester, 2006; Low et al., 2007).

However, a more effective recruitment strategy might be to identify key community individuals who are able to recruit from, motivate and sustain their own social networks. These individuals may be found through a process of 'asset mapping': local leaders, places, events, activities, community strengths, etc. are identified and mapped to deepen understanding of local communities and available resources (Collins and Manning, 2012; Pollard, et al., 2013). Furthermore, individuals who participate in one organisation often have associations with or participate in another (Brodie et al., 2009), thus extending the potential network and recruitment opportunities.

Articles, press releases or paid advertising can be targeted through local media, for instance, the free 'Voice' news magazines (e.g. DownendVoice.co.uk) are available online as well as delivered monthly to between 5,000-10,000 homes, libraries, pubs, coffee shops, etc. in 10 local areas in South Gloucestershire. Paid advertising rates start from £15.

When to enlist/recruit

According to Rob Jackson, who has worked in the voluntary sector since 1994, the two most popular times to recruit volunteers are the start of a new year, when people are thinking about making resolutions, and the start of the new academic year, when students move into a new area and are looking for new opportunities and parents with children at school find themselves with more time (Jackson, 2013).

This year's Volunteers Week takes place 1st-7th June 2017.

How to attract volunteers/what might encourage volunteering – what are their motives?

Volunteering is a prosocial act which usually begins with a thoughtful and deliberate decision to make a practical contribution toward an individual or organisation (Penner, Dovidio, Piliavin and Schoeder, 2005). Volunteers are motivated by multiple reasons, often around enjoyment or a desire to contribute to activities perceived worthwhile or valuable to the community (Rochester, Ellis Paine and Howlett, 2010). To understand the drivers behind individual volunteering activity, one needs to determine the needs or motives that volunteering serves for that person. Different individuals may be engaged in the same volunteer work for very different underlying reasons, and the same individual's motives may change over time (Clary et al., 1998; Snyder, Clary and Stukas, 2000; Finkelstein, 2008).

The *Volunteers Function Inventory* (VFI) is a prominently applied theory within volunteering research and was identified and developed by Clary and Snyder to identify and measure the fundamental antecedents of volunteering (Clary, Snyder and Ridge, 1992; Clary et al., 1998; Clary and Snyder 1999). They proposed that whilst the act of volunteering might be similar, volunteers' motivations differ and the VFI can reveal these differences. The 30-item measure is rated using 7-point Likert scale and divided into six primary psychological motives for volunteering. Scores are then averaged per individual; the higher the score the greater the importance of the motivation.

Although volunteers are not necessarily motivated by reward or incentive, they can recognise and appreciate rewards (Phillips and Phillips, 2010). The results of the VFI can be used to tailor recruitment messages to satisfy or closely match the motivational needs of potential volunteers, current volunteers can be assigned more effectively, and satisfaction maintained, thus maximising retention (Clary et al., 1998).

Functions served by volunteering and their assessment on the Volunteer Functions Inventory (VFI)

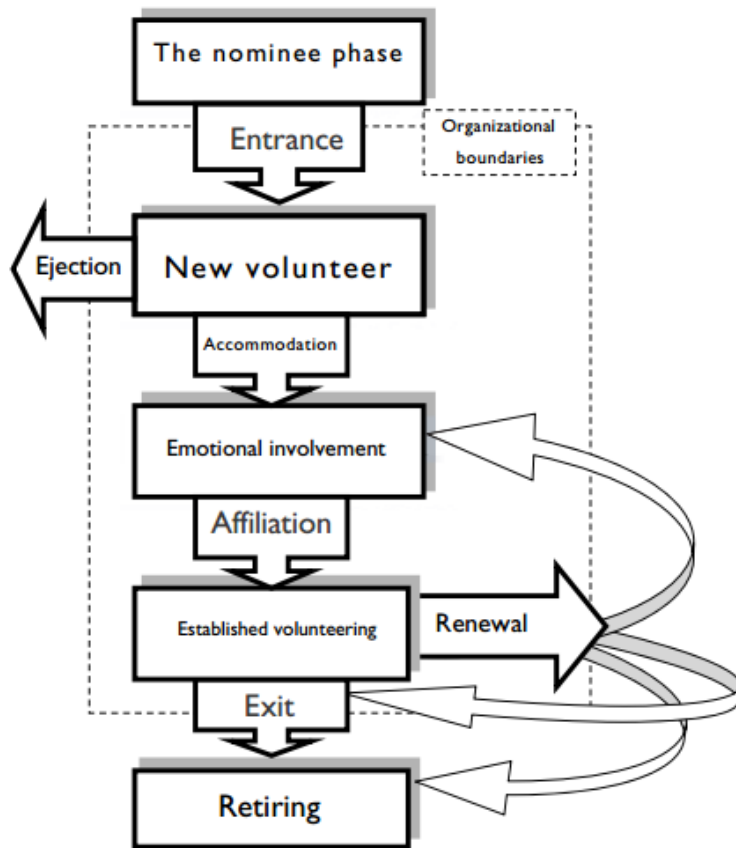
Function	Conceptual definition	Sample VFI item
Values	The individual volunteers in order to express or act on important values like humanitarianism.	I feel it is important to help others.
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused.	Volunteering lets me learn through direct, hands-on experience.
Enhancement	One can grow and develop psychologically through volunteer activities.	Volunteering makes me feel better about myself.
Career	The volunteer has the goal of gaining career-related experience through volunteering.	Volunteering can help me to get my foot in the door at a place where I would like to work.
Social	Volunteering allows an individual to strengthen his or her social relationships.	People I know share an interest in community service.
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.	Volunteering is a good escape from my own troubles.

Clary and Snyder (1999)

Further research in the context of volunteering has applied a revised version of Azjen’s (1991) Theory of Planned Behaviour (TPB) (Warburton and Terry, 2000); both TPB and VFI theories separately (Greenslade and White, 2005); and a combination of the functional areas (*what can be achieved other than social approval*) of VFI with TPB as an integrated model to predict the volunteering intentions and behaviours of older people (Brayley et al., 2015). Others suggest that a measure of social responsibility should be included as an added dimension, which may attract those motivated by social justice (for example, Jiranek et al., 2013).

Whilst individuals may start to volunteer for one particular reason, they may go onto sustain their volunteering behaviour for completely different reasons. Haski-Leventhal and Bargal (2008) moved on from identifying motivations to volunteer in the first place and conceptualised the life cycle - the transitions, process, experience and emotions - of a volunteer in their *Volunteering Stages and Transitions Model* (VTSM). This model describes the transitions between five distinct phases of the process of socialisation (nominee, newcomer, emotional involvement, established volunteering, and retiring), four transitions (entrance, accommodation, affiliation, and renewal), and two kinds of turnover (early ejection and exit at the end).

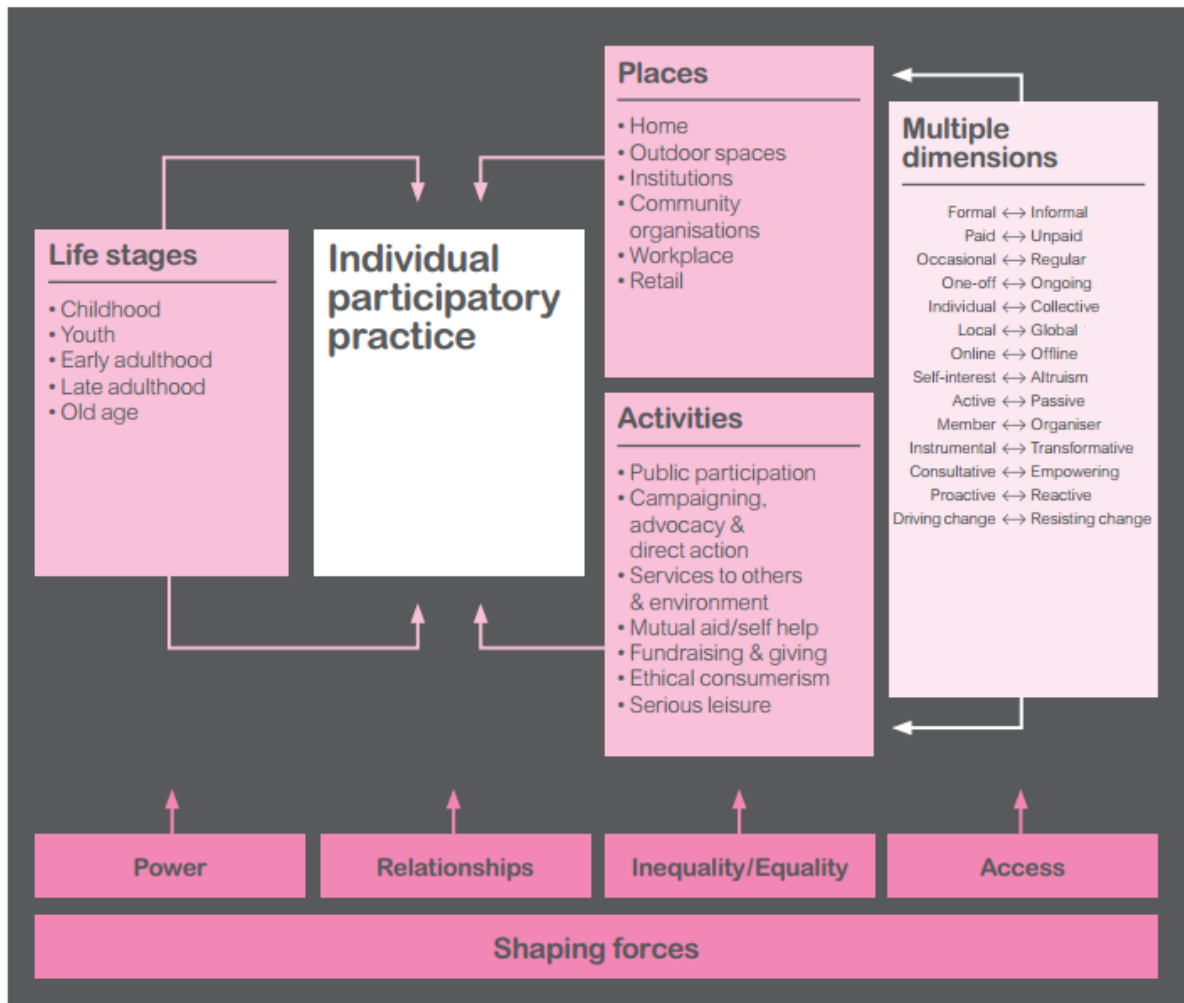
The Volunteering Stages and Transitions Model (VTSM)



Source: Haski-Leventhal and Bargal (2008)

Concluding their review (and drawing on Cornwall's (2002) notion of participation as a situated practice), Brodie et al. (2009) combined the contexts of people, activities, places, time, intensity of engagement and power dynamics to create a framework for participation.

Framework for understanding individuals' pathways through participation



Source: Brodie et al., 2009: 32

The nature of the commitment by volunteers may be affected by extrinsic factors, such as an instrumental gain, or intrinsic motivation and a more altruistic enthusiasm such as their personal faith or to fulfil moral obligations (Jochum, Pratten and Wilding, 2005; Finkelstein, 2009; Geiser, Okun and Grano, 2014). Whilst individuals may derive multiple benefits from their volunteering activities, it should be noted that older volunteers are more likely to value and feel rewarded by a sense of self-esteem, well-being and purpose and be motivated by the social element of being connected, interacting with other like-minded people and widening their own social networks (Okun, 1994) than the transactional exchange of personal growth from education, training and developing transferrable skills (Warburton, 2006; Low, Butt, Ellis Paine and Davis Smith, 2007; Parker, 2007; Casiday, Kinsman, Fisher, and Bamba, 2008; Ellis Paine, Hill and Rochester, 2010; Draper, Kernohan, McNamara and Komaromy, 2014; Goossensen, Somsen, Scott and Pelttari, 2016).

Over the period 2015-2016, The Community Life Survey reported that two thirds of 50-74-year olds (n=3027) participated in some sort of volunteering (Cabinet Office, 2016). There is suggestion that retired people may engage in voluntary activities in order to re-establish a

daily routine, preserve their professional identity and replace social benefits formally derived from paid employment (Teuscher, 2008; Borrero and Kruger, 2015). In a review of the benefits of contributing to the community in later life, The Centre for Ageing Better (Jones, Young and Reader, 2016) reported that, along with gains in general well-being and social connections, people aged 50 and over were more likely than younger people to be highly committed to voluntary activity. One of their recommendations was to particularly engage and recruit older people “...relatively less well-connected, less wealthy and less healthy [and] be prepared to meet the additional costs of supporting these people to participate where necessary.” (p. 3).

A propensity to start and then continue volunteering can often be influenced by personal experiences – wanting to give something back, for instance - and a desire to help others and support causes believed in by that person (Andersson and Ohlen, 2005; Watts, 2012). Although, as Claxton-Oldfield et al. (2012) note, you do not have to have personal experience of death, dying or bereavement to be very helpful as a hospice palliative care volunteer.

From an original review of UK and US studies, Claxton-Oldfield et al. compiled a list of items representing possible motives for hospice volunteers. These responses were grouped into four motivational themes – altruism, civic responsibility, leisure and personal gain (Claxton-Oldfield et al., 2004). Later, self-promotion was included as a further category and the list was renamed as the Inventory of Motivations for Hospice Palliative Care Volunteerism (IMHPCV) (Claxton-Oldfield et al., 2011).

Inventory of Motivations for Hospice Palliative Care Volunteerism (IMHPCV)

Please rate the degree of influence each of the following reasons had on your original decision to become a hospice palliative care volunteer, using a 5-point scale from 1=“did not influence me at all” to 5=“influenced me a great deal.”

1. I enjoy having something to do with my time	1	2	3	4	5
2. I want to help those who are facing death	1	2	3	4	5
3. I believe that volunteering is a required part of community service	1	2	3	4	5
4. I want an activity to focus on others instead of myself	1	2	3	4	5
5. I want to help others cope with death and dying	1	2	3	4	5
6. I want to feel better about myself	1	2	3	4	5
7. The experience of volunteering would help me with my future goals	1	2	3	4	5
8. I like the attention I get when volunteering	1	2	3	4	5
9. I want to improve the image I portray to family, friends, and society	1	2	3	4	5
10. I want exciting/involving work	1	2	3	4	5
11. I want to support the philosophy of hospice palliative care	1	2	3	4	5
12. I believe that everyone should give something back to the community	1	2	3	4	5
13. I like being needed	1	2	3	4	5
14. I want/need experience in a "helping profession"	1	2	3	4	5
15. I want to help ease the pain of those living with a life-threatening illness	1	2	3	4	5
16. Volunteering is a hobby for me	1	2	3	4	5
17. I want to meet other people	1	2	3	4	5
18. Volunteering is a requirement to fulfill my involvement in another activity	1	2	3	4	5
19. I generally think that people are obligated to provide service to the towns they live in	1	2	3	4	5
20. I want to make others happy and comfortable in life, as well as in death	1	2	3	4	5
21. I want to get a foot-in-the-door for potential employment	1	2	3	4	5
22. It is my responsibility to help others	1	2	3	4	5
23. I think that people tend to look favorably on volunteers	1	2	3	4	5
24. I believe that people should give back to their communities	1	2	3	4	5
25. I want to work in the medical field	1	2	3	4	5

Source: Claxton-Oldfield et al, 2011

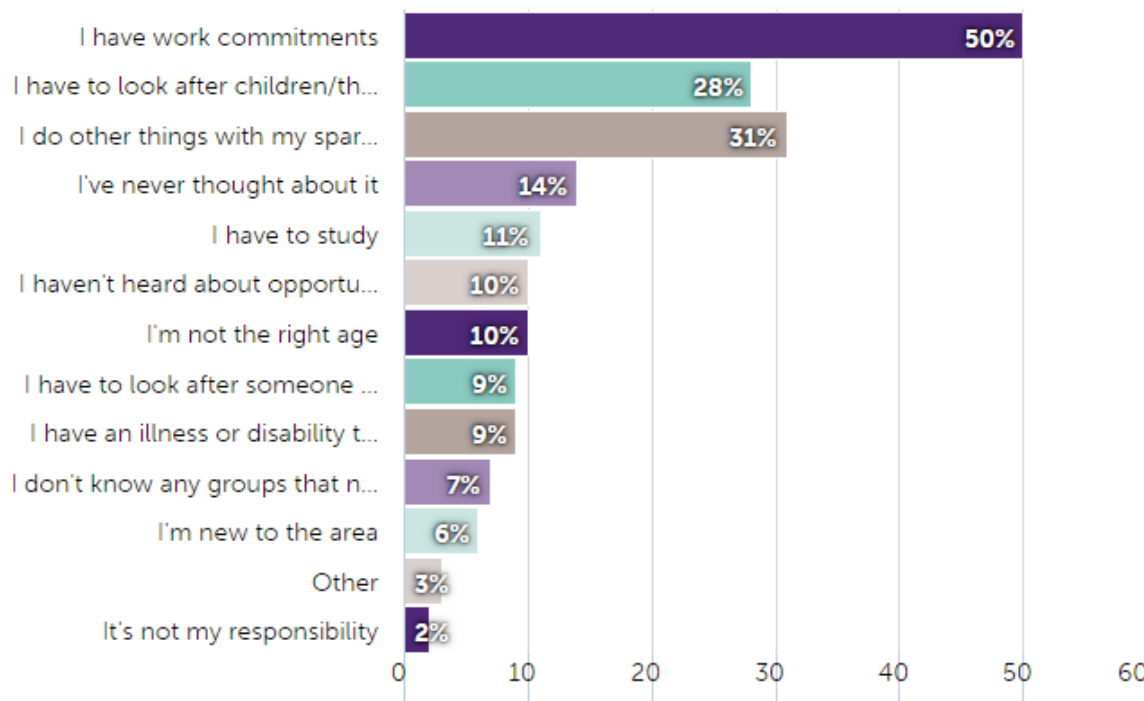
Grano, Lucidi, Zelli and Violani (2008) produced similar motivational scales, which combined Self-Determination Theory (SDT) and the Theory of Planned Behaviour (TPB) in an attempt to predict the volunteering intentions of volunteers.

They concluded that, amongst their sample, those who felt their volunteering activity was useful, interesting, pleasant and valuable and who considered volunteering was under their personal control were those who reported stronger intentions to volunteer (Grano, et al., 2008).

What are the reasons/barriers for not volunteering?

Since 2012, the UK government has published data on trends in volunteering, charitable giving, local action and networks, and well-being in their Community Life Survey (Cabinet Office, 2016). Unsurprisingly, in the most recent analysis of the data published by the National Council for Voluntary Organisations in their annual Almanac, ‘lack of time’ was once again identified as the main barrier to volunteering (NCVO, 2016).

Barriers to formal volunteering, 2014/15 (% of respondents)



Source: Community Life Survey 2014/15

Whilst lack of time can be classified as a practical barrier, Rochester et al. (2010) suggest this is also a psychosocial barrier. ‘Spare time’ is a perception: we all decide what we need or choose to do with that time so volunteering has to compete with the leisure activities that people could spend their spare time doing. Perhaps worth noting is that it is often the busiest people that are likely to volunteer the most (Institute for Volunteering Research, 2004; Rochester et al., 2010).

Other psychological barriers identified by Rochester et al. (2010) are the idea of a stereotypical image of a volunteer (older people and ‘do-gooders’); self-image and a lack of self-confidence (not having the skill or experience); discrimination and prejudice (by those

opposed to working alongside volunteers); and risk/liability (consider the recent youth football coach scandal).

In the UK, hospice volunteers may be involved in many activities, for example, working in the hospice a day a week offering direct services, such as social and emotional support directly to patients and their families; volunteering in an administrative role or the hospice charity shops; or offering community support to hospice users as befrienders (Claxton-Oldfield, Claxton-Oldfield, Paulovic and Wasylkiw, 2012; Watts, 2012). However, community interaction with hospices tends to concentrate on individuals and families who have had need of their support, or organisations associated with end of life care. Alongside the practical help as described above, volunteers may also help to improve negative perceptions and filling the knowledge gap by providing a two-way information and communication conduit between the hospice and the local community (Morris, Payne, Ockenden and Hill, 2015).

How to retain them/minimise attrition/drop out

During the initial volunteering period, volunteers will be working out whether the experience fits their own personality and expectations to calculate whether the 'perks and pitfalls' balance the cost and reward (Barraza, 2011; Weeks and MacQuarrie, 2011). Matching relevant tasks with individual volunteer motivations may elicit a long-term commitment from volunteers if identified early on, although they may still volunteer but devote less time if the tasks are perceived as less rewarding (Finkelstein, 2008). One way to soften barriers of time and commitment could be to present volunteers with a range of engagement opportunities, with regular, committed, long-term volunteering at one end and shorter term, bite-sized, easy-to-access opportunities at the other (Jackson, 2016).

Based on their review of volunteer satisfaction and retention literature, Claxton-Oldfield and Jones created a 33-point volunteer retention questionnaire, which was administered to volunteers (average age 61.7) in three Canadian community hospice programmes. The highest rating came from an intrinsic factor - personal enjoyment of the work – whilst of little importance were extrinsic factors, such as being publicly or personally recognised for their contributions (Claxton-Oldfield and Jones, 2012).

Volunteer Retention Questionnaire (high mean scores = high importance)

Table 1. Means and Standard Deviations for Items on the Volunteer Retention Questionnaire.^a

Item	Mean	Standard deviation	N
1. Receiving praise from your volunteer coordinator	2.8	1.2	119
2. Being asked to participate in the volunteer training program (eg, speaking about your experiences as a volunteer and sharing your expertise with others)	2.9	1.3	119
3. Being utilized shortly after completing your training	4.1	1.0	119
4. Being utilized as often as you would like to be (ie, not having long periods of inactivity)	3.8	1.0	119
5. Having regular (eg, monthly and quarterly) meetings with your fellow volunteers	2.9	1.3	119
6. Having individual meetings with your volunteer coordinator/manager	2.8	1.2	119
7. Being formally evaluated by your volunteer coordinator/manager (eg, receiving feedback on your performance)	3.3	1.2	118
8. Social activities/gatherings (eg, parties for volunteers, theme nights, barbecues, dances, and cards)	2.4	1.3	119
9. Being formally recognized for your volunteer work (eg, pins for years of service)	2.3	1.3	119
10. Having effective and ongoing communication between you and your volunteer coordinator/manager	4.2	0.9	117
11. Being provided with regular opportunities for ongoing education/training (eg, attending workshops, in-services, and conferences about hospice palliative care topics and findings)	4.0	1.0	117
12. Being involved as a volunteer mentor (eg, working closely with newly trained volunteers)	2.8	1.2	117
13. Being well matched with the patients you are being asked to support	4.2	1.0	117
14. Having your volunteer coordinator/manager respect your right to say "no" to taking on a new patient	4.6	0.7	117
15. Having your volunteer coordinator/manager privately thank you for your volunteer work (eg, a thank you card or phone call)	2.9	1.2	117
16. Having your volunteer coordinator/manager take a genuine interest in your personal life (eg, asking how your partner/children are doing)	2.2	1.2	117
17. Being recognized (ie, profiled) in the bimonthly or quarterly newsletter (eg, "volunteer of the month")	1.7	1.0	117
18. Being provided with financial reimbursements (eg, mileage)	2.3	1.4	117
19. Being asked to speak about the volunteer program in the community (eg, at schools and service clubs)	2.4	1.3	117
20. Receiving phone calls/cards from your volunteer coordinator/manager on special occasions (eg, your birthday)	1.6	0.9	119
21. Having "closure conferences" following the death of a patient	3.4	1.3	118
22. Having a special room/space (eg, volunteer office for you and your fellow volunteers)	2.3	1.3	118
23. Feeling valued/appreciated by the other members of the hospice palliative care team (eg, doctors and nurses)	3.5	1.1	118
24. Feeling valued/appreciated by the patients/families you are supporting	4.0	1.0	119
25. Feeling that your volunteer work is important and needed (ie, makes a difference in patients' and families' lives)	4.4	0.7	119
26. Believing in the philosophy (or mission) of hospice palliative care	4.6	0.6	118
27. Knowing what I can and cannot do in my role as a volunteer	4.6	0.6	119
28. Forming relationships/making connections (or bonds) with patients/families	3.9	1.1	119
29. Learning from patients' experiences/listening to patients' stories	4.6	0.7	119
30. Enjoying what I do as a volunteer	4.8	0.5	119
31. Feeling adequately prepared/trained to perform my role as a volunteer	4.7	0.5	119
32. Having the opportunity for personal growth	4.4	0.8	119
33. Having access to information about the patients I'm supporting (ie, information sharing with other members of the caregiving team)	4.4	0.8	119

^a Higher scores indicate greater importance.

Source: Claxton-Oldfield and Jones (2012)

Other observations

With a growing need for new strategies to deal with the demand for health, social and palliative care services in the UK, and studies which indicate volunteer involvement has a positive impact on satisfaction with end of life care, the imperative now is to make the most of the valuable contribution volunteers offer (Candy, 2015).

Rather than viewing the general public as passive 'recipients of interventions', consider the population as a resource or *Community of Practice* (Wenger and Lave, 1991), involving people as partners rather than subjects (Rowley, Kupiec-Teahan and Leeming, 2007). By combining the knowledge of professionals with the experience and local knowledge of the public, this shared wisdom could be used to help create effective and sustainable support in a local situation.

Bespoke initiatives could be created by and for each community using their local knowledge to propose solutions relevant to their own neighbourhood and circumstances. These co-creators would be a group of people with mutual interests and objectives working together to create and share knowledge, experience and ideas in a 'community of creation' (Rowley et al., 2007). By including individuals in the co-construction of a worthwhile experience in which they might engage and where potential volunteers could see they could make a difference would make it a more meaningful and attractive opportunity.

Having recruited interested and engaged participants to the process, they will have naturally bought into the proposed solution, retaining a vested interest in its progress and success, a key factor in the implementation and sustainability of co-created initiatives (Cottam and Leadbeater, 2004).

Community Based Participatory Action Research (CBPAR)

Community Based Participatory Action Research (CBPAR) is an iterative process designed to address specific issues and is ideally undertaken by local people to benefit their own local community. The results are directly applied to the identified problem through the engagement of local people, empowering them to take a leading role in designing and implementing the intervention (Ozanne and Saatcioglu, 2008)

Community engagement experts help to make connections bringing together a collaborative partnership between existing social networks, organisations, professionals with relevant expertise and researchers in a joint venture (Berge, Mendenhall and Doherty, 2009). By working together to generate the knowledge to co-create solutions for specific problems, existing informal networks could be enabled, encouraged and resourced to develop into communities with a shared sense of identity, capturing, sharing and creating knowledge collaboratively (Scarborough, Swan and Preston, 1999; McDermott and O'Dell, 2001). But, to 'capture knowledge without killing it' (Seely Brown and Duguid, 2000), these communities and networks should be viewed and treated as volunteers, willing to give up their time to co-create for no financial gain, rather than managed.

Asset Based Community Development (ABCD)

Whereas CBAR identifies local problems and drafts in help from outside agencies, Asset Based Community Development (ABCD) works on the premise that the necessary skills and resources exist within communities and, once identified, these talents and local assets can be drawn upon, and developed as a self-sustaining model.

Examples of voluntary based initiatives

1. *GIVERS* (joininuk.org)

Building on the success of the 70,000 *Games Makers*, who played a vital role in the delivery of London's 2012 Olympic and Paralympic Games, the *Join In* initiative aimed to create a volunteering legacy, matching potential volunteers of all ages and experiences with grassroots sports club in their local communities. Since 2013, *Join In* has successfully recruited and retained over 100,000 volunteers in sport. Their research, conducted by a specialist social impact research organisation, employed behavioural science principles to identify the benefits, motivations and barriers to volunteering in general and particularly in sport. The resulting toolkit (*GIVERS*) was designed to increase the recruitment and retention numbers of volunteers (Fujiwara, Oroyemi, and McKinnon, 2013; Join In, 2016):

GIVERS

Growth (provide training and the opportunity to learn new skills);

Impact (allow volunteers to interact with beneficiaries to see the difference they're making);

Voice (think about the way you ask people to volunteer);

Experience (make finding, enrolling and participating in programmes easy and flexible);

Recognition (say thank you);

Social factors (encourage socialising with other volunteers, staff and beneficiaries).

Source: Join In, 2016

2. *Be a Friend Today* (beafriendtoday.org.uk)

This campaign is a direct response by Friends of the Elderly to their *Future of Loneliness* report (Friends of the Elderly, 2014) and aims to tackle loneliness in old age. Individuals and organisations are encouraged to make pledges to connect with older neighbours and members of their community. They also run a befriending service where volunteers call or visit people living on their own or those who have little contact with friends or family.

3. *Independent Age* (independentage.org)

A telephone and online support service which offers advice to elderly people and their families/carers, along with a befriending service. Volunteers receive training and have access to a dedicated support network and can choose how much of a commitment they are willing to make, for example, offering telephone support, becoming a regular visitor, or as a key contact organising a team of volunteers.

4. *British Red Cross* (redcross.org.uk)

In addition to their emergency response and humanitarian work, the British Red Cross recruits volunteers to help support independent living, providing short-term care and support, such as help with shopping and befriending, for people after hospital stays or whose injury would otherwise mean a hospital admission (Joy, Corral, Nzegwu, 2013; Dixon et al., 2014).

5. *Royal Voluntary Service* (royalvoluntaryservice.org.uk)

The RVS has 35,000 community volunteers offering support to older people across the UK through regular services such as *Befriending* and *Good Neighbours*, or delivering a meal, shopping, walking the dog, etc. (Grime, Porter and Stephens, 2016).

6. *Contact the Elderly* (contact-the-elderly.org.uk)

To build friendships and foster companionship amongst older people who live alone, Contact the Elderly employs a network of volunteers who host monthly Sunday afternoon tea parties for small groups. Regular volunteer drivers collect the older person and take them to a volunteer host's home for the afternoon (Skingley, 2013).

Piloting Schemes

Following on from a study in India (McDermott et al., 2008) and initiatives in England and other countries, piloting schemes is clearly advisable. In India, a qualified medical practitioner worked with volunteers as a pilot.

Summary

Clearly we need to define the requirements and characteristics of the volunteer roles that will underpin a community model. Of course, much will depend on the role PHE adopts – championing, facilitating or orchestrating.

A possible checklist of requirements and characteristics drawn from the literature might include:

- Formal (organisations) and self-starters: informal individual efforts, possibly working, in teams
- Different skill sets for different roles
- Medical versus non-medical assistance
- Trained and untrained roles
- Paid and/or unpaid roles
- Expenses paid or not
- Reward schemes e.g. perhaps earning vouchers for say one's own care in later life
- Advisers and performers
- Regular and occasional contributors

An important element in any strategy is the balance between formal and informal volunteering. This issue is, in part, dependent on how PHE envisages its role – championing the idea for other organisations and self-starter groups, facilitating or hands-on orchestration.

A number of media for recruiting help or initiating help have been identified including social media.

The best times for attracting helpers and volunteers are the New Year and when school terms start. The issue with recruitment at the start of school terms is that school holidays could then interrupt the provision of regular help from parents with children under 16.

A sensible strategic start point might be a mix of ABCD and CBPAR. Thus, begin by identifying likely candidates in local communities for driving a community initiative (asset mapping), and then widen out by connecting this ABCD start point with outside agency help CBPAR - this appears to be the spirit of the Kellehear and Abel Compassionate Community work (Wegleitner, Heimerl and Kellehear, 2016)- place the community at the heart and in control of local end of life care, and bring in agency expertise where necessary.

There are many motives for volunteering – altruistic, civic responsibility, leisure and personal gain. The retired may wish in part to fill a sudden vacuum in their lives. Ideally, we can learn from initiatives underway. Once such initiatives roll out, these could be monitored using something on the lines of the *Volunteers Function Inventory*, but based on exploratory research to ensure it is relevant to the initiative.

Just as there are a variety of motives for volunteering, there are various reasons for not volunteering reported in the Community Life Survey 2014-15. There are other time consuming commitments – work, family, study and other interests as well as a belief there is a need for skills not possessed. In addition, the image of certain types of volunteering can be unattractive. Once enlisted for formal volunteering, retention strategies need to be implemented and monitored to counter loss of interest.

A number of organisations use volunteers to befriend and/or support the elderly to continue living independently.

Independent Age, Friends of the Elderly, RVS, Contact the Elderly, the Red Cross and, of course, Compassionate Communities and Cities initiatives could provide PHE useful insights on volunteering.

This review of the literature provides a useful backcloth to the qualitative research briefing, sensitising the moderator and UWE research team to potential motives, barriers and types of volunteering.

APPENDIX 1: Community Life Survey 2016-17 Self-Completion Questionnaire - Volunteering Section

SECTION 5: VOLUNTEERING

FIntro1 [ASK ALWAYS]

The next questions are about your involvement with groups, clubs or organisations.

FGroupIntro [ASK ALWAYS]

Web: For each of the following types of groups, clubs or organisations, please state whether you have been involved with any of these during the last 12 months, that is since [DATE ONE YEAR AGO]. That's anything you've taken part in, supported, or that you've helped in any way, either on your own or with others. Please **exclude** giving money or anything that was a requirement of your job or organised through your employer.

Postal: Have you been involved with any of the following groups, clubs or organisations during the last 12 months?

Please don't put a cross in the box if you have only given money or done something that was part of your job or organised through your employer.

FGroupA-FGroupP [ASK ALL] Yes

No

Children's education/schools

(e.g. Parent Teacher Associations, School governor, Supporting fairs and fundraising, Helping in school, Running pupils' clubs)

Youth/children's activities (outside school)

(e.g. Youth clubs, Sports clubs, Hobby or cultural groups for children)

Education for adults

(e.g. Attending or teaching classes, Mentoring, Cultural groups, Students Union, College governor)

Sport/exercise (taking part, coaching or going to watch)

(e.g. Sports clubs or groups (e.g. football, swimming, fishing, golf, keep-fit, hiking), Supporter clubs)

Religion

(e.g. Attending a place of worship (church, chapel, mosque, temple, synagogue), Attending faith-based groups, Saturday/Sunday School)

Politics

(e.g. Membership of, or involvement with, political groups, Serving as local councillor)

Older people

(e.g. Involved with groups, clubs or organisations for older people (e.g. Age UK, Pensioner's clubs, visiting, transporting or representing older people))

Health, Disability and Social welfare

(e.g. Medical research charities, Hospital visiting, Disability groups, Social welfare (e.g. Oxfam,

FGroup_Oth [ASK ALL]

Have you been involved with any other groups, clubs or organisations in the last 12 months?

1. Yes
2. No

FInfo [ASK IF YES AT ANY OF A-P AT FGROUPEP]

The next questions are about your involvement with the groups, clubs and organisations you've just selected.

These are: [List groups selected at FGROUPEP - main titles only]

FUnPd [ASK IF YES AT ANY OF FGROUPEP-A-P]

In the last 12 months, that is, since [DATE ONE YEAR AGO], have you given **unpaid** help to **[the group, club or organisation/any of the groups, clubs or organisations]** you've just selected in any of the following ways?

Please select all that apply.

- A. Raising or handling money/taking part in sponsored events
- B. Leading a group/member of a committee
- C. Getting other people involved
- D. Organising or helping to run an activity or event
- E. Visiting people
- F. Befriending or mentoring people
- G. Giving advice/information/counselling
- H. Secretarial, admin or clerical work
- I. Providing transport/driving
- J. Representing
- K. Campaigning
- L. Other practical help (e.g. helping out at school, shopping)
- M. Any other help

None of these

FUnOfT [ASK IF YES AT ANY OF FGROUPEP-A-P AND AT LEAST ONE OF CODES A-L SELECTED AT FUnPd]]

Over the last 12 months, how often have you helped [this/these] group(s), club(s) or organisation(s)?

1. At least once a week
2. Less than once a week but at least once a month
3. Less often than once a month

FUnHrs [ASK IF YES AT ANY OF FGROUPEP-A-P AND AT LEAST ONE OF CODES A-L SELECTED AT FUnPd]]

Now just thinking about the last **4 weeks**. Approximately how many **hours** have you spent helping this/these] group(s), club(s) or organisation(s) in the last 4 weeks?

If you are not sure please provide your best estimate.

FIndGpA [ASK IF YES AT ANY OF FGROUPA-P AND AT LEAST ONE OF CODES A-L SELECTED AT FUnPd]

How did you find out about opportunities to give unpaid help to [this/these groups(s), club(s) or organisation(s)]?

Please select all that apply.

- A. Through previously using services provided by the group
- B. From someone else already involved in the group
- C. From a friend not involved in the group/by word of mouth
- D. Place of worship
- E. School, college, university
- F. Doctor's surgery / Community Centre / Library
- G. Promotional events/volunteer fair
- H. Local events
- I. Local newspaper
- J. National newspaper
- K. TV or radio (local or national)
- L. Volunteer bureau or centre
- M. Employer's volunteering scheme
- N. www.do-it.org.uk
- O. National Citizen Service
- P. Other internet/organisational website
- Q. Other way (specify)

MxFVoI2 [ASK IF YES AT ANY OF FGROUPA-P AND AT LEAST ONE OF CODES A-L SELECTED AT FUnPd]

Thinking about the unpaid help you've given in the last 12 months, have you mixed with....?

Please select all that apply.

1. People of different age groups
2. People of different ethnic groups or religions
3. People with a different social or educational background
4. People who live in different neighbourhoods
5. None of these

25

MxFVoI3 [ASK ALL EXCEPT THOSE SAYING 'NONE OF THESE' AT MxFVoI2]

Still thinking about the unpaid help you've given in the last 12 months, how often have you mixed with the people you have just mentioned?

Please think about all of the people you mix with as part of this activity.

Please click the (>) button for more answer options.

1. Daily
2. Weekly
3. Monthly
4. At least once a year
5. Less often than once a year

VolBen [ASK IF (YES AT ANY OF FGROUPE-P AND AT LEAST ONE OF CODES A-L SELECTED AT FUNPd)]

Did you start helping these groups, clubs or organisations for any of the following reasons?
Please select all that apply.

1. I wanted to improve things/help people
2. I wanted to meet people/make friends
3. The cause was really important to me
4. My friends/family did it
5. It was connected with the needs of my family/friends
6. I felt there was a need in my community
7. I thought it would give me a chance to learn new skills
8. I thought it would give me a chance to use my existing skills
9. It helps me get on in my career;
10. It's part of my religious belief to help people
11. It's part of my philosophy of life to help people
12. It gave me a chance to get a recognised qualification
13. I had spare time to do it
14. I felt there was no one else to do it
15. None of these

Intro [ASK IF DWORKA1 = EMPLOYEE]

Now some questions about Employer Supported Volunteering.

GEmpVol2 [ASK IF DWORKA1 = EMPLOYEE]

Some employers have schemes for employees to help with community projects, voluntary or charity organisations, or to give money. Have **you** participated in any activities of this sort that were encouraged by your employer, in the last 12 months, that is since [DATE ONE YEAR AGO]?

Please click the (>) button for more answer options.

1. Yes - helping only
2. Yes – giving money only
3. Yes - BOTH helping AND giving money
4. No

GOften [ASK IF GEmpVol2 = 1 OR 3]

Approximately how many days have you spent giving this kind of help in the last 12 months?

1. Less than a day
2. One day
3. Two days
4. Three days
5. Four days
6. Five or more days

BVLon IF (FGROUPE-P ALL = NO) OR (FUNPD = NONE)]

If yes at least one of FGroupA-P AND none at funpd use this text:

(1) You've said that during the last 12 months you have not done any of the following things for any groups, clubs or organisations. Have you done any of these things – **unpaid** – for a group, club or organisation' **in the last five years (that is since MONTH, YEAR)**? Please select all that apply.

IF no at ALL OF FGROUPE-P use this text:

(2) You said earlier that you have not been involved with any groups, clubs or organisations in the last 12 months. Have you done any of the following things - **unpaid** - for a group, club or organisation **in the last five years (that is since MONTH, YEAR)**? Please select all that apply.

- (A) Raising or handling money/taking part in sponsored events
- (B) Leading the group/member of a committee
- (C) Organising or helping to run an activity or event
- (D) Visiting people
- (E) Befriending or mentoring people
- (F) Giving advice/information/counselling
- (G) Secretarial, admin or clerical work
- (H) Providing transport/driving
- (I) Representing
- (J) Campaigning
- (K) Other practical help (e.g. helping out at school, shopping)
- (L) Any other help
- None of these

VYFreq [ASK IF ANY OF CODES A-L SELECTED AT BVLon]

Thinking about the unpaid help you have given to any group, club or organisation in the past, on average how frequently did you do this?

1. At least once a week
2. Less than once a week but at least once a month
3. Less frequently than once a month
4. It was a one-off occasion

VYStop [ASK IF ANY OF CODES A-L SELECTED AT BVLon]

What were the main reasons you stopped giving unpaid help to any groups, clubs or organisations? Please select all that apply.

- A. Not enough time - due to changing home/work circumstances
- B. Not enough time – getting involved took up too much time
- C. Group/club/organisation finished/closed
- D. Moved away from area
- E. Due to health problems or old age
- F. Group/club/organisation wasn't relevant to me anymore
- G. Lost interest
- H. It was a one-off activity or event
- I. Felt I had done my bit/ someone else's turn to get involved
- J. Got involved in another activity instead
- K. Didn't get asked to do the things I'd like to
- L. Felt the group/club/organisation was badly organised
- M. Felt my efforts weren't always appreciated

- N. It was too bureaucratic/ too much concern about risk and liability
- O. Activity linked to my school/college/university/job I have now left
- P. Other reason (specify)

BVHelp [ASK IF (FGROUPA-P ALL = NO) OR (FUNPD = NONE) OR (FUNOFT = LESS OFTEN OR DON'T KNOW)]

If FUnoFT=Less often use this text:

1) You said earlier that you help group(s)/ club(s)/organisation(s) occasionally, that is less than once a month. Would you like to spend any more time helping groups, clubs or organisations?

If FUnoFT= Don't Know use this text:

(2) You said earlier that you help group(s)/club(s)/organisation(s). Would you like to spend any more time helping groups, clubs or organisations?

Otherwise, use this text:

(3) Would you like to spend any time helping groups, clubs or organisations?

1. Yes

2. No

29

VBarr [ASK IF (FGROUPA-P ALL = NO) OR (FUNPD = NONE) OR (FUNOFT = LESS OFTEN OR DON'T KNOW)]

If never volunteered formally ((FGroup A-P ALL = NO OR FunPd= None) AND BVLONG = NONE) use this text:

(1) Which, if any, of these are reasons why you don't give unpaid help to groups, clubs or organisations?

If former formal volunteer (BVLon= A-L) use this text:

(2) Which, if any, of these are reasons why you have not given unpaid help to groups, clubs or organisations in the last 12 months?

If irregular formal volunteer (FunOft= Less than once a month OR Don't Know) use this text:

(3) Which, if any, of these are reasons why you don't give unpaid help to groups, clubs or organisations more regularly?

Please select all that apply.

- A. I have work commitments
- B. I have to look after children/the home
- C. I have to look after someone who is elderly or ill
- D. I have to study
- E. I do other things with my spare time
- F. I'm not the right age
- G. I don't know any groups that need help
- H. I haven't heard about opportunities to give help/ I couldn't find opportunities
- I. I'm new to the area
- J. I have never thought about it

K. I have an illness or disability that I feel prevents me from getting involved

L. It is not my responsibility

M. Other reason (specify)

30

IIntro1 [ASK ALWAYS]

The next section asks about any unpaid help you **as an individual** may have given to other people, that is apart from any help given through a group, club or organisation. This could be help for a friend, neighbour or someone else **but not a relative**.

IHlp [ASK ALWAYS]

In the last 12 months, that is, since [DATE ONE YEAR AGO], have you done any of these things, **unpaid**, for someone who was **not a relative**?

Please select all that apply.

1. Keeping in touch with someone who has difficulty getting out and about (visiting in person, telephoning or e-mailing)
2. Doing shopping, collecting pension or paying bills
3. Cooking, cleaning, laundry, gardening or other routine household jobs
4. Decorating, or doing any kind of home or car repairs
5. Babysitting or caring for children
6. Sitting with or providing personal care (e.g. washing, dressing) for someone who is sick or frail
7. Looking after a property or a pet for someone who is away
8. Giving advice
9. Writing letters or filling in forms
10. Representing someone (for example talking to a council department or to a doctor)
11. Transporting or escorting someone (for example to a hospital or on an outing)
12. Anything else
13. No help given in last 12 months

IHlpOfT [ASK IF NOT IHLP=13 (NONE)]

Over the last 12 months, that is, since [DATE ONE YEAR AGO], about how often have you done [this/these things]?

This includes:

(LIST RESPONSES GIVEN AT IHLP)

1. At least once a week
2. Less than once a week but at least once a month
3. Less often than once a month

IHlpHrs [ASK IF NOT IHLP=13 (NONE)]

In the **last 4 weeks**, approximately how many **hours** have you spent doing [this/these things]? If you are not sure please provide your best estimate.

Answer must be in the range from 0 up to 999: _____

References

- Andersson, B. and Ohlen, J. (2005) Being a hospice volunteer. *Palliative Medicine*, 19: 602-609.
- Azjen, I. (1991) The theory of planned behaviour. *Organizational Behavior and Human Decision Processes*, 50: 179-211.
- Barraza, J. (2011) Positive emotional expectations predict volunteer outcomes for new volunteers. *Motivation and Emotion*, 35:211-219.
- Berge, J.M., Mendenhall, T.J. and Doherty, W.J. (2009) Using Community-Based Participatory Research (CBPR) to target health disparities in families. *Family Relations*, (58)4: 475-488.
- Borrero, L. and Kruger, T. (2015) The nature and meaning of identity in retired professional women, *Journal of Women and Aging*, 27(4): 309-329.
- Brayley, N., Obst, P., White, K., Lewis, I., Warburton, J. and Spencer, N. (2015) Examining the predictive value of combining the theory of planned behaviour and the volunteer functions inventory. *Australian Journal of Psychology*, 67: 149-156.
- Brodie, E., Cowling, E. and Nissen, N. (2009) Understanding participation: A literature review. National Council for Voluntary Organisations. Available at: <http://www.sp.gov.tr/upload/Sayfa/47/files/Pathways-literature-review-final-version.pdf>
- Brown, J.S. and Duiguid, P. (2000) Balancing act: How to capture knowledge without killing it. *Harvard Business Review*, May-Jun, 78(3):73-80.
- Cabinet Office, The (2015) *Community Life Survey 2014-2015 Statistical Bulletin*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447010/Community_Life_Survey_2014-15_Bulletin.pdf
- Cabinet Office, The (2016) *Community Life Survey*. Available at: <https://www.gov.uk/government/publications/community-life-survey-2015-to-2016-data>
- Candy, B., France, R., Low, J. and Sampson, L. (2015) Does involving volunteers in the provision of palliative care make a difference to patient and family wellbeing? A systematic review of quantitative and qualitative evidence. *International Journal of Nursing Studies*, 52(3): 756–68.
- Casiday, R., Kinsman, E., Fisher, C. and Bamba, C. (2008) *Volunteering and Health: What Impact Does It Really Have?* Final Report to Volunteering England London: VE.
- Clary, E.G., Snyder, M. (1999). The Motivations to Volunteer: Theoretical and Practical Considerations, *Current Directions in Psychological Science*, 8(5): 156-159.
- Clary, E.G., Snyder, M. and Ridge, R.D. (1992) Volunteers' motivations: A functional strategy for the recruitment, replacement and retention of volunteers. *Nonprofit Management and Leadership*, 2(4): 333-350.
- Clary, E.G., Snyder, M., Ridge, R.D., Copeland, J., Stukas, A.A., Haugen, J. and Miene, P. (1998) Understanding and assessing the motivations of volunteers: A functional approach, *Journal of Personality and Social Psychology*, 74(6): 1516-1530.

- Clary, E.G., Snyder, M., Ridge, R.D., Miene, P. and Haugen, J. (1994) Matching messages to motives in persuasion: A functional approach to promoting volunteerism, *Journal of Applied Social Psychology*, 24: 1129-1149.
- Claxton-Oldfield S, Jefferies J, Fawcett C. and Wasylkiw, L. (2004) Palliative care volunteers: Why do they do it? *Journal of Palliative Care*, 20(2): 78–84.
- Claxton-Oldfield, S. and Jones, R. (2012) Holding on to what you have got: Keeping hospice palliative care volunteers volunteering. *American Journal of Hospice and Palliative Medicine*, 30(5): 467-472.
- Claxton-Oldfield, S., Claxton-Oldfield, J., Paulovic, S. and Wasylkiw, L. (2012) A study of the motivations of British hospice volunteers. *American Journal of Hospice and Palliative Medicine*, 30(6): 579-586.
- Claxton-Oldfield, S., Wasylkiw, L., Mark, M. and Claxton-Oldfield, J. (2011) The inventory of motivations for hospice palliative care volunteerism: A tool for recruitment and retention. *American Journal of Hospice and Palliative Medicine*, 28(1): 35–43.
- Cnaan, R.A. and Goldberg-Glen, R.S. (1991) Measuring Motivation to Volunteer in Human Services. *Journal of Applied Behavioral Science*, 27(3): 269-284.
- Collins, C., and Manning, L. (2012) *Co-creating with communities to understand and help solve the problems that lead to alcohol harm*. Project Report, University of the West of England, Bristol Available from:
<http://www2.uwe.ac.uk/faculties/BBS/BUS/Research/BSMC/Alcohol%20final%20report.pdf>
- Cornwall, A. (2002) Locating Citizen Participation. *IDS Bulletin*, 33(2): 49-58.
- Cottam, H. and Leadbeater, C. (2004) *Red Paper 01 Health: Co-creation services*, London: Design Council.
- Dixon, J., Winterbourne, S., Lombard, D., Watters, S., Trachtenberg, M., Knapp, M., Joy, S., Corral, S., Nzegwu, F. and McNulty, A. (2014) An analysis of the economic impacts of the British Red Cross Support at Home Service. *PSSRU Discussion Paper 2869*. London School of Economics.
- Draper, J., Kernohan, G., McNamara, A. and Komaromy, C. (2014). The role of the hospice volunteer in community settings. In: *Knowledge Exchange Seminar Series*, 9 February 2014, Northern Ireland Assembly, Stormont, Belfast.
- Ellis Paine, A., Hill, M. and Rochester, C. (2010) “A rose by any other name ...” Revisiting the question: “what exactly is volunteering?” *IVR Working Paper Series*, No. 1. Available at:
<http://www.ifrc.org/docs/IDRL/Volunteers/a-rose-by-any-other-name-what-exactly-is-volunteering.pdf>
- Finkelstein, M. (2008) Volunteer satisfaction and volunteer action: A functional approach. *Social Behavior and Personality*, 36(1): 9-17.

- Finkelstein, M. (2009) Intrinsic vs extrinsic motivational orientations and the volunteer process. *Personality and Individual Differences*, 46: 653-658.
- Friends of the Elderly (2014) *the Future of Loneliness: Facing the challenge of loneliness for older people in the UK, 2014 to 2030*. Available at: <http://www.fote.org.uk/2015/06/16/future-loneliness-report/>
- Fujiwara, D, Oroyemi, P. and McKinnon, E. (2013) Wellbeing and civil society: Estimating the value of volunteering using subjective wellbeing data. Department for Work and Pensions Working Paper No. 112. Available at: http://media.wix.com/ugd/9ccf1d_b9010d7978d7419fac556512fb4eff30.pdf
- Geiser, C., Okun, M. and Grano, C. (2014) Who is motivated to volunteer? A latent profile analysis linking volunteer motivation to frequency of volunteering. *Psychological Test and Assessment Modeling*, 56(1): 3-24.
- Gilchrist, A. (2004) *The well-connected community: A networking approach to community development*. Bristol: Policy Press. Available from: http://library.uniteddiversity.coop/REconomy_Resource_Pack/Community_Assets_and_Development/The_Well_Connected_Community-A_Networking_Approach_to_Commun.pdf
- Goossensen, A., Somsen, J., Scott, R. and Pelttari, I. (2016) Defining volunteering in hospice and palliative care in Europe: an EAPC White Paper. *European Journal of Palliative Care*, 23(4): 184-191.
- Greenslade, J. and White, K. (2005) the prediction of above average participation in volunteerism: A test of the Theory of Planned Behaviour and the Volunteers Function Inventory in older Australian Adults. *The Journal of social Psychology*, 145(2): 155-172.
- Grime, J., Porter, E. and Stephens, P. (2016) "A neighbour, she's very kind to me but she's eighty---I think she's eighty seven": Older people's views on and experiences of getting help and support from neighbours Tynedale: University of the 3rd Age, January. Available at: <http://u3asites.org.uk/files/t/tynedale/docs/finalreportapril112016.pdf>
- Haski-Leventhal, D. (2009) Altruism and volunteerism: The perceptions of altruism in four disciplines and their impact on the study of volunteerism. *Journal for the Theory of Social Behaviour*, 39(3): 271-299.
- Haski-Leventhal, D. and Bargal, D. (2008) The volunteer stages and transitions model: Organizational socialization of volunteers. *Human Relations*, 61(1): 67-102.
- Institute for Volunteering Research (2004) *Volunteering for all? Exploring the link between volunteering and social exclusion*. London: IVR. Available from: <http://www.ivr.org.uk/images/stories/Institute-of-Volunteering-Research/Migrated-Resources/Documents/F/fullreport.pdf>
- Jackson, R. (2013) Three tips for attracting new volunteers. *Third Sector*, Aug 12. Available at: <http://robjackson.thirdsector.co.uk/2013/08/12/three-tips-for-attracting-new-volunteers/>

- Jackson, R. (2016) Fantastic volunteers and how to find them. *Third Sector*, December 7. Available at: <http://www.thirdsector.co.uk/rob-jackson-fantastic-volunteers-find/volunteering/article/1417798>
- Jiranek, P., Kals, E., Humm, J., Strubel, I. and Wehner, T. (2013) Volunteering as a means to an equal end? The impact of a social justice function on intention to volunteer. *The Journal of Social Psychology*, 153(5): 520-541.
- Jochum, V., Pratten, B. and Wilding, K. (2005) *Civil renewal and active citizenship: A guide to the debate*. London: NCVO. Available from: https://www.ncvo.org.uk/images/documents/policy_and_research/participation/civil_renewal_active_citizenship.pdf
- Join In (2016) *Making Time: GIVERS*. Available at <https://www.joininuk.org/wp-content/uploads/2016/05/JI-Making-Time-Handout-final-lores.pdf>
- Jones, D., Young, A. and Reeder, N. (2016) *Evidence Briefing: The benefits of making a contribution to your community in later life*. The Centre for Ageing Better. Available from: <https://16881-presscdn-0-15-pagely.netdna-ssl.com/wp-content/uploads/2016/12/Evidence-Review-Community-Contributions.pdf>
- Joy, S., Corral, S. and Nzegwu, F. (2013) *Exploring the difference made by support at home: what works?* British Red Cross. Available at: <http://www.redcross.org.uk/~media/BritishRedCross/Documents/About%20us/Research%20reports%20by%20advocacy%20dept/Exploring%20the%20difference%20made%20by%20support%20at%20home.pdf>
- Low, N., Butt, S., Eillis Paine, A. and Davis Smith, J. (2007) *Helping Out: A national study of volunteering and charitable giving*. Cabinet Office: London. Available at <https://www.gov.uk/government/publications/community-life-survey-2015-to-2016-data>
- McDermott, E., Selman, L, Wright, M. and Clark, D. (2008) Hospice and Palliative Care Development in India: A Multimethod Review of Services and Experiences *Journal of Pain and Symptom Management* Vol. 35 No. 6
- McDermott, R. and O'Dell, C. (2001) Overcoming cultural barriers to sharing knowledge. *Journal of Knowledge Management*, 5(1): 76-85.
- Morris, S., Payne, S., Ockenden, N. and Hill, M. (2015) Hospice volunteers: bridging the gap to the community? *Health and Social Care*, March.
- Munoz, S-A, Farmer, J., Warburton, J. and Hall, J. (2014) Involving rural older people in service co-production: Is there an untapped pool of potential participants? *Journal of Rural Studies*, 34: 212-222.
- NCVO (2016) Motivations and barriers to volunteering. *UK Civil Society Almanac 2016*. Available at: <https://data.ncvo.org.uk/a/almanac16/motivations-and-barriers-to-volunteering-2/>
- Ozanne, J. L. and Saatcioglu, B. (2008) Participatory Action Research. *Journal of Consumer Research*, 35 (October): 423-439.
- Parker, S. (2007) Participation: A new operating system for public services? In Creasy, E. (ed.) *Participation Nation: Reconnecting Citizens to the Public Realm*. London: Involve. Available at: <http://www.involve.org.uk/wp-content/uploads/2011/03/Participation-Nation.pdf>

- Penner, L.A., Dovidio, J.F., Piliavin, J.A. and Schroeder, D.A. (2005) Prosocial Behavior: Multilevel perspectives. *Annual Review of Psychology*, 56: 365-392.
- Phillips, L.C. and Phillips, M.H. (2010) Volunteer motivation and reward preference: An empirical study of volunteerism in a large, not for profit organisation. *SAM Advanced Management Journal*, 75(4): 12-20.
- Pollard, K., Condon, L., Warren, S., Collins, K., Tapp, A., Boyles, A. and Ricketts, A. (2013) *Social marketing to encourage initiation and continuation of breastfeeding in Penhill and Pinehurst, Swindon*. Project Report, University of the West of England and Uscreates, Bristol and London. Available at:
<http://eprints.uwe.ac.uk/20113/1/NHS%20Swindon%20Breastfeeding%20Project%20Report%20March%202013.pdf>
- Rochester, C. (2006) *Making sense of volunteering: A literature review*. London: Volunteering England and the commission on the Future of Volunteering. Available from:
<http://practicalwisdomr2z.co.uk/consultancy/wp-content/uploads/2011/05/Making-sense-of-volunteering-ROCHESTER-2006.pdf>
- Rochester, C. Ellis Paine, A. and Howlett, S. (2010) *Volunteering and Society in the 21st Century*. Palgrave Macmillan
- Rowley, J. Kupiec-Teahan, B. and Leeming, E. (2007) Customer community and co-creation: A case study. *Marketing Intelligence and Planning*, 25(2):136-146.
- Scarborough, H., Swan, J., and Preston, J. (1999) *Knowledge management: A literature review*. London: Institute of Personnel and Development.
- Skingley, A. (2013) Older people, isolation and loneliness: implications for community nursing. *British Journal of Community Nursing*, 18(2): 84-90.
- Snyder, M., Clary, E. and Stukas, A. (2000) 'The functional approach to volunteerism', in Maio, G. and Olson, J. (Eds.), *Why We Evaluate: Functions of Attitudes*, Lawrence Erlbaum, Mahwah, NJ, pp. 365-393.
- Teuscher, U. (2008) Change and persistence of personal identities after the transition to retirement. *The International Journal of Aging and Human Development*, 70(1): 89-106.
- Trayner, G. (2006) Open source thinking: From passive consumers to active creators. *Market Research Society Annual Conference*, London.
- Warburton, J. (2006) Volunteering in later life: is it good for your health? *Voluntary Action*, 8(2): 3-15.
- Warburton, J. and Terry, D. (2000) Volunteer decision making by older people: A test of a revised theory of planned behaviour. *Basic and Applied Social Psychology*, 22(3): 245-257.
- Watts, J.H. (2012) 'The place of volunteering in palliative care', in: Chang, E. and Johnson, A. (Eds.), *Contemporary and Innovative Practice in Palliative Care*. InTech, pp. 83-102.
- Weeks, L. and MacQuarrie, C. (2011) Supporting the volunteer career of male hospice-palliative care volunteers. *American Journal of Hospice and Palliative Care Medicine*, 28(5): 342-349.

- Wegleitner, K., Heimerl, K. and Kellehear, A. (Eds.) (2016) *Compassionate Communities: Case studies from Britain and Europe*, Abingdon: Routledge.
- Wenger, E. and Lave, J. (1991) *Situated learning*. Cambridge, England: Cambridge University Press.
- Wilson, J. (2000) Volunteering. *Annual Review of Sociology*, 2: 15–240.