Boston Housing Authority

Project Deliverable 4:
Final Client Marketing Research Slidedeck

TEAM 4 - Dec 3 2019

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Introduction

Company Background

Mission Statement: *"to provide stable, quality affordable housing for low and moderate income persons; to deliver these services with integrity and mutual accountability; and to create healthy living environments which serve as catalysts for the transformation from dependency to economic self-sufficiency"* (Bostonhousing.org)

MARKETING MIX	
Price $800 - $2000 for one bedroom	**Place** Greater Boston Area
Product Provides a combination of public housing and federal and state voucher subsidy programs	**Promotion** ➤ Bostonhousing.org ➤ Twitter, Facebook ➤ Public flyering and tabling ➤ Partnerships

@bostonhousingauthority
2,263 likes

@BHA_Boston
582 followers

Management Decision Problem

? What motivates people (specifically bilingual) to volunteer and what barriers discourage volunteering with local service organizations like Boston Housing Authority?

Challenges

➢ Retaining current volunteers
➢ Finding translators for languages high in demand (Vietnamese, Haitian-Creole, Cape Verdean Creole)
➢ Connecting with the right campus services/organizations to reach more students

Significance

➢ Must give volunteers good incentives since there is no monetary pay
➢ Lack of volunteers leads to the need for hired translators which hurts the budget

Research Problem Assigned

1. Investigate how cultural backgrounds influence people's decisions to volunteer with specific organizations.   Alyson

2. Identify other major time commitments that may prevent people from volunteering.   Lauren

3. Investigate extrinsic motivators as an effective method for increasing volunteer commitment.   Mora

4. Investigate intrinsic motivators as effective methods for increasing volunteer commitment.   Tara

5. Assess how the training process makes the trainee either more or less eager to volunteer.   Tarfa

Methods

Exploratory Research Participants

FOCUS GROUP

Recruited from cultural organizations:
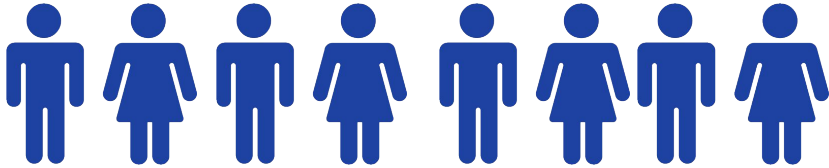
- ➤ 8 participants
- ➤ 4 female, 4 male
- ➤ 7 third years, 1 fourth year
- ➤ All have at least 1 volunteer experience
- ➤ Languages represented: Mandarin, Cantonese, Vietnamese, Hindi
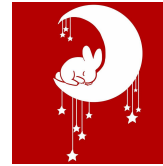
Chinese Students Association

Asian Students Union

Vietnamese Students Association

Exploratory Research Participants

IN-DEPTH INTERVIEWS
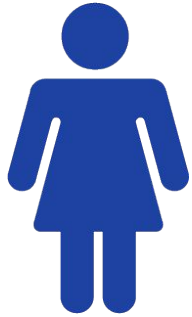
Participant 1
➤ Female med student
➤ 1st year
➤ Speaks Arabic, English, French
➤ Recruited from MCPHS volunteer organizations

Participant 2
➤ Male finance major
➤ 3rd year
➤ Speaks Arabic, English, French
➤ Recruited from Northeastern Finance Club

Participant 3
➤ Male entrepreneurship and finance major
➤ 3rd year
➤ Speaks English and Arabic
➤ Recruited from Northeastern

Exploratory Research Procedures

Focus Group (Appendix B)

Recruitment method: Facebook and WhatsApp

Contact list: Members of cultural organizations

Duration: 1 hour

Location: International Village classrooms

In-Depth Interviews (Appendix B)

Recruitment method: WhatsApp

Contact list: Members of volunteer organizations, and other NEU groups

Duration: 30 minutes each

Location: Northeastern Library

Target Population

LOCATION
Open to all, but majority in Boston

AGE RANGE
All ages, both in school and out of school

VOLUNTEER EXPERIENCE
at least 1 in their lifetime

LANGUAGE EXPERIENCE
Specific focus on bilingual

Sampling Frame

Personal Contacts (contact through text/social media)	Groups with Service Involvement (email lists)	Cultural Student Organizations (Facebook groups)
➢ Family ➢ LinkedIn connections ➢ High school alumni association ➢ Coworkers	➢ Alpha Phi Omega ➢ BHA Volunteers ➢ Rugby Club ➢ Black and Red Public Relations ➢ NUAces ➢ National Residence Hall Honorary ➢ Northeastern Program for Teaching by Undergraduates	➢ Chinese Students Association ➢ Barkada (Filipino) ➢ Asian Students Union ➢ Northeastern University Hillel ➢ LASO

Sampling Characteristics

Target Population Characteristic	Screening Question
Must have at least one volunteer experience during college	➜ Have you volunteered at any point during your college career? Volunteering can include any kind of unpaid work. ➜ Name any organizations you volunteered with in college and for how long.
*Subgroup characteristic: students who speak more than one language	➜ Do you speak more than one language? ➜ What languages do you speak besides English? ➜ Which language do you use the most with your family?

Participants

GENDER	**61%** female	**33%** male
AGE	**28** average age SD=13.27, *N*=145, Median=21	
LOCATION	**58%** In Boston	

Starting sample size	245
Participants removed	86
"No" to filter ?	7
Did not complete	79
Final sample size	159

After removing all participants who answered "no" to our filtering question "Have you had at least one volunteer experience while in school or working?", Our final sample came very close to our target population. With ages ranging from 17 to 71, we were able to cover people of all life stages and at different points in their educational track. As our client is Boston-based, it made sense to get the majority of our results from Boston residents, but additional input from those in other parts of the world also helped. The only thing we could have improved is perhaps a more even gender balance.

Procedures

1. Participants were recruited to take this survey via social media platforms including but not limited to: LinkedIn, Facebook, GroupMe, personal email addresses, and Twitter

2. Survey was posted on personal feeds, through direct messages, or community chats

3. For direct messages, we approach survey takers by initially sending out our recruitment message (see screenshot). Once they agree, we send out the survey

Help a Student Out!

If you're really bummed about no meeting, you can still help one of our members out by completing this survey here! It should take about 10 minutes max :)

SURVEY TIME:
M=53.07 minutes
SD=351.39
Median=8.85 minutes

Alyson Liu
October 22 at 9:00 PM · 👥 ▾

Hi everyone!
I am currently enrolled in Marketing Research, and we are conducting a survey to learn about various motivations for and barriers to volunteering. We are working with Boston Housing Authority, an organization that works to provide affordable housing to Boston residents. We will be using our findings to inform BHA on general trends in attitudes on volunteering.

The survey will take about 10-15 minutes to complete. Please click the link below when you are ready.

https://neu.co1.qualtrics.com/jfe/form/SV_1ZmJDZ2ZaGbQZ0h

Thank you for your time, and we really appreciate your insights!

👍❤️ Sophia Tan, Christy Lau and 14 others

👍 Like   💬 Comment   ↪ Share

Chinese Student Association Community
🔒 Private group within Northeastern

About
Discussion
Announcements
Members
Events
Videos
Photos
Files

Search this group 🔍

Shortcuts

Lauren Moy shared a link.
October 22 at 9:38 PM

Hi everyone!
I am currently enrolled in Marketing Research, and we are conducting a survey to learn about various motivations for and barriers to volunteering. We are working with Boston Housing Authority, an organization that works to provide affordable housing to Boston residents. We will be using our findings to inform BHA on general trends in attitudes on volunteering. I thought I would reach out to all of you because I know a lot of you give back to the community.

The survey will take about 10-15 minutes to complete. Please click the link below when you are ready.

https://neu.co1.qualtrics.com/jfe/form/SV_1ZmJDZ2ZaGbQZ0h

Thank you for your time, and we really appreciate your insights!

NEU.CO1.QUALTRICS.COM
Online Survey Software | Qualtrics Survey Solutions
Qualtrics sophisticated online survey software solutions make creating...

😮❤️😆 You, Eva Chiu and 2 others

❤️ Love   💬 Comment

Tara Levine @TaraFLevine · Oct 23
Hey all! Help me and my teammates out by filling out this survey about volunteer motivations: neu.co1.qualtrics.com/jfe/form/SV_1Z... It should only take 10 minutes! :)

💬   ⇄   ♡   ⬆   ▥

Results

Research Problem 1:
Investigate How Cultural Background Influences Students'
Decisions to Volunteer with Specific Organizations

Alyson

Secondary Research

"Students volunteer to enjoy the experience & the community; they want to be able to practice their second language."   *– Sheyla,* Language Access Policy Coordinator, Boston Housing Authority

Household's position in the wealth distribution is insignificant:

- ❖ Higher levels of education = higher engagement in volunteer work

- ❖ Stronger support for non-materialistic values = higher engagement in volunteer work

The place where people were born/raised could create an impact on their perceptions of volunteering:

- ❖ Stronger social norm of volunteer exists in a liberal nonprofit regime, such as the US & certain areas in China

- ❖ However, there is a possibility that the perception of what actually defines a voluntary activity varies between different ethnic groups

(Youssim, 2014)

Secondary Research

Motivation to volunteer based on country of origin:

❖ Japanese students: it gives the volunteer a new perspective

❖ Chinese students: help others & make new friends at the same time since Chinese students tend to stick together during social events

❖ American & Canadian students: help others & a highlight on their resumes

(Hustinx, 2010)

Students in the United States tend to thrive on volunteering for the benefit of their futures:

❖ "As competitive pressures of attending higher education and finding good jobs rise, students are more likely to seek out the types of volunteering experiences that help resume-padding"

(Grönlund, 2011)

Secondary Research

Liberal Countries: United States, Canada, China*

Liberal/ Corporatist regime: Finland, Belgium

Statist: China*, Japan

Volunteer Rates by Country

Country	Rate
India	86.20%
China	84.50%
Canada	79.70%
United States	78.80%
Croatia	51.20%
Japan	39.10%
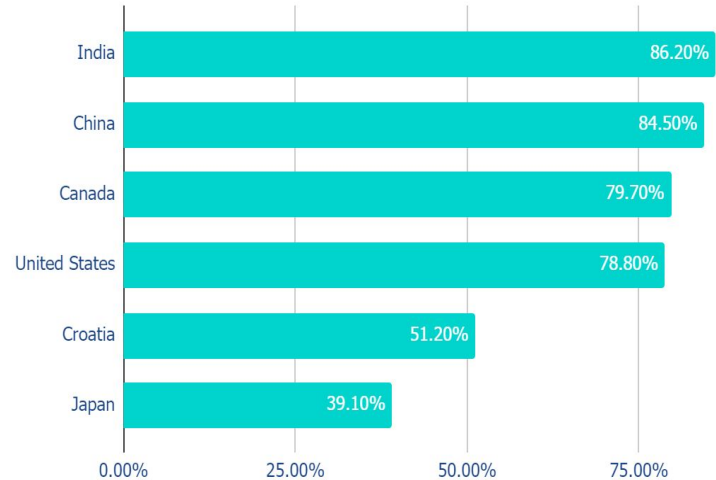
(Grönlund, 2011)

*Certain parts of China such as Hong Kong and Taiwan are more politically liberal, thus increasing the overall volunteer rate in China

Exploratory Research

- Students focus more on the **cause** of volunteering

- They want to **help others** as opposed to being influenced by their cultural upbringing

- Students would be more willing to volunteer on behalf of themselves rather than being forced to volunteer

"At first, I didn't like that I was forced to volunteer, but I started doing it on my own [afterwards]. I would go to soup kitchens to volunteer."
— **Focus Group**

"I was moved from my comfort zone [while volunteering] as I was never doing something to give back to my country – I really cared about the cause."
— **In-depth Interview**

"My mother is very big about going to church and giving back to the community. Since young, she made us work very closely with the volunteer opportunities offered in church."
—   **In-depth Interview**

Exploratory Research

- 7 out of 11 students agreed that they would **enjoy using or practicing** non-English language while doing services

- Most students agreed that they would be **more involved** in volunteer work if they could connect with the culture where they work

"My favorite part was using my Chinese skills to translate for elderly Chinese patients. I felt like I was really helping my own community and I like it a lot more than I thought I would."
                                                                    - Focus Group

"If I work using my language, it would encourage me more to get more involved because we share the same culture and thoughts."
                                                                    - Focus Group

"It would be fun if there were people that are Arab I could help them, it's my mother language and I would feel like I am giving back again."
                                                                    - In-depth Interview

Q: What other languages do you speak besides English? *categorical*

Languages Spoken

■ % of Speakers

Language	% of Participants
Spanish	29%
Mandarin	27%
English Only	23%
Others	18%
Cantonese	17%
French	6%
Vietnamese	3%
Haitian-Creole	3%
Russian	3%
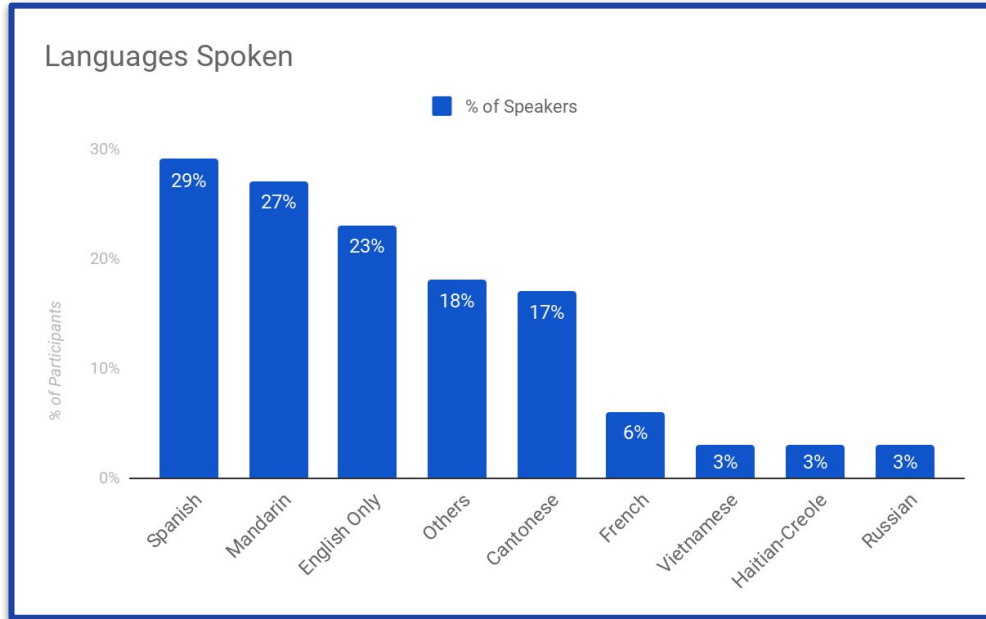
*Since question allows participants to check multiple options, percentage add up to above 100%.

29%
Also speak Spanish

3%
Also speak Haitian-Creole

3%
Also speak Vietnamese

FREQUENCY
- 27% of participants also speak Mandarin (*N*=151)
- 23% of participants only speak English (*N*=151)
- 17% of participants also speak languages not listed in the question (*N*=151)
- 17% of participants also speak Cantonese (*N*=151)
- 6% of participants also speak French (*N*=151)
- 3% of participants also speak Russian (*N*=151)

Q: Which of the below languages do you use the most with your family?
categorical

58%
Speak English

6%
Speak Spanish

3%
Speak Vietnamese

FREQUENCY

- 14% of participants speak Mandarin with family (*N*=152)
- 7% of participants speak languages not listed in the question with family (*N*=152)
- 6% of participants speak Cantonese with family (*N*=152)
- 3% of participants speak Arabic with family (*N*=152)
- 3% of participants speak Russian with family (*N*=152)
- 2% of participants speak Haitian-Creole with family (*N*=152)

Language Spoken in Family

- Language

% of Participants

58% English
14% Mandarin
7% Other
6% Spanish
6% Cantonese
3% Vietnamese
3% Arabic
3% Russian
2% Haitian-Creole
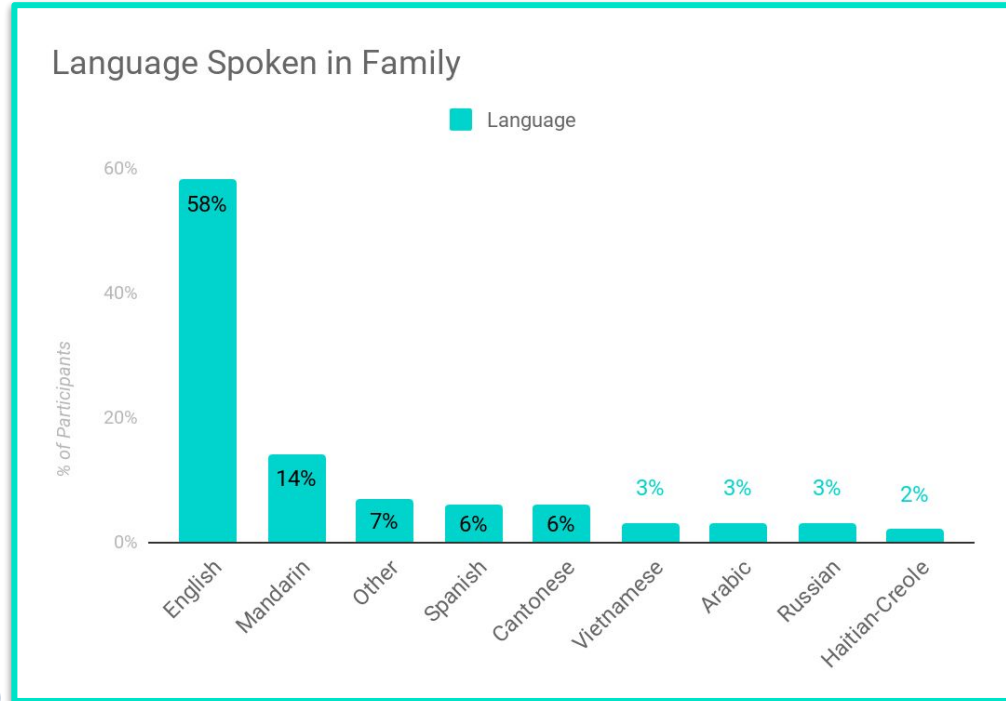
Q: On a scale of 1 to 7, 1 being Very comfortable and 7 being Not Comfortable at all, how comfortable would you be using a second language to do volunteer work? *continuous*

Distribution of People Being Comfortable Using a Second Language to do Volunteer Work
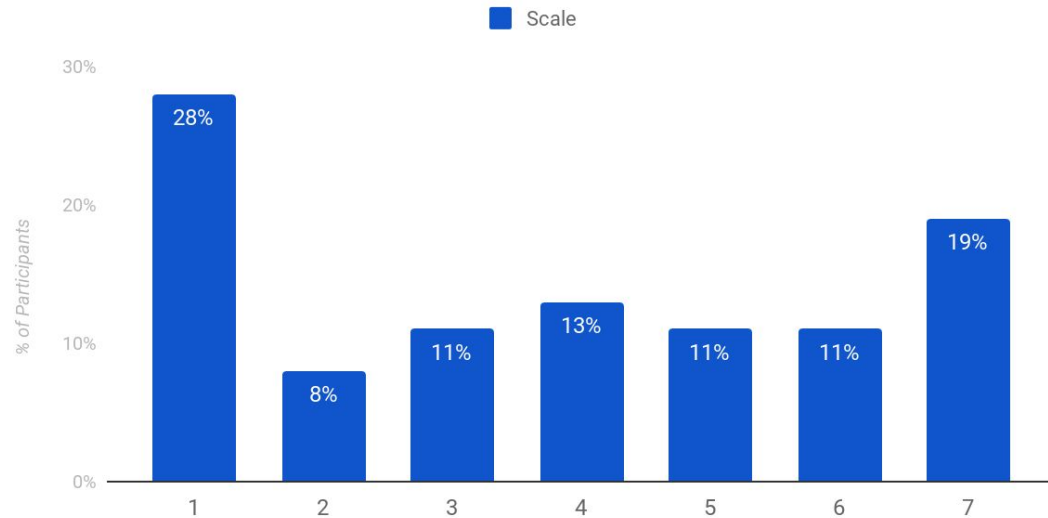
MEANS
The average comfort level of using a second language to do volunteer work – 1 being very comfortable and 7 being not comfortable at all.
- *M*=3.79
- Median: 4
- *SD*=2.279
- *N*=153

On average, participants are moderately comfortable (*M*=3.79, *SD*=2.279, *N*=153) with using a second language to do volunteer work.

Comfort Using a Second Language to do Volunteer Work

Mean ■ Standard Deviation ■

Language	Mean	Standard Deviation
Haitian-Creole	3.2	2.683
Spanish	2.79	1.894
Vietnamese	2.5	1.732

Comfort Level (y-axis: 0–4)
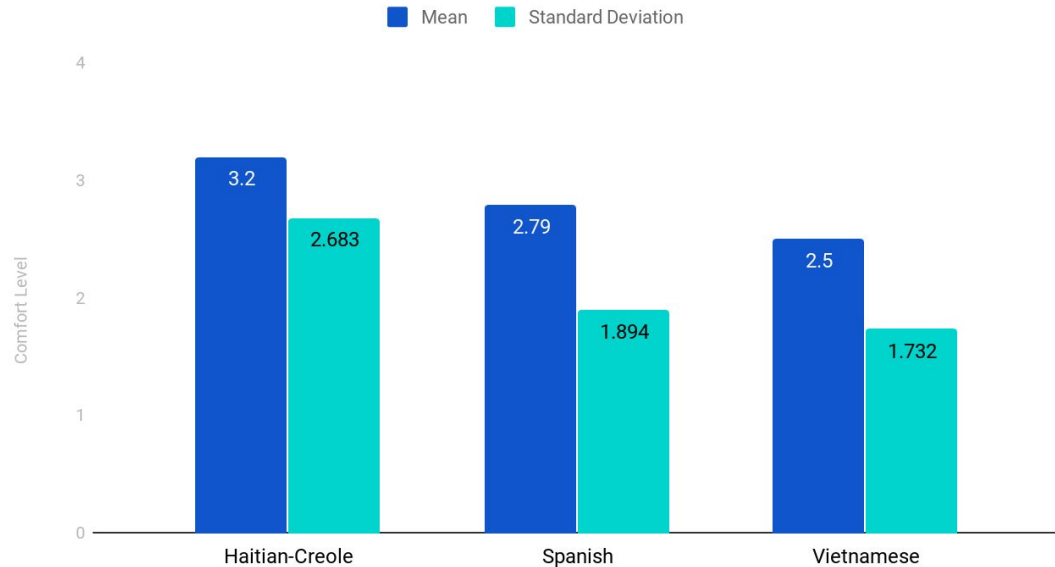
INDEPENDENT SAMPLES T TEST
The average comfort level of Spanish, Vietnamese, and Haitian-Creole speakers using a second language to do volunteer work - 1 being very comfortable and 7 being not comfortable at all.

- Spanish (*N*=42, *M*=2.79, *SD*=1.894 (t(148)=3.29, p=0.001)
- Vietnamese (*N*=4, *M*=2.5, *SD*=1.732) (t(148)=1.103, p=0.272)
- Haitian-Creole (*N*=5, *M*=3.2, *SD*=2.683) (t(148)=0.530, p=0.597)

Spanish speaking participants are more comfortable using a second language to do volunteer work than those who don't speak Spanish. Test showed no significance for Vietnamese and Haitian-Creole speakers.

Q: On a scale of 1 to 7, 1 being Very Interested and 7 being Not Interested at all, how interested are you in engaging in cultural activities with your community? *continuous*

Distribution of People Interested in Engaging in Cultural Activities With Their Community

■ Scale
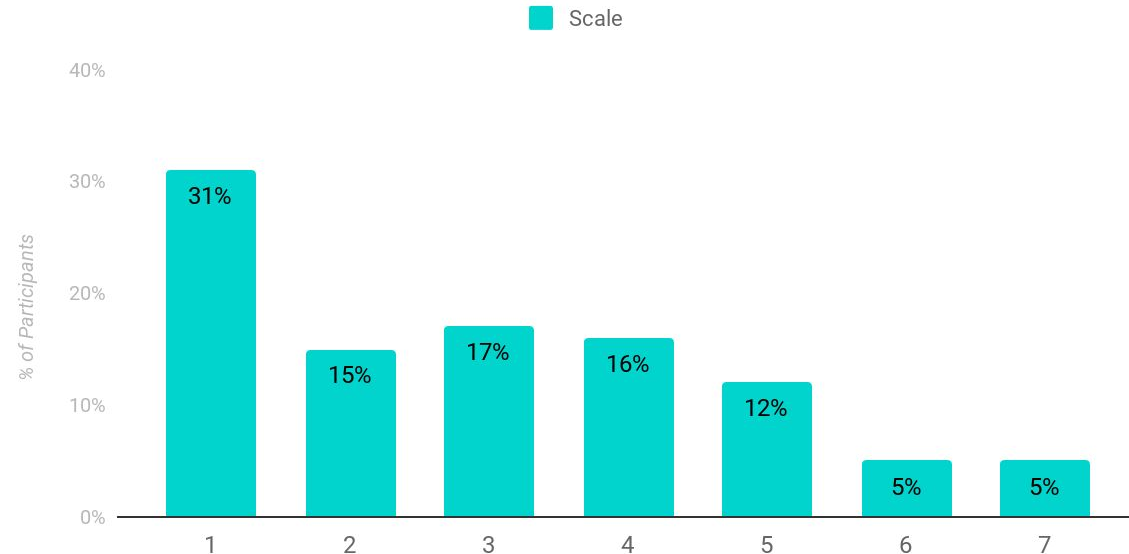
MEANS
The average rate of people being interested in engaging in cultural activities with their community – 1 being very interested and 7 being not interested at all.

- *M*=2.98
- Median=3
- *SD*=1.820
- *N*=151

On average, participants are moderately interested (*M*=2.98, *SD*=1.82, *N*=151) in engaging in cultural activities with their community

Q: Does your family have any cultural values regarding volunteering? Please describe how this affects your views if at all.

51%
None

52 respondents out of 102 total respondents reported that their family does not have any cultural values regarding volunteering

30 out of 102 total respondents reported that their family encourages volunteering

29%
Family Encourage

17%
Want to help

17 out of 102 total respondents reported that they just want to help the community, not because of their family

Q: Does your family have any cultural values regarding volunteering? Please describe how this affects your views if at all.

Family Values on Volunteering
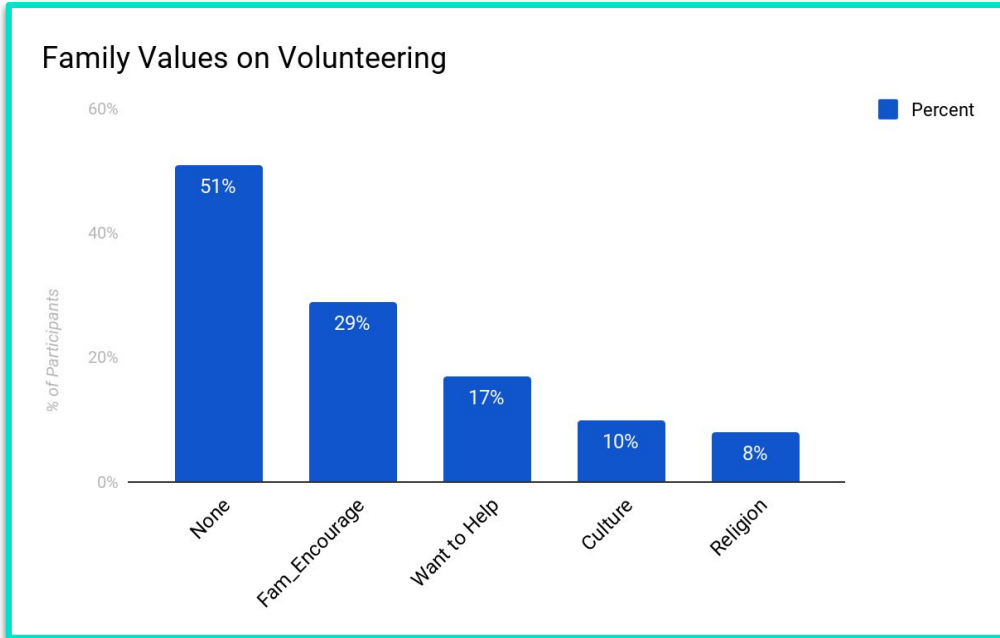
- 8% of participants reported that their religion affects their views regarding volunteering (*N*=102)

- 10% of participants reported that their cultural background affects their views regarding volunteering, both negatively and positively (*N*=102)

Q: Does your family have any cultural values regarding volunteering? Please describe how this affects your views if at all.

While many respondents didn't feel their family's culture had any influence on their views towards volunteering, others mentioned their religion or memories of their parents encouraging them to help others.

- "My family raised me Christian, so we heavily support volunteering and being selfless."
- "My family does not have such values. This has affected my views because I don't hold these values as a priority and I think I'm missing or on learning about new things because of it."
- "Everyone is a part of society. we have the responsibility to help each other."

Business Insights

Secondary

- Stronger presence of volunteering exists in more liberal countries
- Different ethnicities can influence people's views towards volunteering

Exploratory

"I was moved from my comfort zone [while volunteering] as I was never doing something to give back to my country - I really cared about the cause."
In-depth interview: Lebanese student studying in Boston

Primary

"From a standpoint of Confucian values, respect for community and elders has long been ingrained in my values so I love to volunteer."
- Survey participant 132

People living in liberal countries are more prone to volunteer

Business Insights

Secondary

- Higher levels of education = higher engagement in volunteer work

- Stronger support for non-materialistic values = higher engagement in volunteer work

Exploratory

- Students focus more on the **cause** of volunteering
- They want to **help others** as opposed to being influenced by their cultural upbringing

Primary

"My mom helps out at her church and encourages me to help her"
　　　　 - Survey participant 12

"Parents very active in volunteering but primarily within faith community"
　　　　 - Survey participant 108

Cultural background, including religion, can impact people's views toward volunteering

Business Insights

Secondary

"Students volunteer to enjoy the experience & the community; they *want* to be able to practice their second language."

- Sheyla, Language Access Policy Coordinator, Boston Housing Authority

Exploratory

- People would **enjoy using or practicing** non-English language while doing services
- Most agreed that they would be **more involved** if they could connect with the culture where they volunteer

Primary

- On average, participants are moderately comfortable (*M*=3.79, *SD*=2.279, *N*=153) with using a second language to do volunteer work

Majority of the people are comfortable using their second language to do volunteer work

Business Insights

Spanish, Vietnamese, and Haitian-Creole speakers are comfortable using their second language to do volunteer work

People are interested in engaging in cultural activities with their communities

Family culture in majority does not have any influence in people's views toward volunteering

Research Problem 2:
Identify Other Major Time Commitments That May Prevent Students From Volunteering

Lauren

Secondary Research

Top Reasons Why BHA Volunteers Became Inactive (BHA database, 2019)

1 Receiving a full-time job

2 Non-responsive clients

3 Moving to another city

4 Busy with school

5 Lost interest
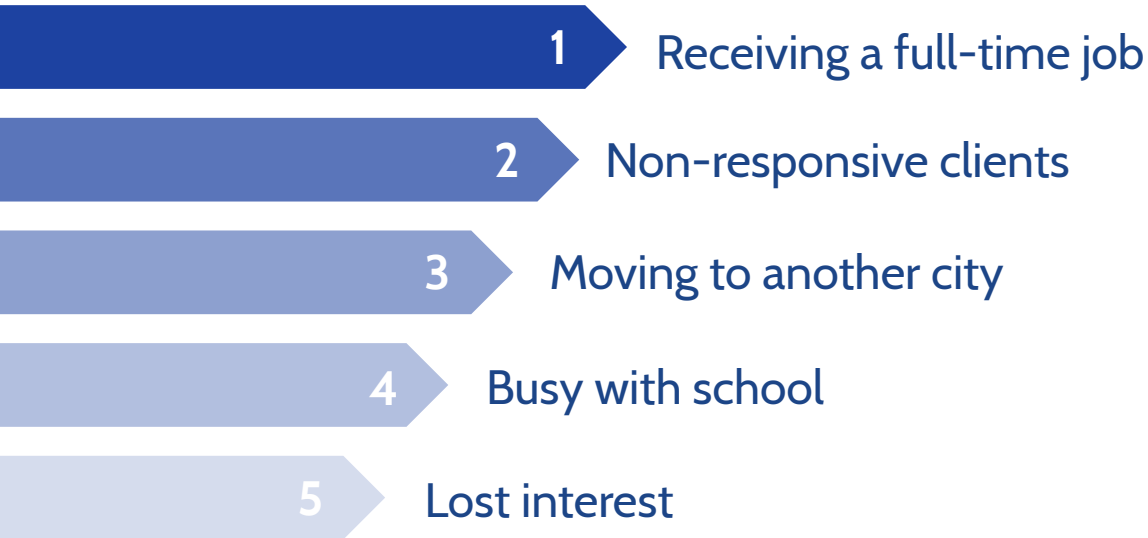
Others:

- Only speaking a language in low demand
- Not feeling fluent enough
- Completed a minimum service requirement
- Commute was too long

Stanford Center on Longevity Study
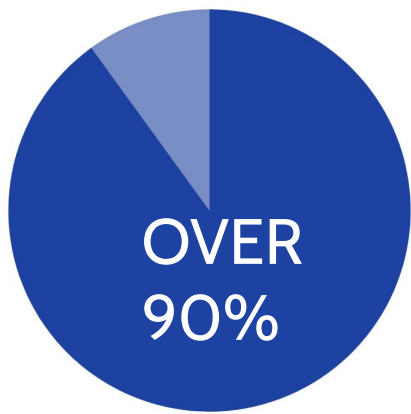
OVER 90% of Americans say they want to volunteer

In reality...

ONLY 1 out of 4 actually volunteer!

Top Causes:

➢ Lack of time and inflexible schedules

➢ Lack of information or known opportunities do not interest them

➢ They don't seek volunteer opportunities on their own, someone must recruit them first

(Yotopoulos, 2013)

Solutions:

★ More proactive recruiters

★ More work from home options

★ Schedules that accomodate full-time jobs (ex. collab with companies to provide paid day off to volunteer)

Volunteer Rate vs. Hours Worked Per Week at a Paid Job

- 29.80%
- 46.40%
- 35.00%
- 32.50%
- 31.50%
- 28.40%
- 22.80%
- 23.20%
- 30.30%

Y-axis: Volunteer Rate
X-axis: Hours Worked Per Week (0, 1-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 40+)

(Dote, 2006)

Percentage vs. Volunteer Type

- Regular: 44%
- Episodic: 29%
- Occasional: 27%

Y-axis: Volunteer Type
X-axis: Percentage
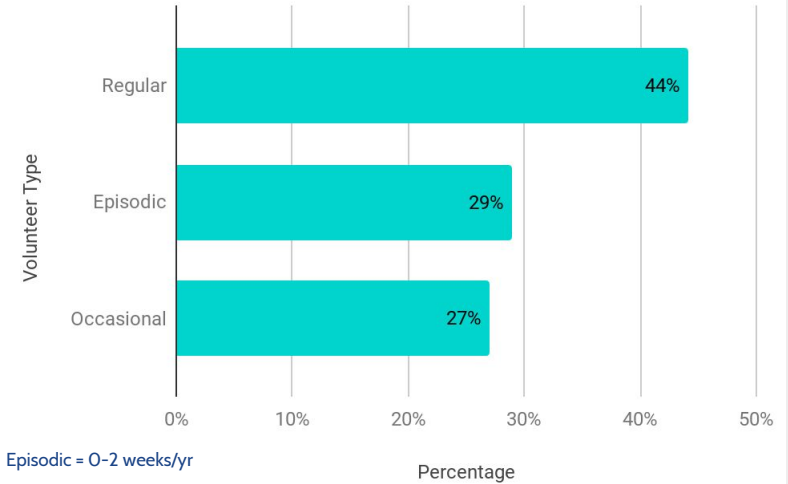
Episodic = 0-2 weeks/yr
Occasional = 3-11 weeks/yr
Regular = 12+ weeks/yr

➢ Part-time working students more likely to volunteer than unemployed
➢ Volunteer rate decreases w/ increase in job hours but rises again at 40+ hours
➢ More students engaged in episodic and occasional volunteering than regular

IMPLICATIONS: Students with other work obligations are still motivated to volunteer, although their available time is limited. Extreme high achievers in the workforce may also be high achievers in the community service scene.

Exploratory Research

How highly do you prioritize community service in comparison to other typical student obligations?

COMMON THEMES:

➢ Difficulty balancing with schoolwork

➢ Prioritizing volunteer work if it is FUN and not posed as a mandatory task

➢ Experiences that are personally meaningful matter more

2 participants viewed their volunteer work as **leisure**

"I'm in Piece for Play, a children's play program. During the weekdays you choose some schools and kindergarten classes to play with kids. It feels more like playing than volunteering."
(focus group)

3 participants felt **volunteering became less of a priority in university**

"In college, it leaned more towards academics, probably because of pressure from my family and the pressure of graduating and needing to find a job."
(focus group)

Exploratory Research

What sacrifices do you have to make in order to set aside time for volunteering?

COMMON THEMES:

➤ Reluctant to make any sacrifices

➤ Takes away time from socializing and leisure

➤ Volunteering doesn't have to be a sacrifice if it can replace/supplement another activity

(ex. career training, sports, arts, learning a new hobby)

2 participants stated they **would NOT make sacrifices**

"I don't give up any time for volunteering at the moment. If it was something I liked I would consider it but I don't know if I could do it in an organized manner (meeting every week at a certain time) I think I would need more flexibility." (in-depth interview)

2 participants mentioned using **physical volunteer work** to make up for their **sports/fitness time**

"Depending on the volunteer activity, if it requires a lot of physical movement, I wouldn't mind giving up an hour of my gym time from the day. For example, setting up booths for an event or cleaning a park. It's like you get a workout in a different way." (focus group)

Q: How many hours a week do you work? (Select 0 if currently not working)
categorical

Distribution of Employment Status
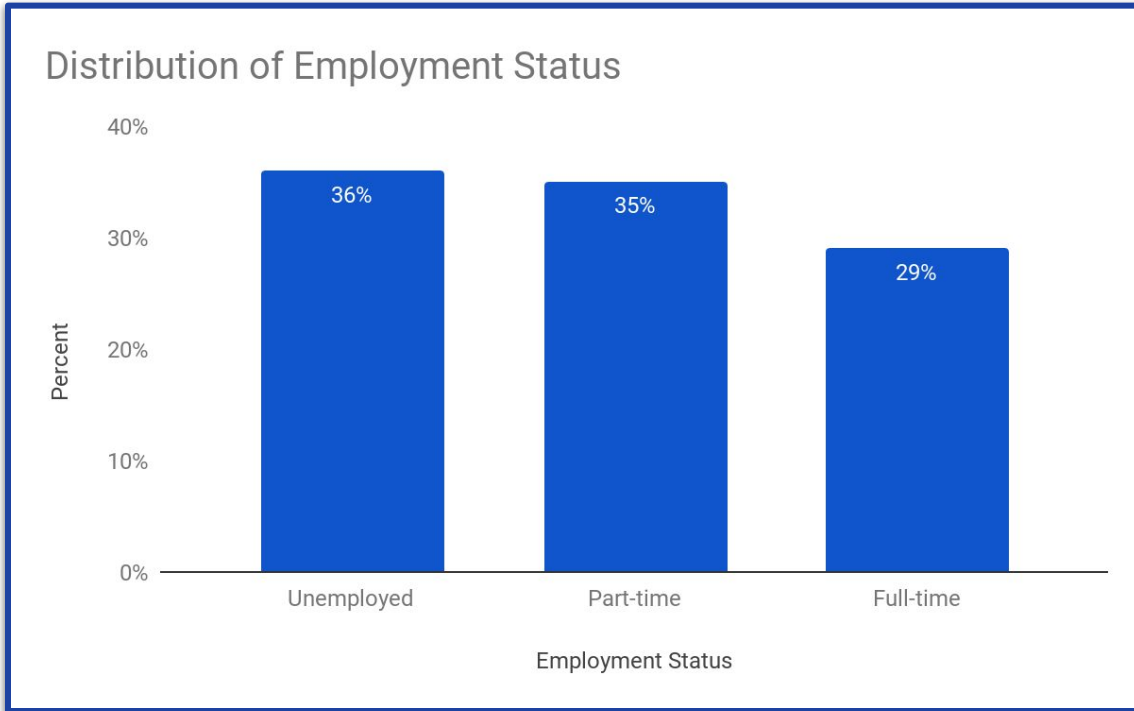
FREQUENCY
- 36% of participants were unemployed (*N*=155)
- 35% of participants worked part-time (*N*=155)
- 29% of participants worked full-time (*N*=155)

Favorite Volunteer Activities by Employment Status
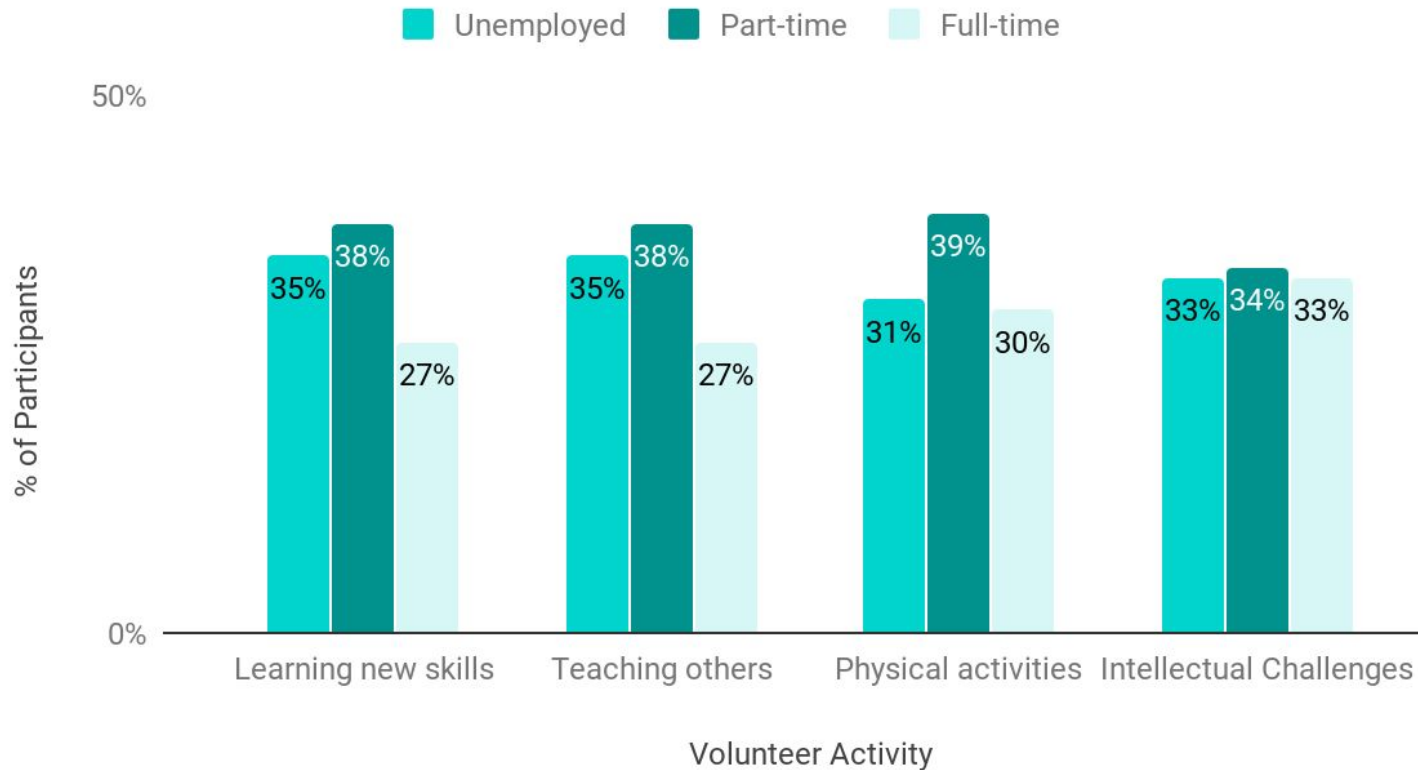
CROSS TAB: We hypothesized that groups by employment status differed in terms of the types of volunteer activities they preferred. Tests showed that there is no significant difference between the groups in terms of preferred volunteer activities (N=151).

Q: How many classes are you currently taking? (Enter 0 if currently not enrolled in classes) *continuous*

67%
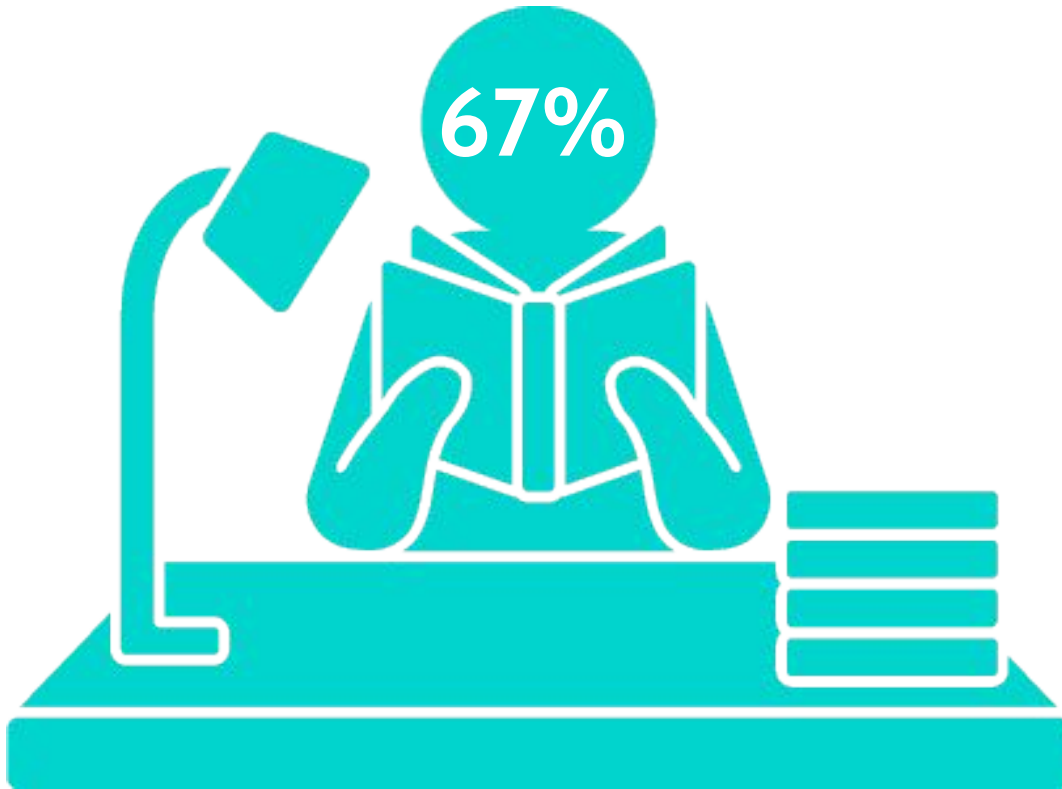
FREQUENCY:
67% of participants were currently enrolled in classes and **33%** were not (*N*=159).

Q: How many classes are you currently taking? (Enter 0 if currently not enrolled in classes) *continuous*

Incentive Effectiveness by School Enrollment Status

Legend: Not enrolled, Enrolled

Y-axis: Average Likeliness to Motivate (0 to 6)
X-axis: Incentive

- Free refreshments: Not enrolled 2.91, Enrolled 3.77
- Free swag: Not enrolled 2.74, Enrolled 4.04
- Award/certificate: Not enrolled 2.48, Enrolled 4.03
- Fulfill hour minimum: Not enrolled 4.18, Enrolled 5
- Class credit: Not enrolled 4.17, Enrolled 5.1
- Internship opportunity: Not enrolled 4.45, Enrolled 5.18

INDEPENDENT SAMPLES T TEST: Results showed significant differences between those enrolled and those not enrolled in classes for the following incentives where 1 = not likely to motivate at all and 7 = very likely to motivate

- Refreshments: Not enrolled (M=3.36, SD=2.05, N=53) vs Enrolled (M=4.06, SD=2.17, N=106) (t(157)=-1.95, p=0.015)
- Free swag: Not enrolled (M=2.74, SD=1.81) vs Enrolled (M=4.04, SD=2.14, N=106) (t(156)=-3.79, p<0.001)
- Award/certificate: Not enrolled (M=2.48, SD=1.78, N=53) vs Enrolled (M=4.03, SD=2.01, N=106) (t(156)=-4.72, p<0.001)
- Hour minimum: Not enrolled (M=4.18, SD=2.36, N=53) vs Enrolled (M=5.00, SD=2.03, N=106) (t(155)=-2.26, p=0.035)
- Class credit: Not enrolled (M=4.17, SD=2.39, N=53) vs Enrolled (M=5.10, SD=2.13, N=106) (t(157)=-2.50, p=0.14)
- Internship: Not enrolled (M=4.45, SD=2.28, N=53) vs Enrolled (M=5.18, SD=1.96, N=106) (t(157)=-2.09, p=0.038)

Those enrolled in classes were more likely to be motivated by these incentives.

Q: About how many hours a week do you spend studying? (Select 0 if you are not currently in classes) *categorical*

Amount of Hours Spent Studying
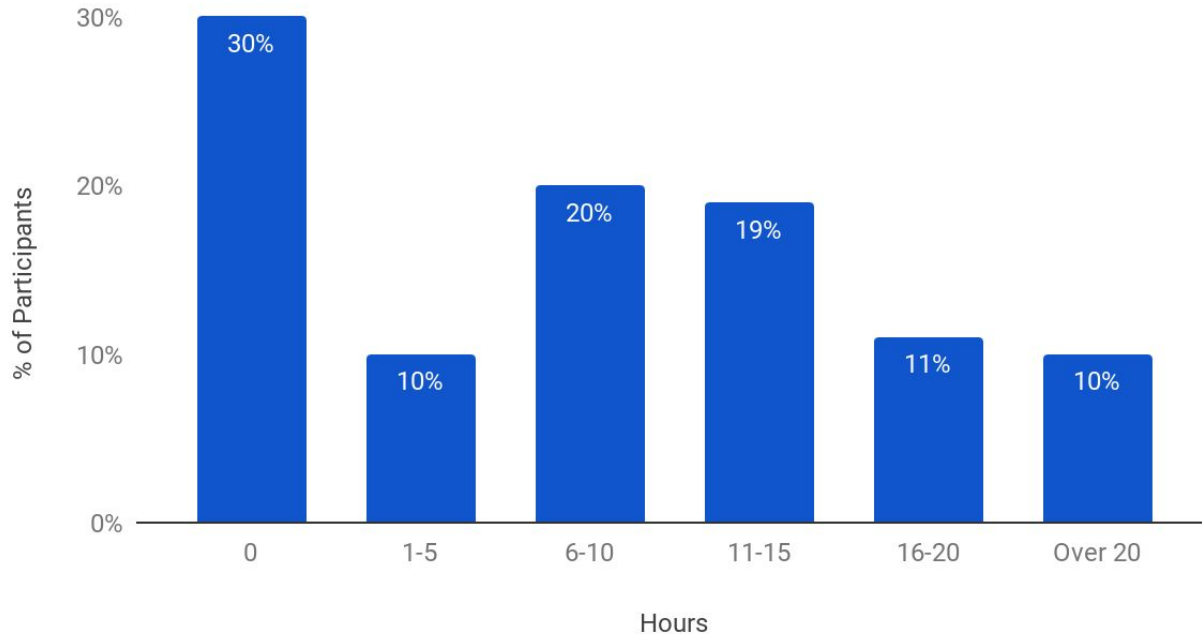
FREQUENCY
- 30% of participants do not take classes or study (*N*=155)
- 30% of participants study under 11 hours a week (*N*=155)
- 40% of participants study 11 or more hours a week (*N*=155)

Willingness to Give up Time From Activities by Hrs Spent Studying

Legend: Don't study | Under 11 hours | 11 or more hours

Activity	Don't study	Under 11 hours	11 or more hours
Working for Pay	3.22	2.94	3.05
Studying	3.65	3.68	3.24
Exercising	4.4	4.55	4.32
Hanging out w friends	4.69	4.13	3.97
Clubs/groups	4.53	4.54	4.39
Sleeping	3.28	3.52	3.81
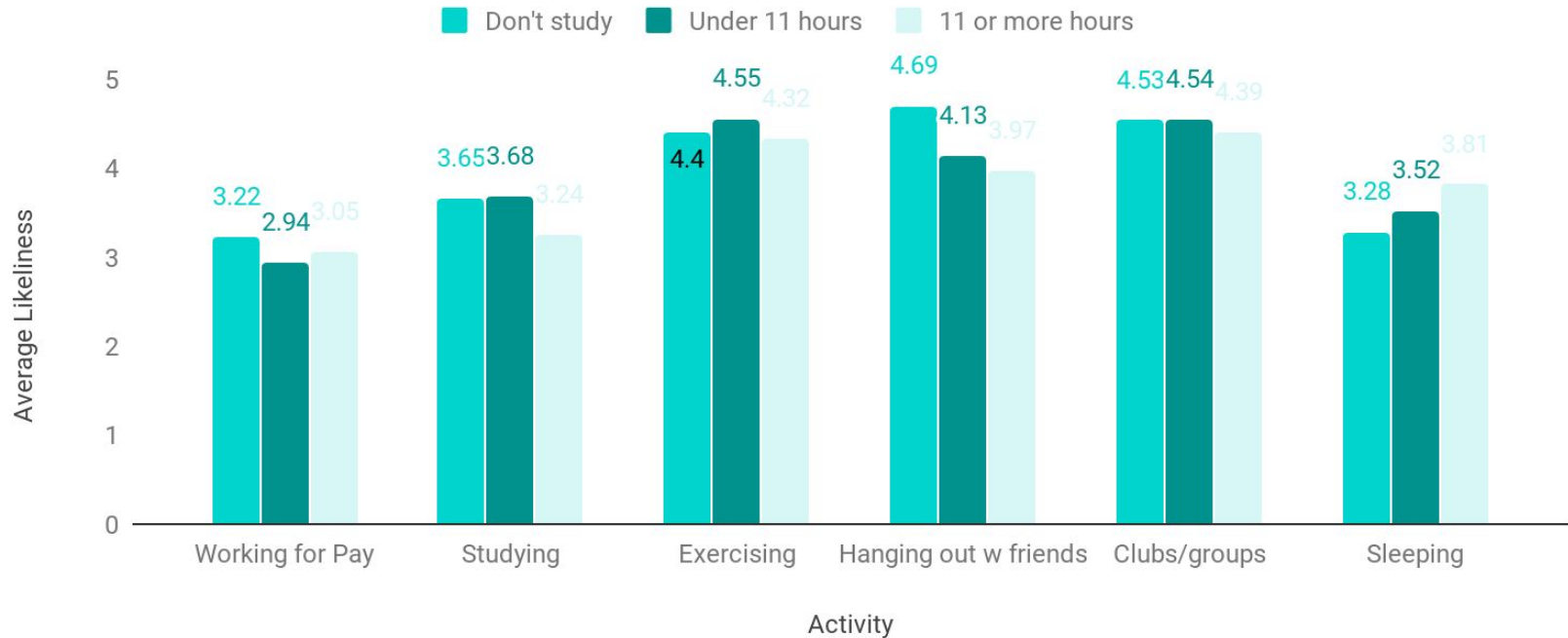
ONE WAY ANOVA: We hypothesized that groups who spent different amounts of time studying would differ in their willingness to give up some time from certain activities in order to volunteer (1 being very unlikely to give up, 7 being very likely to give up). Our ANOVA test showed that groups who spend different amounts of time studying do not differ significantly in their willingness to give up time from these activities.

Q: On a scale of 1 to 7, 1 being Very Unlikely and 7 being Very Likely, how likely are you to take time out of the following activities in order to volunteer? *continuous*

Average Likeliness to Give up Time from Activities
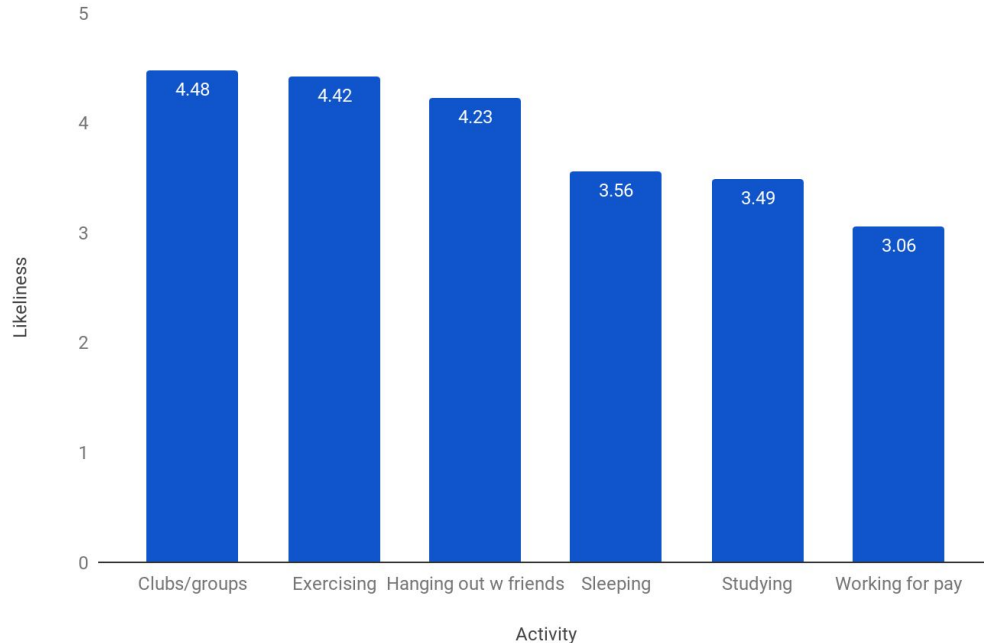
MEANS: The average likeless to give up time from the following activities on a scale from 1 to 7, with 1 being very unlikely and 7 being very likely was

- Working for pay (M=3.06, SD=2.13, N=155)
- Studying (M=3.49, SD=3.00, N=152)
- Exercising (M=4.42, SD=1.64, N=154)
- Hanging out w friends (M=4.23, SD=1.75, N=154)
- Clubs/groups (M=4.48, SD=1.55, N=153)
- Sleeping (M=3.56, SD=2.00, N=154)

On average, participants were most willing to give up time from school clubs or community groups and least willing to give up time from working for pay.

Q: What do you prioritize most out of your daily activities? These can include but are not limited to any kind of responsibilities, social activities, or personal hobbies.
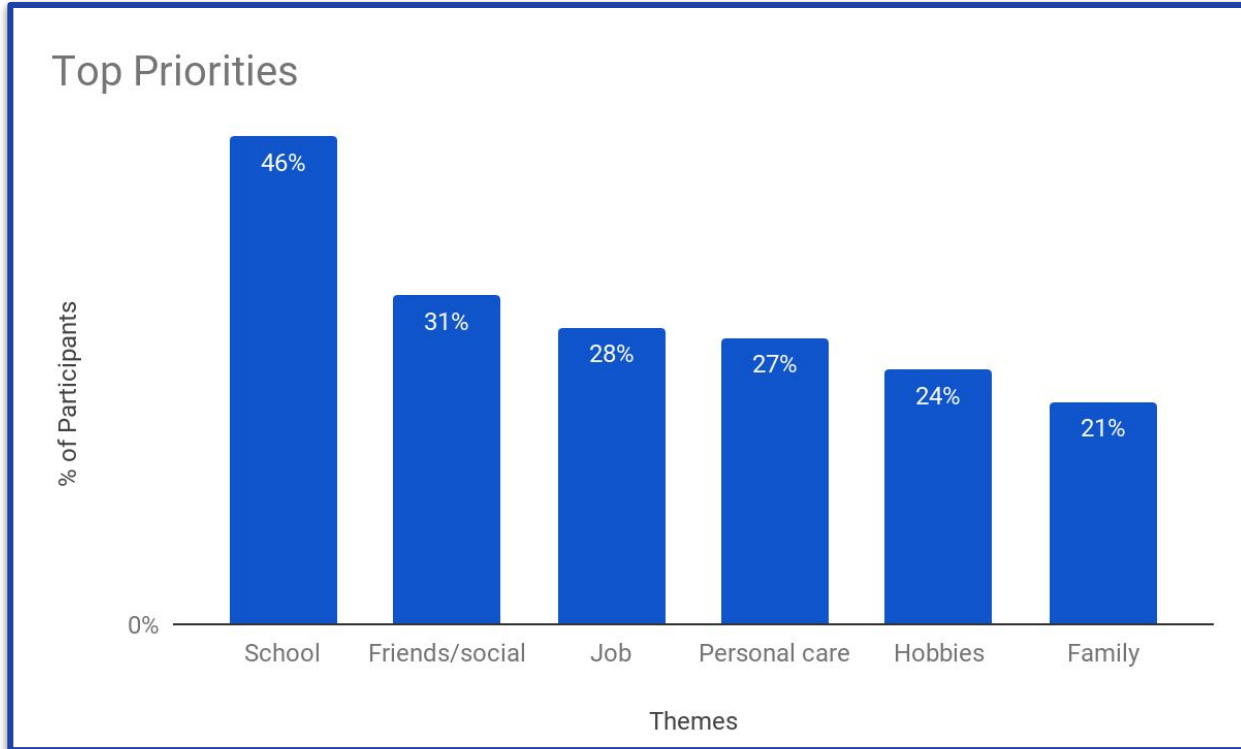
Top Priorities

FREQUENCY:

- 46% mentioned school as one of their top priorities (*N*=124)
- 31% mentioned friends or social life as one of their top priorities (*N*=124)
- 28% mentioned job (*N*=124)
- 27% mentioned personal care or health as one of their top priorities (*N*=124)
- 24% mentioned hobbies as one of their top priorities (*N*=124)
- 21% mentioned family as one of their top priorities (*N*=124)

Q: What do you prioritize most out of your daily activities? These can include but are not limited to any kind of responsibilities, social activities, or personal hobbies.

School and social life/friends were the most popular priorities. Others also mentioned aspects related to personal health and self-care, as well as professional activities.

- *"I prioritize my studying and social activities like hanging out with friends and doing homework."*

- *"It's balance a bit of social, work, and academics."*

Business Insights

Secondary

- As the number of hours worked per week increases from the 10 hr to 40 hr range, volunteer rate decreases
- Full-time job and school were top reasons for BHA volunteers quitting

Exploratory

- Focus group participants agreed they had less time to volunteer in university
- When asked how time is balanced between other commitments and volunteering "In college it leaned more towards academics"

Primary

- 48% listed school as their top priority and 28% listed work
- When asked how likely they would be to give up time from certain activities on a 1-7 scale (1=very unlikely, 7=very likely), studying (3.49) and work (3.06) had the lowest means

School And Work Are Top Time Commitment Barriers

Business Insights

Secondary

- BHA volunteers left if they felt that the work was no longer of interest to them
- One of the top causes Americans don't volunteer is a lack of knowledge about opportunities that sound intriguing to them

Exploratory

- Participants said they needed to be passionate about a cause to want to spend time volunteering
- *"I don't give up any time for volunteering at the moment. If it was something I liked I would consider it"*

Primary

- Students on average were more motivated by volunteer opportunities with school credit, service requirement fulfillment, and internship roles as these types of volunteer activities meet a need for professional development and academic growth

People Give Up Time to Fulfill Social and Professional Needs or Passions

Business Insights

Secondary

- High achievers are willing to make personal time sacrifices to have more time for community service

Exploratory

- *"Depending on the volunteer activity, if it requires a lot of physical movement, I wouldn't mind giving up an hour of my gym time from the day. For example, setting up booths for an event or cleaning a park. It's like you get a workout in a different way."*

Primary

- When asked how likely they would be to give up time from certain activities on a 1-7 scale (1=very unlikely, 7=very likely), clubs (4.48), exercise (4.42), and hanging out with friends (4.23) had the highest means

Time from Clubs, Physical Activity, and Friends Can Be Sacrificed

Business Insights

For most participants, school and paid jobs take priority over volunteer work.

In order for volunteering to be worth the time commitment, it must fulfill a personal passion or fit in with a desired career path.

People are more willing to give up time from school clubs, exercise, and friends, because some volunteer programs may involve similar activities.

Research Problem 3:
Investigate Extrinsic Motivators as an Effective Method for Increasing Volunteer Commitment

Mora

Secondary Research

➤ **Database:** Out of 1,206 volunteers, only 350 are active (BHA Database)

➤ 98% would participate in the volunteer interpreter programs

➤ **Survey Comments:**
  ○ "Provide water please or some drinks"
  ○ "Some snacks would be nice"

➤ Although many people said they would volunteer at the end of the survey, only 350 of the 1,206 volunteers are active

➤ In the comments on the survey many people mentioned some extrinsic motivators they would like, e.g. water, snacks, etc.

➤ Relevant?
  ○ If volunteers are presented with extrinsic motivators such as snacks of water, it could motivate them even more to actually come volunteer

---

Would You Participate in the Volunteer Interpreter Program?

98% Said Yes

2% Said No

#2: Do Monetary Rewards Crowd Out the Intrinsic Motivation of Volunteers?

Do Monetary Rewards Crowd Out the Intrinsic Motivation of Volunteers? Some Empirical Evidence For Italian Volunteers (Fiorillon, 1997)

➢ **Determinants** of regular volunteering - intrinsic and extrinsic motivations

➢ Role of monetary rewards influencing intrinsic motivation

➢ Italy-based survey

➢ **Results:**

   ○ "Monetary payments as well as intrinsic motivation have roles in the real-life decision to supply volunteer work, but monetary rewards do not crowd out intrinsic motivation

➢ **Relevance:**

   ○ In the past there has been various studies on how extrinsic rewards such as money, have been seen to crowd intrinsic motivation (be stronger, make people forget about intrinsic motivation)

   ○ However, this study shows that intrinsic and extrinsic motivational factors go into account when deciding to volunteer, yet having an extrinsic reward doesn't crowd that of the intrinsic one

#3: Effects of Performance Feedback and Extrinsic Reward Upon High Intrinsic Motivation (Arnold, 1976)

➤ **Highly intrinsically motivating task** – examination of effects of intrinsic rewards & feedback regarding task performance upon feelings of competence and strength of intrinsic motivation

➤ Undergraduates – recruited on purely voluntary basis

➤ Complex computer game

➤ **Results:**
  ○ When intrinsic motivation is high → extrinsic rewards either do not affect or enhance intrinsic motivation
  ○ Feedback on performance → big impact on feelings of competence → intrinsic motivation
  ○ Self-reports of satisfaction, enjoyment and volunteering appear suspect as measures of intrinsic motivation

➤ Relevancy:
  ○ Companies like BHA need to make sure their volunteer services are organized in a way that can be highly intrinsically motivating
  ○ BHA doesn't offer extrinsic motivations (no rewards don't have money for that – can still provide compensation – task performance (free – helps motivate)

(DuBois-Maahs, 2019)

#4: Rewards can be both concrete and psychological in nature

➤ Fame, praise, recognition
➤ Study by Warneken

➤ Too **Many Material** Rewards = **Less likely** to Engage in Helpful Behaviour

Exploratory Research

➡️ **What Kinds of Accommodations Should Employees Offer Their Volunteers to Compensate Their Effort? (offer examples: Monetary, rewards, praise, fame?)**

➤ **Long-Term Goal:**
  ○ " Something attached to your long term goal. For example, if you want to study finance, you should spend more time in a finance club or investment-related."

  Focus Group

➤ **Resume:**
  ○ "Having a volunteer experience on your resume helps create a conversation on what you're passionate about. It's a good experience to add to your resume." (4 raised hand to having volunteer experience on a resume)

  Focus Group

➤ **Purely Intrinsic Motivation:**
  ○ "None of the experiences I have done regarding volunteering have had any compensations. It was mainly emotional compensation, feeling good about myself. I felt this the most when I see the people I am helping feel good and smile and be happy, that's when I feel like my time and effort has really paid off."

  In-Depth Interview

➤ **Awards:**
  ○ "I got a plaque for coaching. It wasn't something I was yearning for, and I didn't even know I was getting one, but it was nice. Typically, I haven't received invitations to events as a reward or thank you."

  Focus Group

Motivated without Incentives:

➤ "I don't think there needs to be any incentives, just about helping someone else and giving back to the community. In a way the only incentive for me is good karma"   In Depth Interview

➤ If you're volunteering for the right reason, you're doing it for yourself. It wouldn't matter to me if there's an award.   Focus Group

Motivated but Wouldn't Mind an Incentive:

➤ "I feel like what I care most about is that I am helping someone out. If there were to be more incentives I would say maybe lunch one day, or free drinks but apart from that I think the main this is to help someone and that is worth setting time aside for"   In-Depth Interview

➤ 'It might motivate me more, but if the work is already important to me, then the incentive wouldn't be that important to me"   Focus Group

Not Motivated:

➤ "Not motivated to volunteer. I don't think I would put time aside unless it was a requirement for a class or something"   In Depth Interview

➤ Would want: "A small free pass or gift or free food"   Focus Group

Q: Please rank the following from 1 to 7 where one is Not at All and 7 is Very Much. How much would the following incentives increase your motivation to volunteer if they were offered by the organization? *continuous*

Ranked Incentive Increase Options for Volunteering
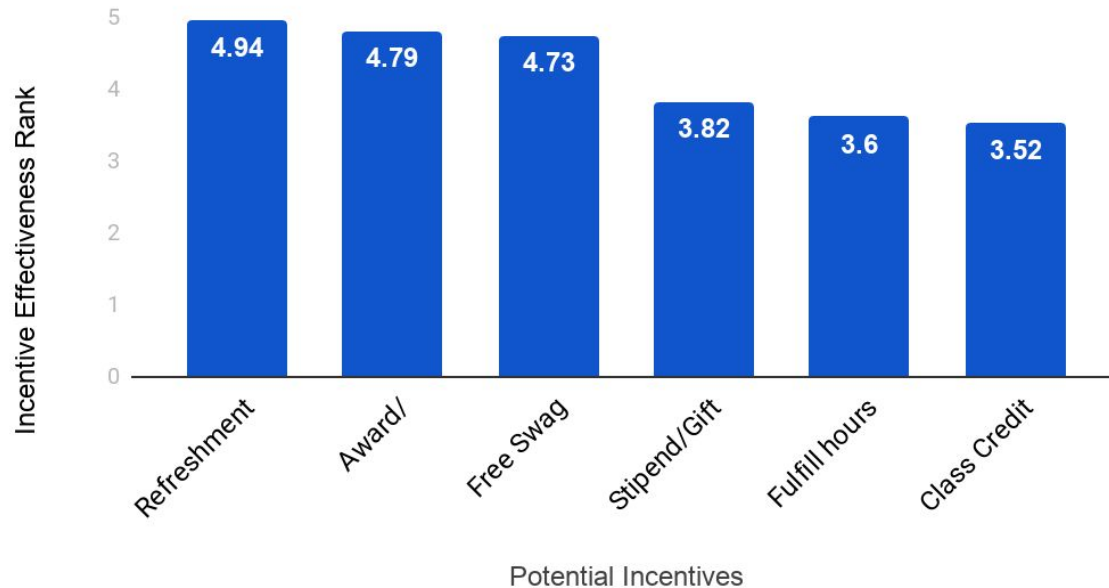
Respondents rated the following reasons as most to least important in increasing their motivation to volunteer if the volunteer organization offered it, measured on a 7 point scale, with 1 being not at all increased and 7 being increased very much:

- **Free Refreshments** (*M* = 3.48, *SD* = 2.13, *N* = 159)
- **Award/Certificate** (*M* = 3.52, *SD* = 2.07, *N* = 158)
- **Free swag** (*M* = 3.60, *SD* = 2.12, *N* = 158)
- **Stipend or Gift Card** (*M* = 3.82, *SD* = 2.15, *N* = 159)
- **Class Credit** (*M* = 4.79, *SD* = 2.26, *N* = 159)
- **To fulfill an hour min** (*M*=4.73, *SD*=2.17, *N*=157)
- **The opportunity to develop an internship program** (*M*=4.94, *SD*=2.09, *N*=159)

The opportunity to develop an internship was on average the most effective incentive.

Q: Have you ever received a reference or recommendation from a volunteer employer? *categorical*

30% 48 of respondents out of 155 total respondents have received a reference/ recommendation in the past

111 of respondents out of 155 total respondents have NOT received a reference/recommendation in the past **70%**

FREQUENCY
- 70% of participants responded "No"
  (*N* = 111) to receiving a reference/recommendation from a volunteer employer
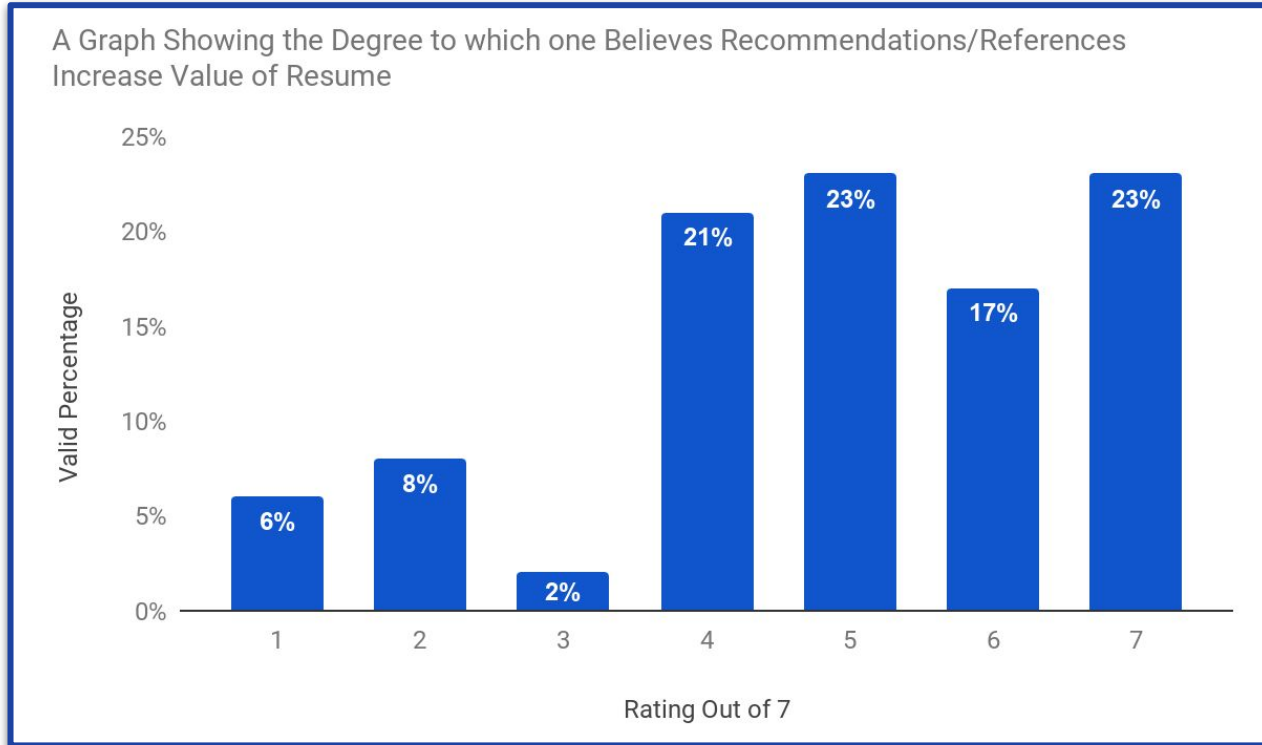- 30% of participants responded "Yes"
  (*N* = 48) to receiving a reference/recommendation from a volunteer employer
- The participants that responded "Yes"
  (*N* = 48) were asked a follow-up question (seen on the next slide) to identify the exact degree to which they find the recommendation or reference increases the value of their resume

Q: If yes, on a scale of 1 to 7, 1 being Not at All and 7 being Very Much, how much did this reference/recommendation increase the value of your volunteer experience? *continuous*

A Graph Showing the Degree to which one Believes Recommendations/References Increase Value of Resume

(Bar chart — Valid Percentage vs. Rating Out of 7)
- 1: 6%
- 2: 8%
- 3: 2%
- 4: 21%
- 5: 23%
- 6: 17%
- 7: 23%

- Results revealed that participants rated how recommendations from past employees increased the value of their resume at an average of 4.88 (SD = 1.78, N = 48) , so participants felt that a reference/recommendation added a relatively high value to their experience.
- Results were derived from a 7 point scale, with 1 being not increased at all and 7 being increased very much
- Only 48 participants responded to this question as the rest responded "No" in previous question (N = 48)

Q: Do you have a volunteer experience on your resume? *categorical*

73%

Of respondents responded "Yes" to having a volunteer experience on their resume

Of respondents responded "No" to having a volunteer experience on their resume

28%

FREQUENCY

- 28% of participants responded "No" (N = 44) to having a volunteer experience on their resume

- 72% of participants responded "Yes" (N = 115) to having a volunteer experience on their resume

- The participants that responded "Yes" (N = 115) were asked a follow-up question (seen on the next slide) to identify the exact degree to which they find having volunteer experiences on your resume is beneficial when applying for jobs

Q: If yes, on a scale of 1 to 7, where one is Not at All and 7 is Very Strongly, how strongly do you feel that this experience on your resume improves your chances in job applications (or helped you secure your current job)? *continuous*

How Strongly one Feels Volunteering Improves Chances in Job Application (1= Not At All, 7 = Very Strongly)
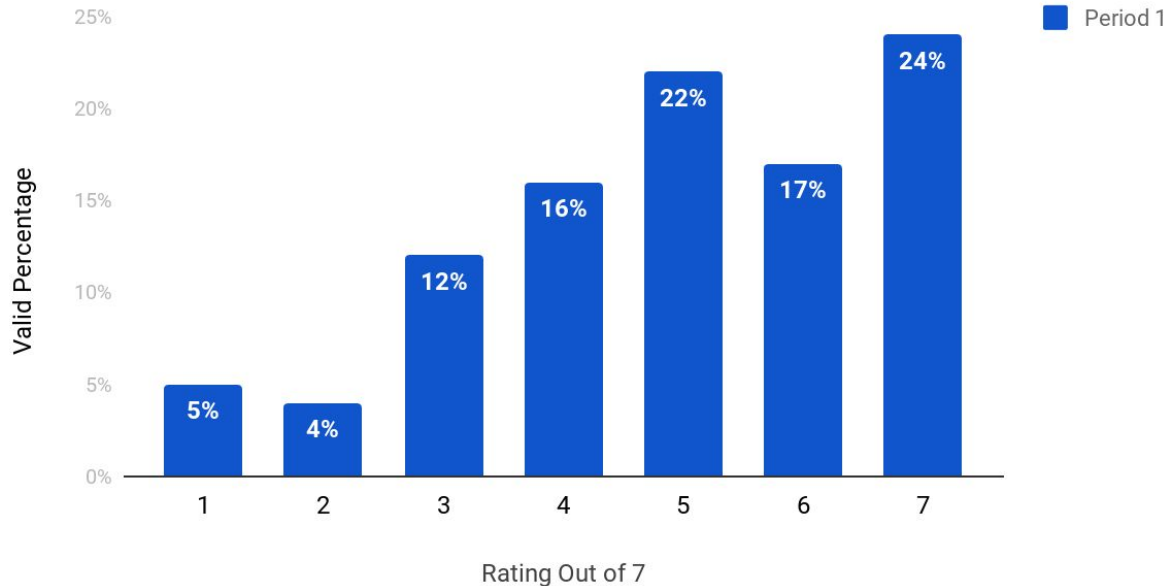
Results revealed that, on a 7 point scale, with 1 being not improved at all and 7 being very strongly, on average people gave a 4.89 rating (SD = 1.736, N = 114) of feeling that a volunteer experience on a resume improved their chances in job applications

Q: What Can Employers Offer to Make You More Inclined to Volunteer?

30% of participants mentioned recommendations/references

29% of participants say they don't need incentives

"By providing training that is somewhat related to the real world. I.E Tax prep, teaching kids, first aid…"

"I think by emphasizing the benefits of volunteering itself. Many people will think twice about volunteering if they understand how it might benefit themselves or provide a growth opportunity."

Common Themes Identified and Percentage of Relevance

Common Themes Identified	Percentage of Relevance
Rec/Reference	30%
None Needed	29%
Skill Training	16%
Material Rewards	10%

Business Insights

29%
Did not need incentives
(N = 148)

When intrinsic motivation is high → Extrinsic rewards either do not affect or enhance intrinsic motivation (Arnold, 1976)

60%
of respondents are motivated by their desire to give back and help others
(N=148)

"I don't think there needs to be any incentives, just about helping someone else and giving back to the community. In a way the only incentive for me is good karma" (In-Depth Interview)

People are Most Likely to Volunteer to Help Others Without Added Incentives

Business Insights

48 of respondents out of 155 total respondents have received a reference/ recommendation in the past

Participants rated how recommendations from past employees increased the value of their resume at an average of 4.88 (SD = 1.78, N = 48)

People enjoy receiving references and recommendations

"I got a plaque for coaching. It wasn't something I was yearning for, and I didn't even know I was getting one, but it was nice. Typically, I haven't received invitations to events as a reward or thank you."

Only 30% of Past Participants have Received a Recommendation for their Volunteer Work

(Baytiyeh & Pfaffman, 2010)

Business Insights

72%

of participants have a volunteer experience on their resume
(*N*=148)

30%

of participants mentioned references/recommendations a motivating factor
(N=155)

Factors that help motivate volunteers can be physiological → Fame, praise, recognition (Warneken)

People enjoy receiving references and recommendations

Physiological Extrinsic Motivation Should be Considered

Business Insights

Although a lot of students are not extrinsically motivated by concrete things, physiological extrinsic motivation should be considered

Can come in forms of recommendations and references (recognition, fame, praise)

Costless Motivation:
Students feel externally motivated as they are being recognized for their work

Secondary Research

- ➢ Achievement motivators are strongest among new volunteers
  - ○ Achievement motivators include learning new things, contributions to community, use of leisure time, formal/informal recognition
- ➢ Affiliation motivators are most effective to ensure that participants continue to volunteer
  - ○ Affiliation motivators include helping people, meeting other volunteers, if family encourages it, and if a friend is involved
- ➢ Volunteers prefer intrinsic rewards
  - ○ Ex. Achieve personal goals, people seek their opinion, they're part of a group, or they receive compliments

As the number of volunteer **organizations increases** for an individual, the greater the **importance** of **affiliative motivators** for **beginning** and **continuing** volunteers
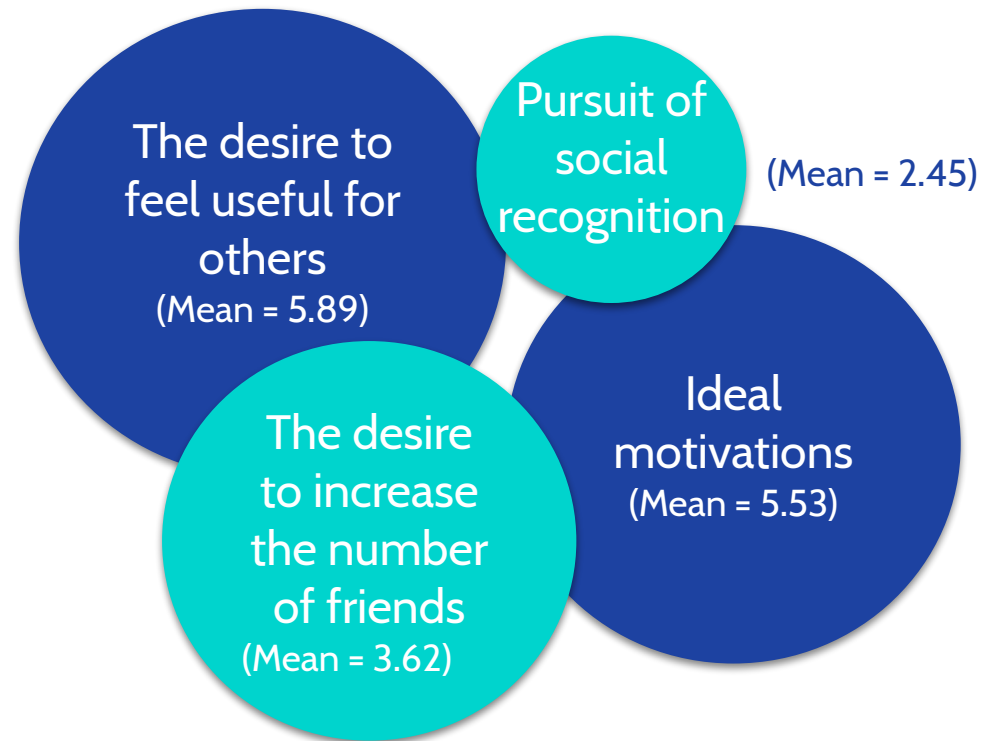
By understanding what intrinsic motivators are strongest at different points of the volunteer life cycle, BHA can more effectively onboard and retain volunteers

(Marjorie, Cox, and Culp, 2001)

Intrinsic Motivators

➤ Can increase relational and familial value of volunteer experience

➤ Aid in development of intimate social networks

Volunteer Associations

➤ Can positively impact intrinsic motivations of volunteers

➤ Should minimize the introduction of extrinsic motivators in the presence of internal motivators

The desire to feel useful for others
(Mean = 5.89)

Pursuit of social recognition

(Mean = 2.45)

The desire to increase the number of friends
(Mean = 3.62)

Ideal motivations
(Mean = 5.53)

With respect to your decision to become a volunteer, how important were the following aspects, from 1 (not at all) to 7 (entirely)?

Intrinsically motivated individuals tend to create meaningful connections when volunteering. How can BHA create opportunities for building relationships?

(Kyklos, 2009)

Secondary Research

Volunteers...

- Want to give back and **make a difference**
    - the closer they are with the cause, the more invested they may be
- Like having the ability to **personalize** their volunteer experience when applicable
- Enjoy **learning through sharing**
- Want to be challenged and take on volunteer experiences that **match their skill set**
- Enjoy **teamwork**

Motivational Theories (ranked from highest to lowest)

Social/Altruistic

Creation

Learning

Flow

Extrinsic

Overwhelmingly, individuals want to have a community impact and interpersonal element for their time and effort, followed by the ability to create and learn.

(Baytiyeh & Pfaffman, 2010)

Exploratory Research

"... the kind of energy you feed off each other is very giving"

"...it was my turn to reciprocate what I was given."

Intrinsically, we found...

- ➤ A strong sense of community
- ➤ Positive feelings derived from volunteering
- ➤ A want to work with and help individuals

- ➤ Opportunities to return kindness
- ➤ Personal investment and connection
- ➤ Closeness to a cause is important for motivation

"...we felt good all doing something together and helping people together."

"I felt like I was really helping my own community."

Q: Which of the following types of volunteer activities appeal to you?

categorical

77% want to learn new skills

120 respondents out of 155 total respondents found learning new skills to be an appealing volunteer activity

Just under ¾ of respondents reported being open to teaching others with 115 respondents out of 155 checking off this option
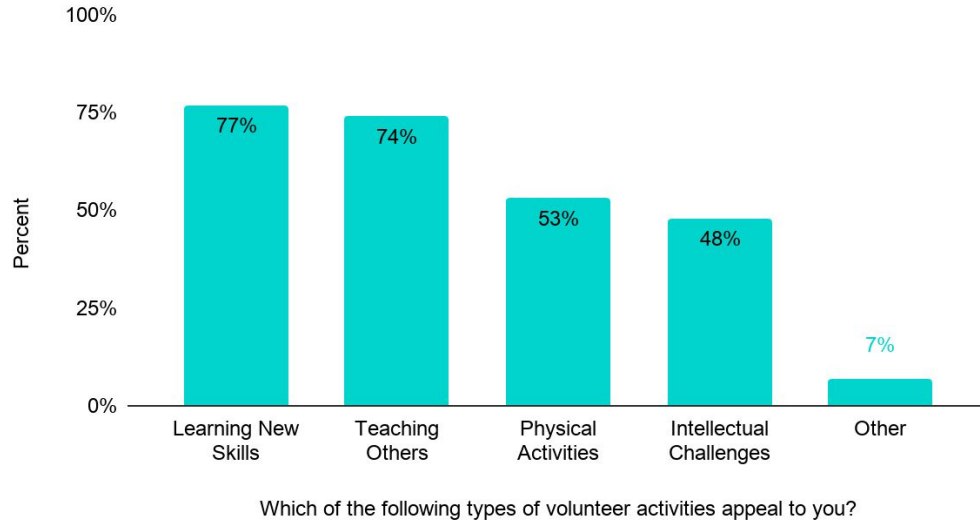
74% want to teach others

53% want physical activity

While less applicable to BHA's typical volunteer experience, over half of respondents are interested in physical activity (*N*=155)

Q: Which of the following types of volunteer activities appeal to you?

continuous

Volunteer Activities' Appeal in Percents

- 48% of participants find intellectual challenges appealing when volunteering (*N*=155)
- Only 6% of respondents shared other activities that appeal to them (*N*=155), including:
  - Helping Others
  - Interfaith Activities
  - Community
  - Meeting New People
  - Job Placement
  - Art Class

Overall, respondents seemed to favor learning new skills and teaching others, although many are open to different types of activities

Q: What motivates you to volunteer?

60%

of respondents are motivated by their desire to give back and help others (*N*=148)

" Seeing the less fortunate and thinking about all the opportunities that I have been given. I want to give back to people who have less than me. "
-Anonymous Participant

28%

of respondents are motivated by the personal satisfaction they receive from volunteering (*N*=147)

" I love improving the community by physically and emotionally being there for people who may need it. I love giving! "
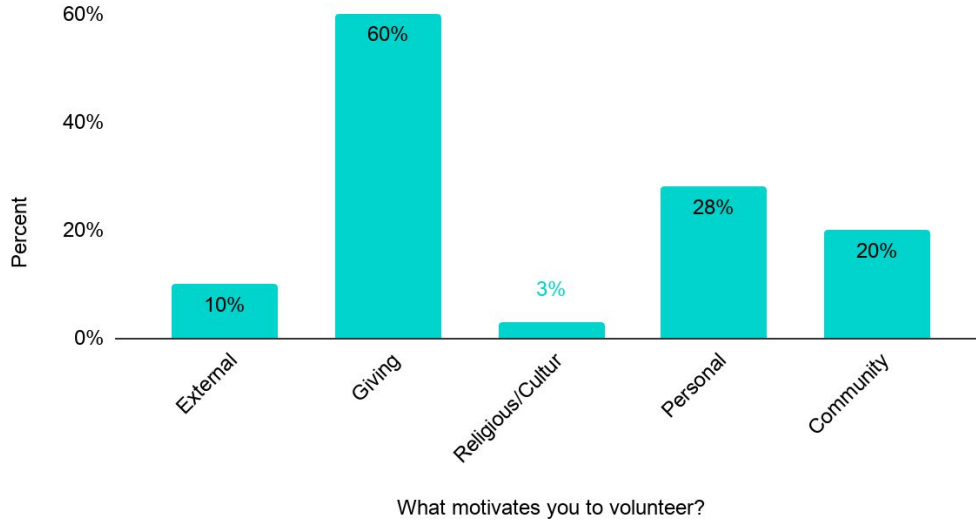-Anonymous Participant

" ...feeling like I have helped someone and accomplished something. "
-Anonymous Participant

20%

of respondents are motivated by the community they volunteer with (*N*=148)

Q: What motivates you to volunteer?

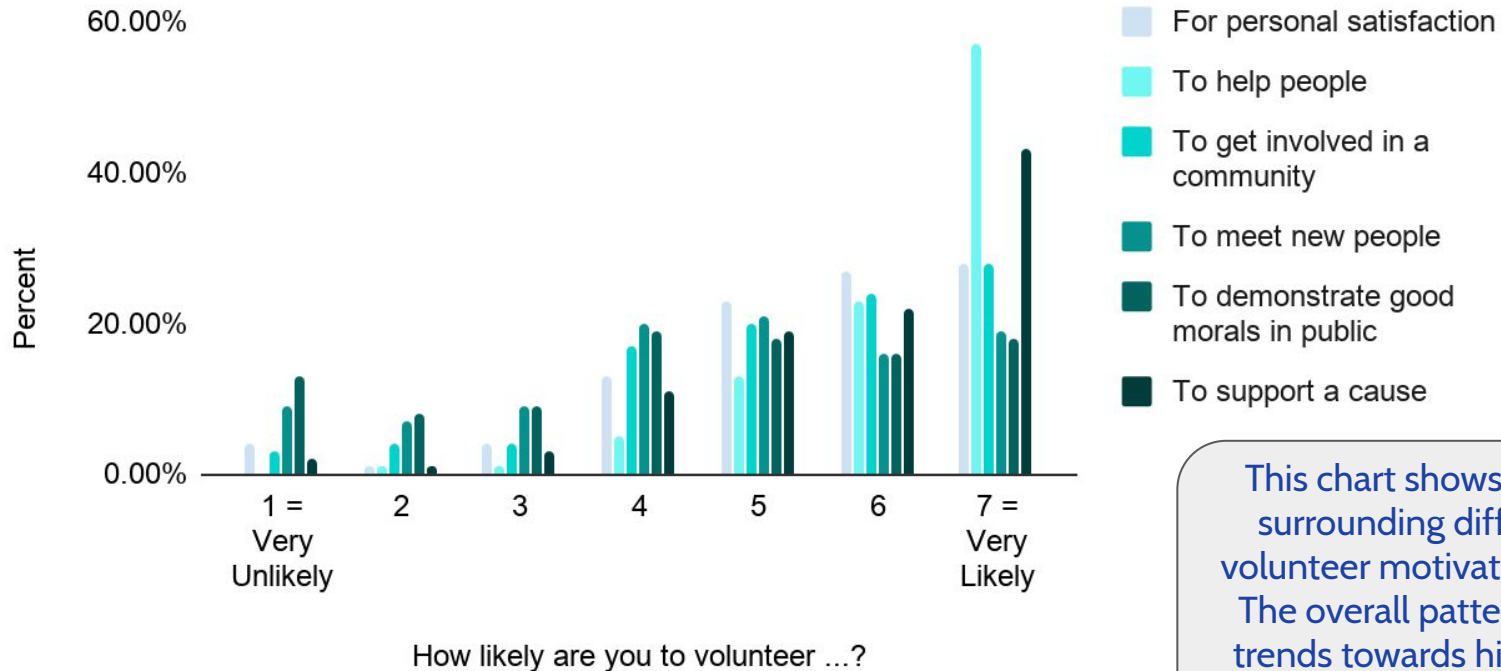Unprompted Volunteer Motivations in Percents

- 10% of participants were motivated by external rewards (*N*=155)
    - Ex. Putting their volunteer experience on their resume
- Only 3% of respondents shared motivations related to their religious and/or cultural beliefs (*N*=148)
- One off responses also included the following as motivations:
    - To share knowledge
    - To travel

Overall, respondents seemed to focus on internal motivators, specifically the ability to give back to a community of people and gain something for themselves out of the experience.

Q: Please rank the following from 1 to 7 where one is Very Unlikely and 7 is Very Likely. How likely are you to volunteer... ? *continuous*

Likelihood to Volunteer Based on Intrinsic Motivators in Percents

Legend:
- For personal satisfaction
- To help people
- To get involved in a community
- To meet new people
- To demonstrate good morals in public
- To support a cause

Y-axis: Percent (0.00%, 20.00%, 40.00%, 60.00%)

X-axis: How likely are you to volunteer ...?
1 = Very Unlikely, 2, 3, 4, 5, 6, 7 = Very Likely

This chart shows the responses surrounding different internal volunteer motivations in percents. The overall pattern of this graph trends towards high likeliness for most factors.

Q: Please rank the following from 1 to 7 where one is Very Unlikely and 7 is Very Likely. How likely are you to volunteer...

6.25
out of 7

was the mean score for likeliness to volunteer **to help people**, with a standard deviation of 1.08 (*N*=159)

Supporting a cause had an average score of 5.84 out of 7 regarding likeliness to volunteer (*N*=159, Standard Deviation=1.35)
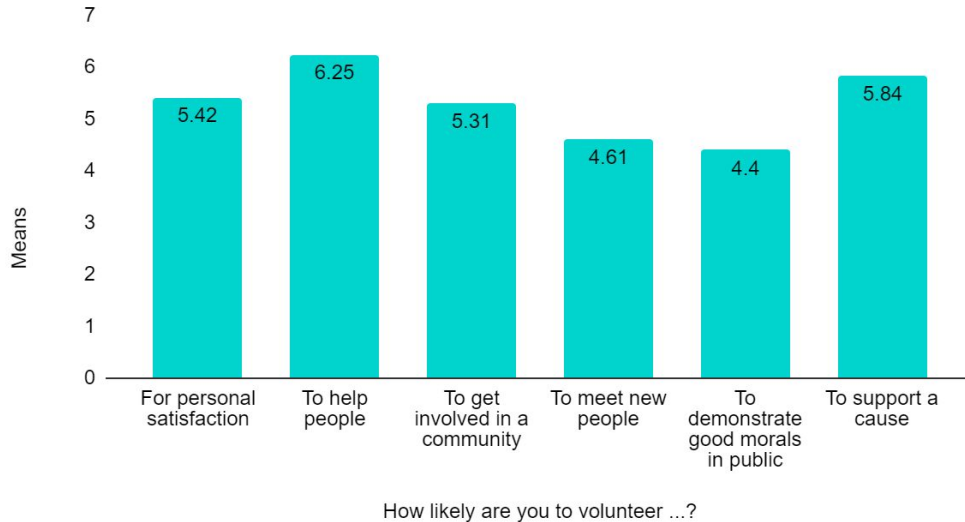
5.84
out of 7

5.42
out of 7

was the mean score for likeliness to volunteer **for personal satisfaction**, with a standard deviation of 1.52 (*N*=158)

Q: Please rank the following from 1 to 7 where one is Very Unlikely and 7 is Very Likely. How likely are you to volunteer...

Mean Score of Likeliness Out of 7

- Getting involved in the community received an average score of **5.31 out of 7** (*N*=159, Standard Deviation=1.84)
- Meeting new people received an average score of **4.61 out of 7** (*N*=159, Standard Deviation=1.84)
- To demonstrate good morals in public received an average score of **4.40 out of 7** (*N*=159, Standard Deviation=1.95)

Overall, the means for this question were high, the lowest score still being above the midpoint on the scale. Respondents overall enjoy helping others, but engaging them in a cause may help increase their willingness to help.

Business Insights

5.89/7 was the mean score found for the desire to feel useful for others *(Kyklos, 2009)*

"It was my turn to **reciprocate** what I was given."

60% of respondents are motivated by their desire to give back and help others (N=148)

Social & **Altruistic** reasons rank **highest** in **motivational** theory *(Baytiyeh & Pfaffman, 2010)*

People are Most Likely to Volunteer to Help Others

Business Insights

Achievement motivators are strongest among new volunteers

77% of participants want to learn new skills (*N*=155)

People enjoy learning via sharing & want to be challenged

74% of participants want to teach others (N=155)

People Enjoy Learning & Growing When Volunteering

(Baytiyeh & Pfaffman, 2010)

Business Insights

20% of respondents are motivated by the community they volunteer with (N=148)

"...we felt good all doing something **together** and **helping people** together."

5.31/7 was the mean score of likeliness to volunteer to get involved in the community (N=159, Standard Deviation=1.8)

Affiliation motivators are most effective to ensure that participants continue to volunteer

Community is an Added Benefit when Volunteering

Business Insights

People are Most Likely to Volunteer Just to Help Others

People Enjoy Learning and Growing

Community is an Added Benefit when Volunteering

Secondary Research

Volunteer Evaluations of BHA Training Session

Most Helpful Aspects	Least Helpful Aspects
➢ Videos ➢ Roleplay ➢ Clarity of trainer ➢ Handouts	➢ Cultural difference section too long ➢ "Who Is Not A Good Volunteer" handout was broad and confusing
Information Not Covered	**Suggestions for Improvement**
➢ Real practice ➢ How to deal with difficult clients ➢ Dress code ➢ Frequency in which jobs are received ➢ Possible internship opportunities	➢ Involve trainees in roleplay ➢ Condense presentation ➢ More time for discussions ➢ Provide water ➢ Bathroom break

Substance Abuse and Mental Health Services Administration Faith-Based and Community Initiative

➢ For training improvement: "you can schedule **rolling orientations**. A rolling schedule involves **orienting volunteers as they join** your organization. An orientation leader meets with each volunteer individually at a mutually convenient time." (Samsa.gov, 2005)

  ○ The rolling schedule would be more convenient to the volunteers and make it easier for them to complete training

  ○ One-on one training would make it more personalized and add a sense of community to the organization

The Journal of Crises Intervention and Suicide Prevention

➤ "Volunteers serve a valuable and irreplaceable function in the suicide prevention movement. Virtually all crisis volunteer programs **require** their staff to undergo **basic training** to attain a minimal **standard level** of knowledge and skill." **(Clark,1997)**

  ○ Training is always required to ensure all volunteers are on the same level
  ○ Even though training is required, volunteers are still engaged and motivated because the cause they are working toward is important to them

Exploratory Research

Focus Group and Interviews:

Mandatory Training has not affected students' motivations

- ➤ "I view the training as **part of the volunteering**"
- ➤ "You **have to train** to be part of a program. I will do training because it motivates me more."
- ➤ "one needs **to understand how things are done** in a specific volunteer experience"

Online training sessions would not be effective

- ➤ "I'm open to trying it but if it's not effective **I'd rather go in person."**
- ➤ "I would be open to having a **Skype training."**

Students want more connection and interaction during training

- ➤ "They say how you should do it and move onto the next person.They **aren't giving them a sense of community** to make them want to do their job correctly and do it well and want to do better."
- ➤ "They would **rush** through and forget names and **not give time to ask questions**. "

How to make mandatory training more accessible

- ➤ "Readily **available information** would help. Stands at Northeastern help to inform but usually the **follow up processes** are inconsistent."
- ➤ "For the organization I am a part of at my university, we **make sure it is at times where no one has class.** We also try to move around peoples schedules"

Q: Do you believe training before volunteering should be required?

categorical

Training Required Before Volunteering
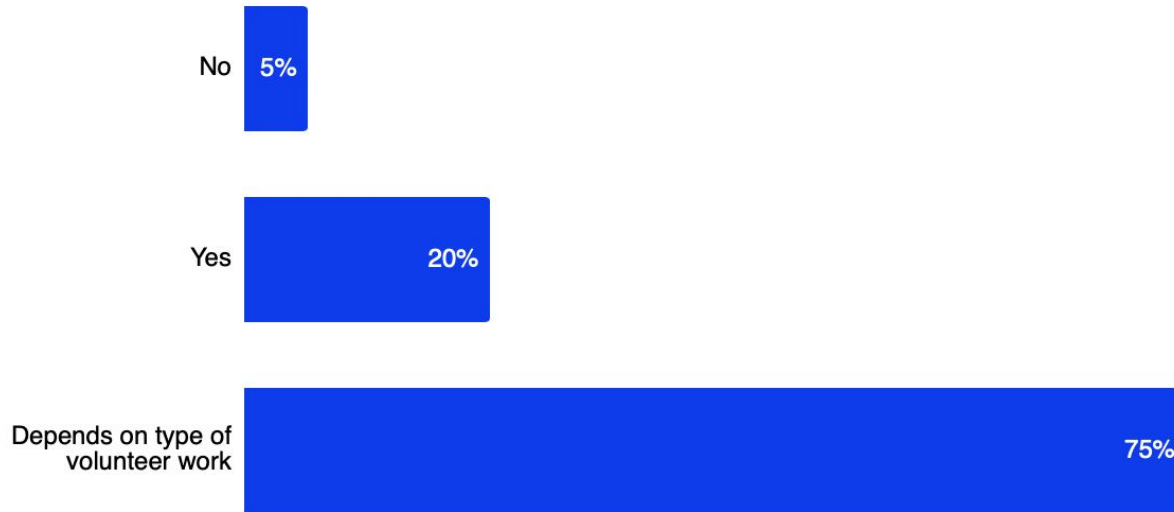
FREQUENCY
- 5% of respondents believe training should not be required (N=156)
- 20% of respondents believe training should be required (N=156)
- 75% of respondents believe it is dependent on the volunteer work (N=156)

Q: Have you ever volunteered with an organization that required you to do training?

categorical

FREQUENCY
- 45% of respondents were required to complete training with an organization they volunteered for (N:132)
- 38% of respondents were NOT required to complete training with an organization they volunteered for (N:132)

Q: If yes, how many hours of training were required (Answer for your most recent volunteer position that required any type of training)

Continuous

5.25

Hours was the average answer

Respondents were asked to list the number of hours of training they were required to do for their most recent position. The average number of hours required was 5.25. (M=5.25, SD=25.91, N=72) However, this includes those who did not participate in training, so we have also included the median and mode.
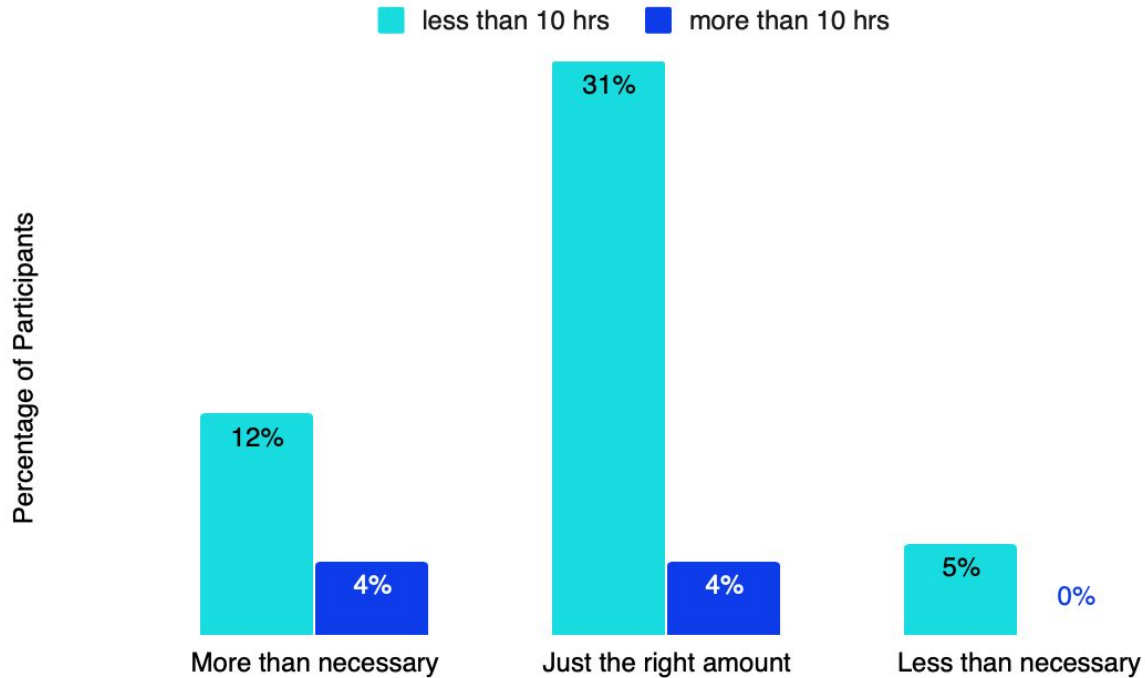
- Median=3
- Mode=1

Q: Did you feel that the time spent in this training was:
categorical

Training Length Opinion
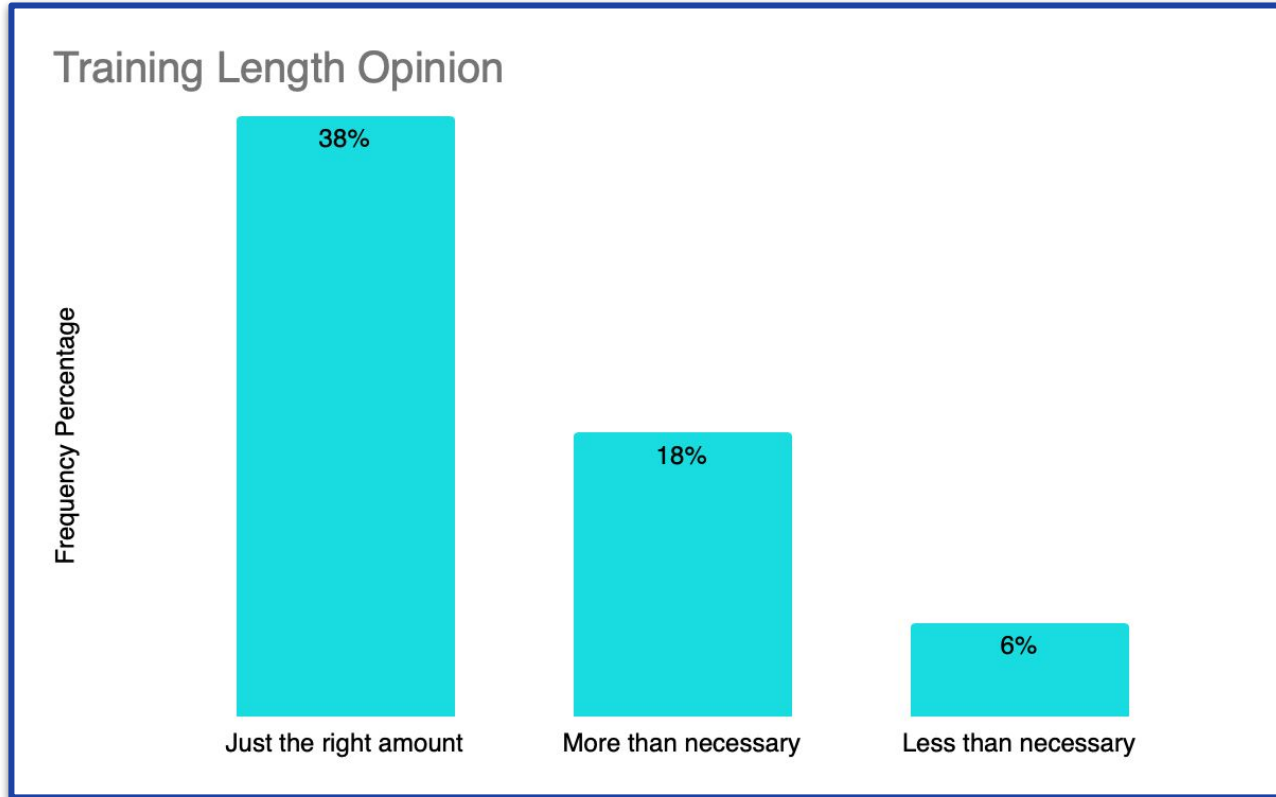
FREQUENCY
- 38% of respondents felt that the time spent was sufficient (N=152)
- 18% of respondents felt the time spend was more than necessary (N=152)
- 6% of respondents felt the time spent was less than necessary (N=152)
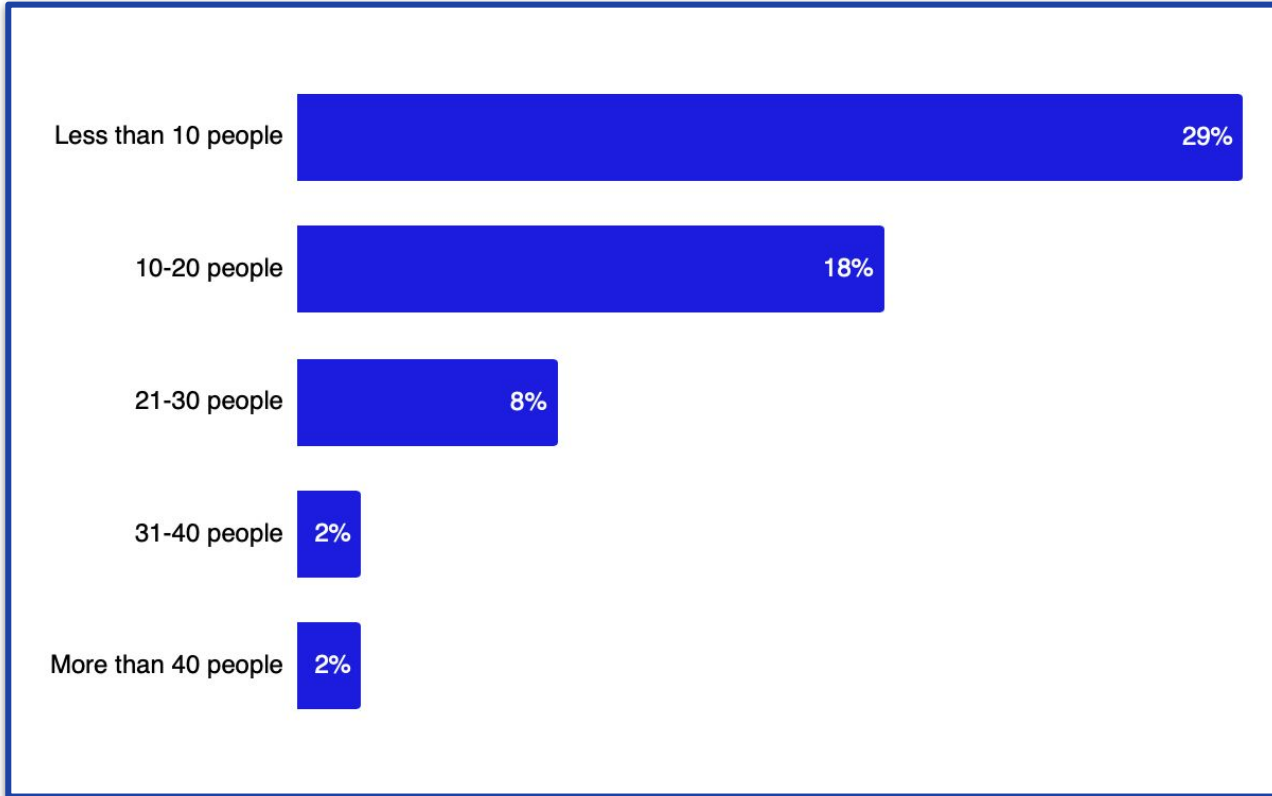
Trainee Opinions Based on Required Training Hours

less than 10 hrs   **more than 10 hrs**

Percentage of Participants

- More than necessary: 12% (less than 10 hrs), 4% (more than 10 hrs)
- Just the right amount: 31% (less than 10 hrs), 4% (more than 10 hrs)
- Less than necessary: 5% (less than 10 hrs), 0% (more than 10 hrs)

CROSSTAB

We hypothesized that trainees' satisfaction with their previous training requirements was dependent on the number of required hours. After running the crosstab test we found that trainees who were required to complete more than 10 hours of training believed it was more than necessary, while those who completed less than 10 believed it was just right. $X^2(6, N=128)=104.26$, $p<0.001$

# Q: What was the size of the last training session you were part of?

Categorical

| Category	Percentage
Less than 10 people	29%
10-20 people	18%
21-30 people	8%
31-40 people	2%
More than 40 people	2%

FREQUENCY

- **47%** of respondents' training sessions consisted of less than 20 people (*N*=155)
- **11%** of respondents' training sessions consisted of more than 20 people (*N*=155)

Q: Would you prefer larger or smaller group sizes for volunteer training (Larger would be considered over 20 people, and smaller would be considered under 20 people)

categorical

FREQUENCY

- 81% of respondents prefer smaller volunteer training group sizes (*N*=151)
  15% of respondents prefer larger volunteer training group sizes (*N*=151)

Larger Group

15%

Smaller Group

81%
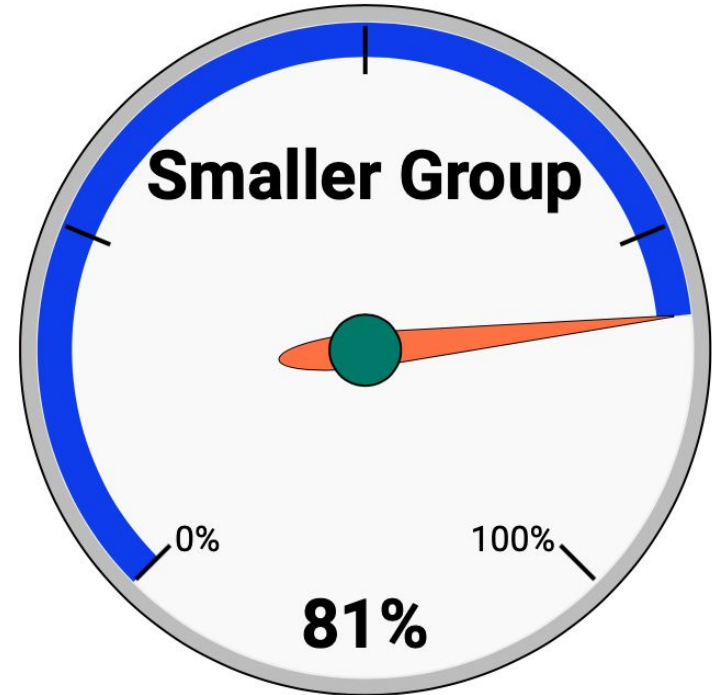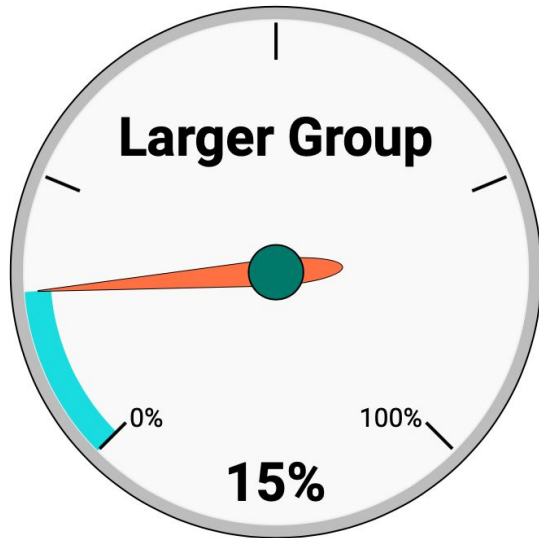
Training Size Preference Based on Previous Training Group Size
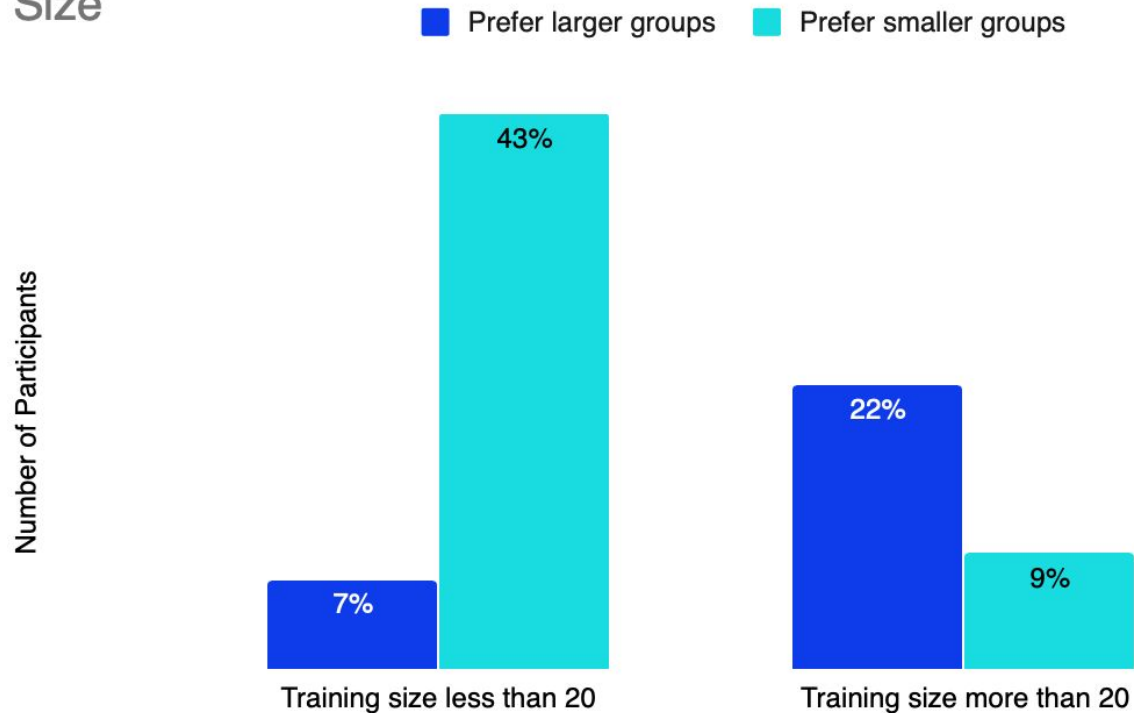
CROSSTAB: We hypothesized that participants' training size preferences were influenced by their previous training group sizes they experienced. The crosstab test revealed that there is no correlation between the two variables. $X^2(2, N=151)=2.49$, $p>0.288$

Q: Have you ever completed online training?
categorical

FREQUENCY

- 86% of respondents have never completed an online training course (*N*=156)
- 14% of respondents have previously completed an online training course (*N*=156)

Q: If yes, was (online training) effective for you?
categorical

FREQUENCY
- 73% of respondents felt online training was effective (*N*=22)
- 27% of respondents felt online training was not effective (*N*=22)

73%

Q: Based on your training experiences, what overall improvements could be made?

categorical

Popular themes among responses:

More online- 9%

More role play- 21%

Improved staff relations- 17%

More engaging- 26%

Useful information presented- 13%

Business Insight #1

Based on the data, volunteers prefer smaller training size sessions (less than 20 people). Keeping training sizes small helps improve:

ENGAGEMENT	Building a sense of community	Available time for volunteers to ask questions and interact

Business Insight #2

The median answer for how long volunteers' previous training sessions were was 3, while volunteers who completed less than 10 hours of training believed the time was "just right". Maintaining training sessions run time to be around 3 hours would improve:

ENGAGEMENT

Potential repetition of information

SATISFACTION

Business Insight #3

Based on our focus group and BHA's previous survey, volunteers generally feel that training sessions were either too slow or too fast. Thus, ensuring that the session is moving at an appropriate pace based on feedback from the trainees would improve:

| ENGAGEMENT | More time for questions + interaction | Participants' sentiment of inclusion and care |

Business Insights

Participants like small training sizes

Training sessions under 3 hours are most effective

More activities to spark engagement

Final Insights

Business Insights

Background, religion, and the cause of volunteer work potentially influence people's views on volunteering. However, family culture half the time does not shape people's perspectives.

School and work are the top barriers to volunteering, but offering volunteer activities that fulfill a passion or social need can motivate people to give up some time from their other obligations.

Intrinsic motivators are stronger than extrinsic motivators–most people are driven by a need to help others. Consider recommendations/references as a useful motivator

Required training sessions before volunteer work have not affected potential volunteers' motivations, as long as the timing is appropriate and the activities are engaging.

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