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**Building A Loyal Volunteer Corps:
Gleanings From The Internship Program At UniversalGiving™**

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Abstract

Voluntary action is at the core of social capital and reinforces most social action in civil society. It can occur spontaneously - such as when citizens offer their help in the aftermath of natural disasters, or in a more structured manner as "expressed through civil society organizations (CSOs) encompassing a very broad range of types and serving an array of constituencies". In North America, as much as 85 percent of all charitable nonprofits have no paid staff and are run entirely by volunteers. Yet, this talent pool remains overlooked and undervalued: a 2008 CNCS study found that the rate of volunteer turnover per year at 10 times that of paid nonprofit staff. Further, more than one-third of those who volunteer one year do not donate their time the next year at any nonprofit. This translates to an estimated \$38 billion in lost labor. This research method implements a program evaluation of UniversalGiving's Internship Program, a 501(c)3, founded in 2002 and based in San Francisco, California. The findings from this research will be used to develop a toolkit for UG's use in the management of its internship program. The toolkit would offer a basket of tools, namely, an Intern Agreement, an Intern Motivation Questionnaire to ascertain motivations of each volunteer, and an Intern Roadmap - a development plan that would facilitate the assignment of projects based on goals set by volunteers. Data is gathered from multiple sources including an electronic survey of current and past interviews, expert interviews with interns and practitioners, and a literature review of primary sources. It is expected that UG will be better able to understand the motivations of applicants to their program, and therefore able to 'market' their program to their targeted audience, match recruits to available projects based on the perceived congruence between organizational culture

and individual motivations, and have a more holistic volunteer management process that has volunteer retention at its core. In doing so, UG will be able increase the likelihood of retention, where retention is measured by a volunteer's continued involvement with the organization as an intern beyond the minimum three month time commitment required of all volunteers, or as a UG Ambassador if they have to leave due to naturally occurring events (e.g moving to another city, competing demands on personal time etc).

Keywords: Volunteer, Retention, UniversalGiving, Internship

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Introduction

Voluntary action is at the core of social capital and reinforces most social action in civil society. It can occur spontaneously - such as when citizens offer their help in the aftermath of natural disasters; or in a more structured manner as “expressed through civil society organizations (CSOs) encompassing a very broad range of types and serving an array of constituencies” (United Nations Volunteers n.d.). People join CSOs and non-governmental organizations (NGOs) to volunteer a wide range of services. Some volunteer to serve in the governance structures of the organizations themselves; others assist with the operations from fundraising to client service. Volunteerism is also present in a less visible way, through membership in innumerable grassroots associations found in every part of the globe (United Nations Volunteers n.d.). In North America, as much as 85 percent of all charitable nonprofits have no paid staff and are run entirely by volunteers (National Council of Nonprofits 2015). Defined under the Fair Labor Standards Act (FLSA) as any individual who provides services without any expectation of being compensated and one who does so without any coercion or intimidation, volunteers provide a tremendous resource for CSOs. While current guidance provided by the Department of Labor (DOL) stipulates that volunteers should not work a full time schedule and perform substantially the same activities as paid employees (Department of Labor 2014), nonprofit organizations still enjoy the additional savings earned from not having to pay wages, benefits and taxes to volunteers. In addition, many nonprofits view volunteers as important because “they contribute to organizations by filling supplementary roles, thus enabling paid staff to concentrate on central tasks” (Newton, Becker and Bell 2014).

According to the Corporation for National and Community Service (CNCS), about 62.6 million Americans, or 28.4 percent of the adult population, gave 7.7 billion hours of volunteer service worth \$173 billion in 2013. The top volunteer activities included fundraising or selling items to raise money (25.4 percent); collecting, preparing, distributing, or serving food (24.2 percent); providing transportation and general labor support (19.6 percent); tutoring and teaching youth (18 percent); mentoring youth (17.3 percent); and lending professional and management expertise (15 percent) (Corporation for National & Community Service 2014). While the estimated value of volunteer time in California is US\$26.34 per hour (Independent Sector 2013), it should be noted that volunteers provide many intangibles benefits that cannot be easily quantified. For example, volunteers demonstrate the amount of support an organization has within a community, provide work for short periods of time, and provide support on a wide range of projects. Additionally, volunteers are almost twice as likely to donate to charity as non-volunteers. The latest available Volunteer Supplement to the Current Population Survey (CPS) reports that nearly eight in 10 volunteers donate to charity, compared to four in 10 of non-volunteers in 2013.

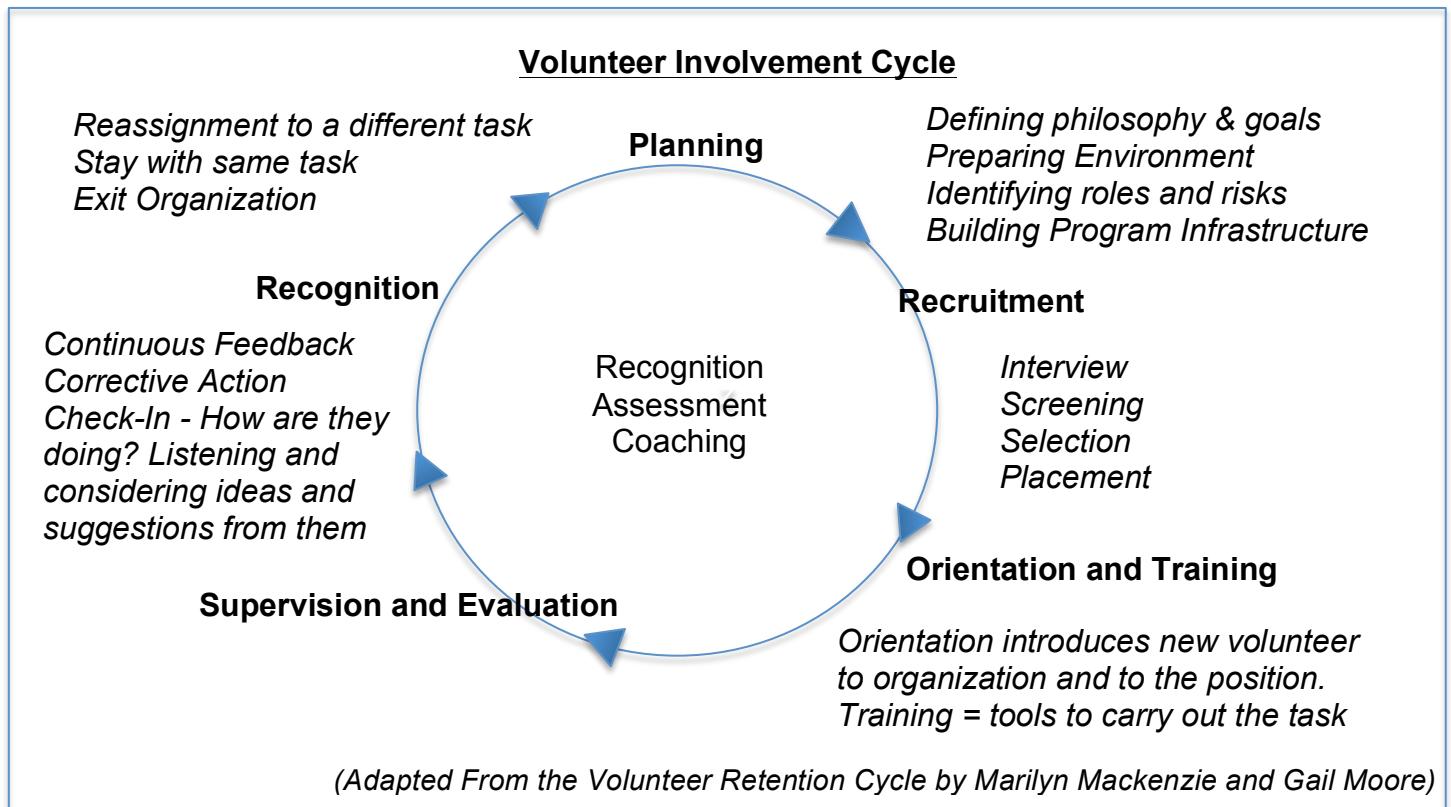
It is imperative that nonprofits harness the long-established traditions of sharing skills, time, ideas and energy, if they want to address the challenges posed by the social problems of today's world. Yet, this talent pool remains overlooked and undervalued: a 2008 CNCS study found that the rate of volunteer turnover per year at 10 times that of paid nonprofit staff (Corporation for National and Community Service 2007). Further, more than one-third of those who volunteer one year do not donate their time the next year at any nonprofit. This translates to an estimated \$38 billion in lost labor (Eisner, et

al. 2009). While many nonprofits view volunteer retention as a goal, few realize that the process of ‘retention’ is an outcome, not a task. It requires a strategic approach that offers “a well-organized, welcoming, and meaningful volunteer assignment” (Energize Inc 2015) in order to build a loyal volunteer corps that continues to contribute their time for the long haul. To make the most of the prospects presented by volunteer talent, “nonprofit leaders need to expand their vision of volunteering, integrating volunteers into their strategic planning, and reinvent the way that their organizations support and manage volunteer talent” (Eisner, et al. 2009).

Literature Review

The subject of volunteer retention is not new. In 1988, Mackenzie and Gail developed the Volunteer Retention Cycle as a model to understand volunteer engagement. This cycle has been adapted and modified several times since, but the basic premise remains: volunteer retention is a process that involves five major elements: planning, recruitment, orientation and training, supervision and evaluation and recognition; at the end of which the volunteer is preferably reassigned to a different task instead of leaving the organization. Figure 1 illustrates how volunteer management involves more than just simply assigning a volunteer into the most pressing task that needs doing.

Other scholars have proposed alternative theories for building sustainable volunteer management and retention programs in nonprofit organizations. One stream of research focuses on the recruitment aspect of volunteers, suggesting that the success of a volunteer program in retaining its volunteers is dependent on effective

Figure 1: Volunteer Involvement Cycle (University of British Columbia 2015)

recruitment of volunteers. They argue that organizations should adopt a ‘marketing approach’ to the recruitment and retention of their volunteers (Wymer 1999) where volunteer opportunities are essentially a marketplace in which various ‘employing organizations’ (in this case, nonprofits) compete against one another for ‘customers’ or volunteers in this context (Karl, Peluchette and Hall 2008). It has also been suggested that volunteer work represents an exchange of volunteer’s labor for some form of psychosocial benefit between the nonprofit ‘seller’ and the volunteer ‘buyer’ (Wymer and Samu 2002). Beerli, Diaz and Martin (2004) and Randle and Dolnicar (2009) extended the theory of self-congruity to volunteering, positing that the volunteer’s self-image had an influence on the type of nonprofit organization chosen to donate their time or service

to. Therefore, managers should seek to facilitate matches between participatory activities and the volunteer's image of self (Emens, et al. 2014). Clary and Snyder's (1998) Volunteer Functions Inventory (VFI) assesses motivations for and rewards of volunteering, and is based on the assumption that volunteers perform the same volunteer activity for the same organization but may have very different reasons for volunteering (Clary and Snyder 1998). They argue "successful volunteer recruitment, satisfaction and retention is tied to the ability of the volunteer experience to fulfill the volunteer's important motives" (Clary and Snyder 1998). The motives are categorized into 6 main functions as illustrated in Figure 2. These studies suggest that volunteers are motivated by various reasons, and the psychosocial reward they are seeking can range from pure altruism, self-image, a sense of obligation or even the desire to feel productive. By having enough knowledge of these motivations, and then 'marketing' to each motivation directly, nonprofit organizations would be able to attract the 'right' pool of volunteers that will stay with the organization.

Another stream of research proposes that the initial attraction that compels volunteers to an organization is insufficient in sustaining them once they are 'on board'. The 'volunteer experience' is just as crucial in retaining volunteers and it would be advantageous to the organization to ensure a 'best fit' volunteer experience that aligns a volunteer's motivations with the cause, assigned task(s) and learning and development opportunities (LDOs). Hassay and Peloza (2009) proposed that nonprofit membership is based upon an individual's identification with the cause, the nonprofit organization, and the social-cause community (both face to face and online). Thus, the goal of volunteer managers should be to build social cause communities where the "sharing of

information and experiences among members promote deep relationships within the community”, thereby building a long term community of supporters (i.e volunteers) who can sustain the organization’s work (Hassay and Peloza 2009). Widner, et al. (2005) argued that feeling included in the workplace enhances a volunteer’s feeling of acceptance, and thus increases the likelihood of continued involvement and satisfaction with the position within an organization. Mor Barak (2005) dissected the concept of organizational inclusion even further, advocating that the five dimensions of organizational inclusion: the social group that works directly with the volunteer, the department where the volunteer works, the volunteer coordinator in charge, the leadership of the organization and finally, the entire organization structure; are factors that affect the volunteer’s commitment to the organization. Another aspect of the volunteer experience is LDOs available to the volunteer. Referring to opportunities to learn and perform tasks in a manner that contributes to the development of their potential, Paul and Anantharamman (2003) suggest that the provision of LDOs demonstrate to the volunteer that the organization is committed to the growth of individual volunteers as well as the volunteer workforce as a whole. Consequently, the desire for the volunteer to stay on with the organization is a reflection of the perceived commitment displayed by the organization. Similarly, Fahey, Walker and Lennox (2003) argue that the provision of appropriate training for their volunteers is part of the nonprofit’s responsibilities, and is likely the most powerful recruitment and retention tool.

Yet another stream of research centers on the factors that affect volunteer job satisfaction. This camp of scholars argue that even by recruiting the right pool of volunteers and providing them the best experience, there are other factors that affect’s

Figure 2: Motivations For Volunteering (Clary and Snyder 1998)

Function	Description
Values	Volunteering as a way to express or act on important humanitarian and/or altruistic values
Understanding	Volunteering as a way to learn more about the world and/or exercise skills that are often unused
Enhancement	Volunteering as a way to grow and develop psychologically
Career	Volunteering as a way to gain career-related experience
Social	Volunteering as a way to strengthen one's social relationships
Protective	Volunteering as a way to reduce negative feelings and/or to address personal problems

a volunteers satisfaction with his/her job, and consequently their decision to stay or leave. Certainly, some turnover occurs naturally as volunteers complete their assignments or face competing demands on their time, but turnover could also happen because of factors entirely within a nonprofit's control: a poor job fit, unrealized or mismanaged expectations, and even unsatisfactory managerial treatment. Scholars such as Davis, Hall and Meyer (2003) and Tidwell (2005) suggest that volunteering is "a complex function of antecedents to volunteer activity, motivations to volunteer, and the experience itself" (Gazely 2012). Penner (2002) attributes sustained volunteering as a function of three groups of causal relationships: (1) Demographic characteristics (such as age, sex, and education status) that provide the human and social capital to propel people into volunteering, (2) personal beliefs and values that affect the decision to volunteer, and (3) situational factors that play a role in the volunteer's intention to continue. Rousseau (1995) applied the Relational Contract Theory to volunteering: suggesting emotional concerns such as supportive LDOs and a sense of community is exchanged for the volunteer's loyalty, commitment and continued involvement. It is when the implicit expectation behind this exchange is not realized that volunteers

choose to leave (Rousseau 1995). As Farmer and Fedor (1999) surmise, when remuneration is limited, “perceiving support from the organization in the form of recognition, being valued, and feeling that the organization cares about one’s well-being become even more important” (Farmer and Fedor 1999).

Nonprofits that are unable to minimize volunteer attrition face a revolving door of volunteers where positions must be refilled repeatedly and resources must be spent on onboarding each new volunteer. “Minimizing this potential drain on organizational resources makes volunteer retention a managerial imperative, a key element in the concept known as volunteer management capacity” (Hager and Brudney 2004).

Evaluation Purpose & Questions

The purpose of this evaluation is to improve the retention of volunteers and interns in UniversalGiving's™ (UG) Internship Program. The goal of the research is to examine intern motivations in committing to an internship with UG, specifically how the following factors impact their desire for continued involvement with UG: the volunteer recruitment process, the notion of ‘best fit’ with respect to their overall volunteer experience, and job satisfaction in terms of perceived support and recognition from the leadership. It should be noted that the term, ‘interns’ and ‘volunteers’ are used interchangeably for the purpose of this paper for two reasons: both positions are unpaid - interns do not receive school credit unless requested (and most do not). Secondly, UG interns view themselves as volunteers but refer to themselves as interns as they associate the title of ‘intern’ with a higher prestige than ‘volunteer’. The findings from this research will be used to develop a toolkit for UG’s use in the management of its internship program. The

toolkit would offer a basket of tools, namely, an Intern Agreement, an Intern Motivation Questionnaire to ascertain motivations of each volunteer, and an Intern Roadmap - a development plan that would facilitate the assignment of projects based on goals set by volunteers. It is expected that UG will be better able to understand the motivations of applicants to their program, and therefore able to 'market' their program to their targeted audience, match recruits to available projects based on the perceived congruence between organizational culture and individual motivations, and have a more holistic volunteer management process that has volunteer retention at its core. In doing so, UG will be able increase the likelihood of retention, where retention is measured by a volunteer's continued involvement with the organization as an intern beyond the minimum three month time commitment required of all volunteers, or as a UG Ambassador if they have to leave due to naturally occurring events (e.g. moving to another city, competing demands on personal time etc.). UG Ambassadors continue their involvement with the organization even after they leave through activities such as advocating for UG on social media or guest speaking at events. To that end, these are the research questions (RQ) to be answered:

RQ1: How adequate is the recruitment process in recruiting *¹individuals who are a good fit with the values of UniversalGiving and have an interest in international issues, nonprofits and philanthropy?*

RQ2: Does the current internship program provide the 'best fit' volunteer experience with respect to the assigned task(s) and LDOs?

RQ3: Does leadership effectively address the needs of interns and hence contribute

¹ The italicized phrase appears in every job description and is considered an essential requirement of the interns and volunteers that UG seeks.

to overall volunteer satisfaction?

Project Background

About The Organization

UG is a 501(c)3 organization based in San Francisco, California. Founded in 2002, UG's mission is to "connect people to quality giving and volunteer opportunities worldwide" (UniversalGiving 2015) by offering an online platform showcasing international projects that have been vetted through UG's proprietary Quality Model. UG has even trademarked the phrase, "Create A World Where Giving And Volunteering Are A Natural Part Of Everyday Life", which is clearly visible on all of its communications collateral. UG has engaged over 250 interns since it started, and they work with between 40 to 60 interns over the course of each year. To date, UG has only 17 confirmed UG Ambassadors (Lau,G., personal communication, May 1, 2015). The main audiences for this evaluation report are UG's Founder, Pamela Hawley and UG's Operations and Recruiting Specialist, Ayuko Picot.

Data Gathering Methodologies

In order to understand the motivations in applying for an internship with UniversalGiving and their overall internship experience, data was gathered from current and past interns using a survey administered on Google Forms via three social media platforms: Facebook, Google+ and LinkedIn. Participants were contacted either through direct private messages on these platforms and provided with the survey, or asked to participate by their friends who shared the link with them. It had an overall reach of about 60 people, though the response rate was 33 percent. The group of survey

participants ($N=20$) consisted of both males ($n=2$, 10%) and females ($n=18$, 90%). The participants were of diverse ethnicities: Caucasians ($n=2$, 10%), Hispanics/Latinos ($n=4$, 20%), Asian American ($n=10$, 50%), and Other ($n=4$, 20%). When asked what their highest level of education was, most respondents had a graduate degree ($n=10$, 50%) or a bachelor's degree ($n=6$, 30%). Two respondents had some college experience and the remaining two respondents had a post-graduate degree. The majority of respondents surveyed interned for between 1 to 3 months ($n=12$, 60%). The age of participants surveyed ranged from 19 – 44, though the average age of was 25 ($m=26.1$, $SD=7.3$). The mode age of respondents was 19. Overall, respondents were satisfied with their internship experience ($m=4.4$, $SD=1.85$), and were likely to recommend this program to others ($m=4.4$, $SD=1.96$).

Additionally, a follow up interview was conducted with some of the respondents. The second last question in the survey asked if survey respondents would like to participate in a follow-up interview about their internship experience. If they answered yes and provided an email address an interview was scheduled. A follow up interview was conducted with 25 percent ($n=5$) of survey respondents. To ensure anonymity of all interviewees, they will be referred to as Intern 1, Intern 2, Intern 3, Intern 4, and Intern 5. It should be noted that this method of sampling might result in some negative bias. Similar to the case of online reviews where individuals are more likely to write about bad experiences than good ones, securing interviewees in this manner could have resulted in more individuals who had a negative internship experience at UG who were willing to participate.

Expert Interviews with volunteer managers of other volunteer-dependent organizations were conducted to gain some insight into best practices regarding volunteer retention. The interviewees were conducted with volunteer managers from 3 different organizations – one serving marine mammals, one serving the homeless and destitute as well as an institute of higher education. All of these organizations engaged more than 50 volunteers over the course of the year and had a large scope of volunteers across different departments. To preserve their anonymity, they will be referred to as Expert 1, Expert 2, and Expert 3. Due to scheduling conflicts, I was not able to schedule an interview with the Executive Director in time for the submission of this report.

Finally, a literature review of primary and secondary sources was also conducted. The primary sources are: UG's website, a public domain, UG's recruitment manual, an internal document, and UG's Intern Training Manual, also an internal document. Secondary sources are referenced in the 'Literature Review' section above.

Findings

RQ1: How adequate is the recruitment process in recruiting ²individuals who are a good fit with the values of UniversalGiving and have an interest in international issues, nonprofits and philanthropy? The recruitment process refers to how UG hires its interns and examines its Recruiting Manual, job descriptions of opportunities posted online, as well as the interview that potential volunteers undergo before they are hired. The UG Recruiting Manual is internally branded as a "step-by-

² The italicized phrase appears in every job description and is considered an essential requirement of the interns and volunteers that UG seeks.

step guide to recruiting interns, volunteers and paid employees" (UniversalGiving 2014). It functions as the main body of knowledge for hiring managers including volunteer managers in charge of recruiting new volunteers to the Internship Program. Through the manual, volunteers managers are trained to describe the Internship Program as "best in class", a program that provides "real world experience", individuals who would like to "gain practical skills", "learn how to work across 1-2 business units", and suitable for "volunteers who want to give back to the world in a strategic way" (UniversalGiving 2014). The same descriptors are consistently across job opportunities publicly posted on its website, and other popular job hosting sites such as VolunteerMatch and Net Impact.

Findings from the survey that revealed the top 3 functions UG interns are motivated by. They are Values (internship as a way to express ones altruistic and humanitarian values), Understanding (internship as a way to gain knowledge, skills and abilities), and Career (internship as a way to improve career prospects). Table 1 illustrates the responses of the survey participants when asked to rank their motivations behind their decision to intern with UG. They survey asked participants to rank how they felt about each statement on a scale from 1 to 7, where 1 being Strongly Disagree, and 7 being Strongly Agree. The following motivations were ranked an average of 6 or higher:

- Belief in the mission and values of UniversalGiving
- Passion for social change
- Gain valuable job experience
- Experience direct, hands-on learning
- To make new friends

Table 1: UG Intern Motivations (Yeo-Oxenham, 2015)

Motivating Factors	Mean	S.D	Median	Mode
Belief in the mission and values of UniversalGiving	6.3	0.47	6	6
To belong to a group and create a social network.	5.6	1.14	6	6
Increase my self-esteem	4.2	1.20	4	4
To meet the needs of those less fortunate than myself	5.4	1.23	5.5	5
Passion for social change	6.6	0.68	7	7
Gain valuable job experience	6.1	1.25	6.5	7
To make new friends	6	0.65	6	6
To explore different career options	5.7	1.13	6	7
Experience direct, hands-on learning	6.1	0.72	6	6
Work with an international team	5.5	1.47	5.5	7

Based on the above, it appears UG's interns are motivated by the same factors as UG's targeted population, suggesting that UG's recruitment process is adequate in recruiting volunteers who are a good fit with the values of the organization. However, the follow up interviews reveal one glaring flaw in UG's recruitment strategy – the interview process. While UG had little trouble in attracting volunteers to apply for available positions, their interview process is inadequate in clarifying the roles and responsibilities required of volunteers and is limited in its ability to weed out individuals who may be applying the role for ill-conceived reasons. The Recruitment Manual instructs hiring managers to "pre-screen applicants" by vetting their online presence on Facebook and LinkedIn, and requesting for a writing sample, before conducting a phone interview to evaluate the intern's interest in the position and "fit with UG" (UniversalGiving 2014). However, the follow up interviews revealed that the interns felt that the interview process is too quick with the interviewer too focused on the availability of prospects, rather than finding the candidate that would be the best match to projects based on their skill sets or personality.

"It was really unprofessional; they were more concerned with when I could start than how I could contribute." –Intern 1, female

"Initially, it seemed as if it would be an all-encompassing process, but it just turned out to be a phone interview.." – Intern 2, female

“It was like a five minute phone interview, and that was it!” – Intern 3, male

Adjectives such as “enticing” and “appealing” were used to describe the job descriptions, suggesting that UG is ‘marketing’ their internship program to its intended audience. However, because the actual experience proved to be very different from what was ‘advertised’, the interns expressed disappointment with their overall experience.

“got the impression that you’d be working for this incredible organization that was led by an inspirational woman” - Intern 2, female

“grooming and mentorship... that was their biggest sell...”Intern 4, male

“I just couldn’t bring myself into the office for one more day of being silent and doing ridiculous work. I just couldn’t!”- Intern 5, female

Findings from the expert interviews proposed a best practice of having clear policies and job descriptions for volunteer involvement. As volunteer retention is a process that involves recruiting volunteers who are of the right fit with the mission, values and cultures to the organization, one of the ways to achieve that is to have clear policies and job descriptions for volunteer involvement. This also functions as a screening procedure to identify suitable volunteers.

“Be truthful and honest with volunteers that these are the job roles, this is the training required.” – Expert 1, Male

“One thing that we found really beneficial is having really clear, visible job descriptions even for volunteer positions. What are the job roles, what are the requirements, what is the time commitment.” – Expert 2, Female

“As they (volunteers) are looking for what roles they want to join, it really helps to initially weed out and screen a lot of people that might not be able to do that full commitment or who are signing up for ill-conceived reasons.

– Expert 3, Male

RQ2: Does the current internship program provide the ‘best fit’ volunteer experience with respect to the assigned task(s) and LDOs? For the purpose of this paper, a ‘best fit’ volunteer experience refers to the best possible allocation of assigned tasks and LDOs that takes into account volunteer motivations and organizational resources. Figure 3 illustrates the survey responses when asked if interns received sufficient training for the tasks they have been assigned to. 40 percent (n=8) rated this question negatively. With regards to assigned tasks, interns found the ability to work in cross-functional teams across different workgroups than those they were assigned to beneficial to their learning. It should be mentioned that they would have preferred such cross-functional work to be more structured instead of being assigned in a haphazard manner.

“There were many cross-functional opportunities, so I guess you could call it OJT (on-job training)? But I definitely learnt a lot from it”

– Intern 1, female

“Because there is so much cross-functional work, you learn a lot”

– Intern 3, male

A best fit in terms of assigned task is also dependent on the effective use of a volunteer’s skills and talents. With regards to this aspect of their internship, 45 percent (n=9) of respondents gave a negative rating of 3 or less. This is illustrated in Figure 4 and is consistent with the findings from the interviews.

"I came to this internship to learn, not to re-park her car or enter information into Salesforce"- Intern1, female

"You have to put your idea on the back burner just so you can work on the previous intern's project.. and then you get burnt out doing so" – Intern 4, male

"As a new intern coming in, you need to continue someone else's project and enhance it. Even though it may be a bad idea. – Intern 5, female

In terms of LDOs, interviewees expressed that there was limited training provided throughout the internship, and LDOs offered, in any, was inconsistent.

"The only training we received was to read the manuals..Manuals, manuals, manuals for literally everything you can imagine"
– Intern 5 , female

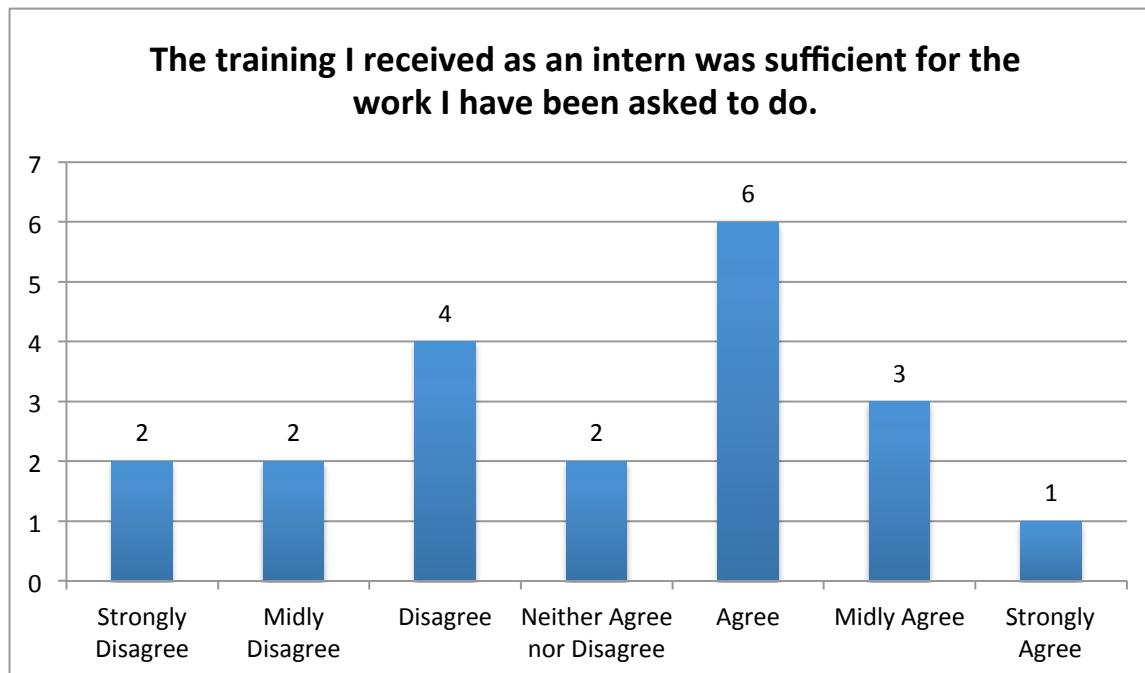
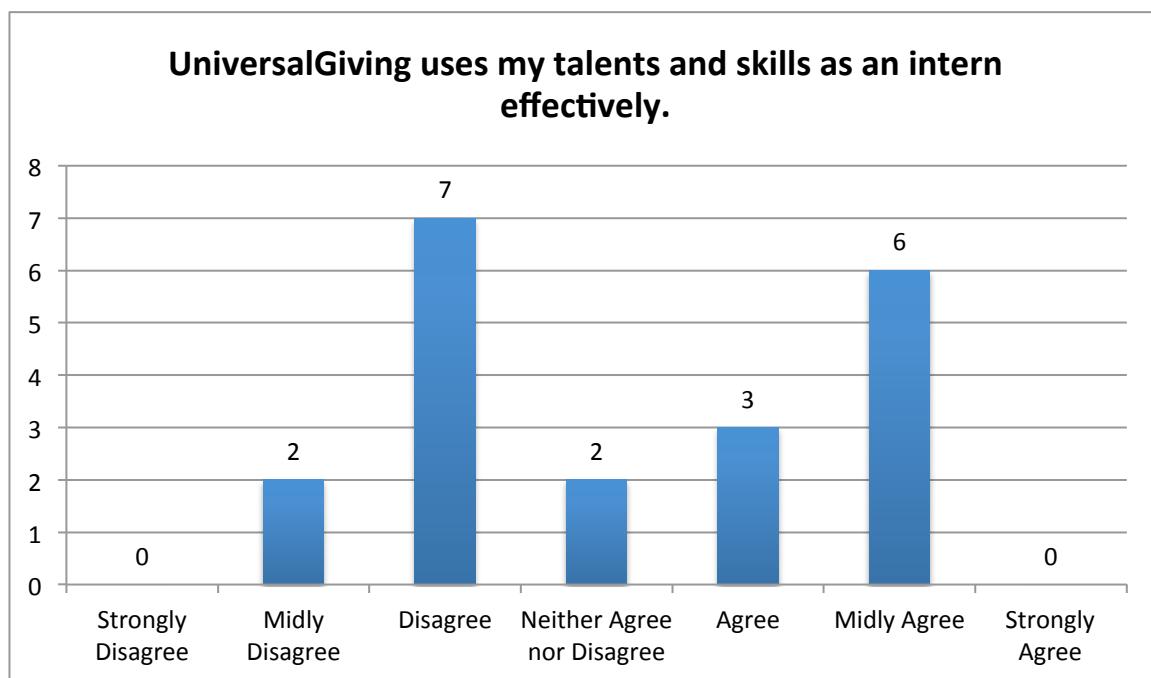
"The only training we received was to read the manuals" – Intern 2, female

"I took on many different roles very quickly, so maybe the amount of training you received depended on whether you needed it?" – Intern 3, male

Interviewees also expressed that the haphazard delegations of tasks resulted in an inefficient use of their time. Given that most of them were in the office between 1 to 3 days a week, the general sentiment to describe their days in office was one of "confusion", "drowning under the barrage of emails", and "inundation".

"Horrible organization around delegating work to the interns, so everyone felt like they were inundated with things to do" – Intern 1, female

"More time should be spent on making sure the intern knows what his job role is and how it contributes to the overall goals. Else, it would be like running around in circles without a goal in mind" – Intern 4, male

Figure 3: Survey Response To Question About Training Received**Figure 4: Survey Response To Question About Use Of Skills**

In trying to craft a ‘best fit’ volunteer experience, expert interviews revealed a key best practice: to practice regular supervision and communication with volunteers. It is important to practice regular supervision and communication with volunteers for a few reasons. First, in doing so, you are clearly communicating what is expected of them and it provides them the opportunity to clarify any doubts they may have about performing their roles. Secondly, regular supervision allows volunteer managers to nip problems in the bud, offer praise for jobs well done and builds rapport with the volunteers. Thirdly, regular communication creates a warm environment that does not feel like ‘work’ and encourages retention.

“The other thing is once they are in, you have to really make them feel as if they are part of the community here so having constant support, lots of communication, weekly e-newsletters, quarterly meetings... Having lots of conversations when they are on-site to make them feel both valued and connected” – Expert 1, male

“I try my best to connect with my volunteers, talking about the game, or their school or the latest band. It helps to build the bond that will make the volunteer feel at home so his roles will not be viewed as a chore” – Expert 2, male

“You need to make it fun! And they keep me young. In fact, they have invited me to their Snapchat group, and that is a huge honor. But it really helps with the retention when they see volunteering as a way to hang out with their friends” – Expert 3, female

Based on the findings, UG’s internship program does not yet provide a ‘best fit’ volunteer experience with respect to training and LDOs.

RQ3: Does leadership effectively address the needs of interns and hence contribute to overall volunteer satisfaction? Table 2 illustrates the responses of the survey participants when asked to rank their satisfaction with their internship experience. The survey asked participants to rank how they felt about each statement on a scale from 1 to 7, where 1 being Strongly Disagree, and 7 being Strongly Agree. Overall, interns do feel that leadership is attentive to their needs and that management appreciated them.

Table 2: Satisfaction with Internship Experience

Factors	Mean	S.D	Median	Mode
Overall satisfaction	4.4	1.85	5	5
I would extend my internship if given the opportunity	3.9	2.07	4.5	6
Job description matches assigned tasks/projects	4.4	1.79	4.5	4
Breadth of knowledge acquired through internship	5.1	1.41	5	5
Appreciation from management	5.7	1.22	6	7
Clear expectations	4.4	1.85	4.5	6
Enjoy working with the UG Team	5.4	1.60	6	6
Insufficient training received	4.6	1.79	5	5
Leadership is attentive to intern needs	5.3	1.66	5.5	5
Effective use of my talents and skills	4.6	1.47	5	6
<i>"If you are passionate about social change and enjoy working with an international team, come join UniversalGiving!" My internship experience is exactly as the above statement describes.</i>	4.5	1.40	5	5

The interviewees appreciated that leadership were able to accommodate their personal schedules, so that they were able to continue with school and volunteer at the same

time. Interns with young children were also appreciative of the ability to work from home so that they did not have to look for paid childcare, especially for an unpaid position.

"It's almost impossible to get decent child care in the city, so I was glad I could work from home" – Intern 2, female

However, interviewees also felt that leadership could have been more accessible, especially since they openly promoted the opportunity to "be coached and mentored by the CEO" (UniversalGiving 2014) during the internship.

"People felt like they had to be quiet unless they had questions. Not a fun workplace." –Intern 1, female

"She was incredibly intimidating to approach" – Intern 3, male

"I was told off for not asking my questions during her fixed office hours" – Intern 4, male

"She was always so busy. Even if we had questions, it would be days before somebody had their questions answered..." – Intern 5, female

Another theme that emerged from the interviews was the unpopularity of the Intern Deposit. It is a practice implemented by UG where a \$200 deposit is collected

from all volunteers who commit to five hours or more of work, unless the recruiting manager has waived it under special circumstances. Volunteers are told that the deposit “pays for the onboarding process, professional training and management guidance that they will receive, and also secures a seat in the Hub office” (UniversalGiving 2014). Interviewees felt that the deposit required of all interns was unnecessary and in fact, sent a message of distrust at the start of the internship that was not conducive to their retention.

“ I think it sets the wrong tone right from the start, like you don’t trust the intern”

“Because of the deposit, I felt like I had to prove my worth or they might just not return it to me”

“Because of the deposit, I felt like I had to prove my worth or they might just not return it to me”

I guess its an effective measure of retention - \$200 is not a small sum for a student. But I don’t think it is the best measure”

“I mean if you really like what you are doing, if you feel fulfilled, you will stay. If you don’t, no amount of money can keep you.”

In speaking with the experts, one best practice to address the needs of volunteers is to offer adequate training for volunteers so that they are able to perform

their roles to the best of their abilities, as well as provide professional development opportunities so volunteers benefit in the process. Volunteer managers should ensure that all volunteers adhere to a consistent training and orientation program no matter how challenging manpower needs are as it saves precious time and resources in the long run.

“Sometimes it doesn’t work for people and you end up losing the volunteers, but in the long run, the amount of time that is put into the program is really dramatically saved, without having to jump through all these hoops or reinvent the wheel with each person”

“Truly, that is one of the toughest aspects. That is something that all the volunteer organizations are really struggling with, in trying to figure out strategies so that all volunteers are properly trained, not providing misinformation...”

“The best way to manage a volunteer program is to ensure that we have consistency and structures in place so that every volunteer undergoes the same training”

Recognizing volunteers for their contributions is another important aspect of volunteer retention, and is also one of the biggest challenges in volunteer retention. While it is essential to giving appropriate recognition of volunteer’s contributions, it should be done in a manner that is sincere. That means volunteer managers should

set aside time in their busy schedules to do so, and ensure it does not become “just another thing on the checklist”.

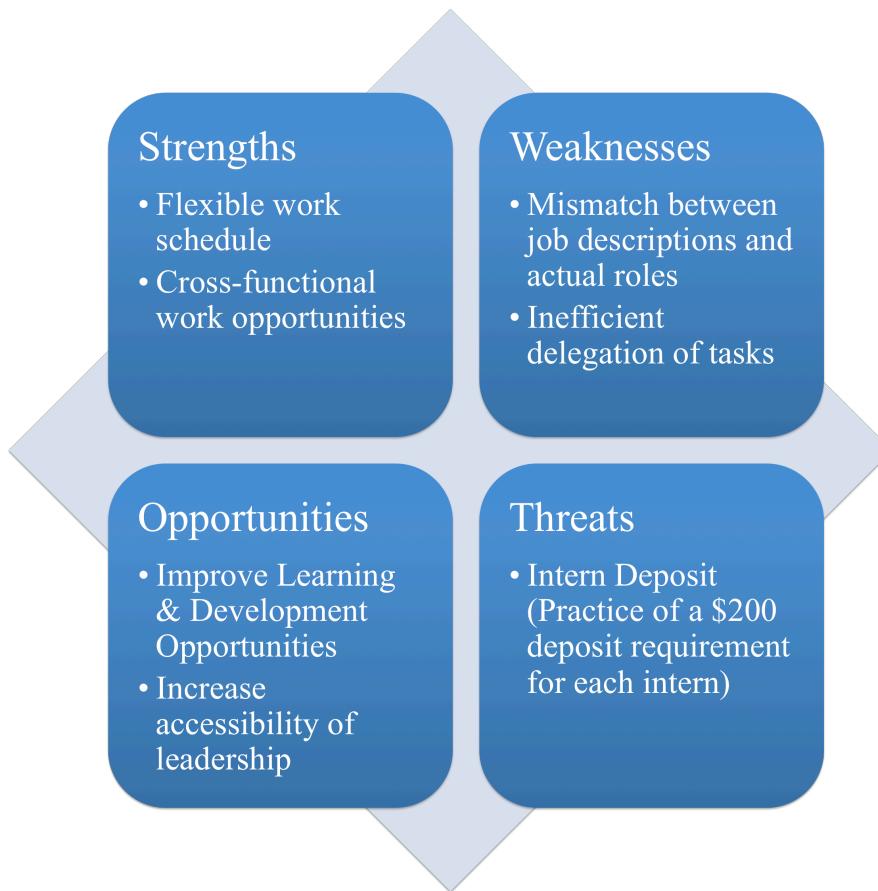
“You don’t want to say ‘good job’ in a manner that may come across as condescending or insincere”

“We have a very large volunteer appreciation party where we will close the center to the public, lots of food, drinks and entertainment and just have a big celebration for our volunteers. We also have awards for volunteers who have hit certain milestones – 5, 10 year volunteer.”

“Volunteer Appreciation Week is coming up and we have planned a whole week of activities focused on them to show that we appreciate their hard work. We have gift certificates, family day for them to bring their families and even a T-shirt that thanks them for all they do.”

“I cannot stress how important it is to remain accessible to your volunteers – they need to know that they can always come to you at anytime during their shift with questions. That openness will go a long way in creating a healthy volunteer culture that promotes retention”

Based on the findings, leadership is addressing some but not all of the intern’s needs. Figure 5 below summarizes these findings.

Figure 5: SWOT Analysis of UG Internship Program (Yeo-Oxenham, 2015)

Recommendations Based On Above Findings

Institute an Intern Agreement

Implementing a Volunteer Agreement serves several purposes. First, it sets clear expectations about the roles volunteers are expected to perform in their respective assignments and serves as a written commitment of the duration of each volunteer assignment. Additionally, this volunteer agreement can be used to replace the practice of a \$200 deposit that has proven to be an ineffective and unpopular method of retention. An Intern Agreement Form is available in Appendix 5.

Improve accessibility of leadership

UG enjoys the benefit of being situated in an ‘open concept office’ and management must reflect that. Each volunteer should have an assigned point person from the leadership to ensure that they will always someone to approach in the event of an issues related to performing their roles. Currently, each volunteer is assigned a ‘training buddy’ who is usually a volunteer that is leaving the organization and as such, may not be around to answer questions throughout the duration of the new volunteer’s assignment. Leadership can make use of an Intern Motivation Questionnaire that would provide an overview behind each volunteer’s motivations in accepting an internship with UG. This would be a helpful tool to build rapport with volunteers. This questionnaire should be administered online using tools that are available for free, to avoid straining already limited human and financial resources. It can be further customized to the organization’s need. An electronic reproduction of the VFI has been created and can be accessed via this [link](#). A sample copy is also included in Appendix 6.

Provide a structured and consistent internship program

The roles and assignments that interns are expected to complete should be consistent with what are described in the job description. Ad hoc duties should be kept to a minimum to allow for minimal disruption to the intern’s main tasks. Also, all interns should undergo the same training, preferable by the same person. If that is not possible, all trainers should undergo the same training such that their method of instruction and content delivery is consistent. In the long run, UG could also look into the possibility of developing an online training module to improve consistency and ease the burden on a small management team. UG could also explore online tools that would help with

volunteer scheduling and hours so human resources could be diverted to other, more pressing needs. A tool that could help is an Intern Roadmap, a strategic plan that is completed by the intern and his/her mentor at the start of the internship, and revisited again at the completion of the assignment. It is a visual exercise that provides clarity about the roles expected of the intern, helps both the intern and the manager keep track of the work being done, and helps the manager to plan professional development opportunities appropriate to each intern's skill sets. A sample Intern Roadmap is available in Appendix 7, and it can be made available electronically and stored in each intern's repository.

Limitations

The findings from this evaluation were based on data gathered from a very small and specific population in a short amount of time. Thus, it cannot be generalized beyond UniversalGiving. Given that part of UG's core mission to qualify volunteer experiences both in the US and internationally, it would serve the organization well to improve their own volunteer involvement and retention efforts.

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Appendix 2: Hardcopy Survey Instrument - Current and Former Interns

UniversalGiving Internship/Returnship Survey

Please tell us about your internship/returnship experience with UniversalGiving. The findings from this survey will be used to develop a tool for UniversalGiving to improve their internship/returnship program.

Please be assured that all responses will be kept anonymous. This survey will take approximately 10 minutes of your time and a \$20.00 Target gift card will be raffled off to one participant who completes the survey before Sunday, April 5 2015.

* Required

Please tell us about yourself:

1. What is your age? *

Enter your age in numbers

.....

2. What gender group do you most identify with? *

Mark only one oval.

- Male
 Female

3. What racial or ethnic group do you most identify with? *

Mark only one oval.

- African-American/Black
 Asian-American/Pacific Islander
 Caucasian
 Hispanic/Latino(a)
 Other:

4. How long have you been interning (did you intern) with UniversalGiving? *

Mark only one oval.

- Less than 1 month
 Between 1 to 3 months
 Between 3 to 6 months
 More than 6 months

5. What is your highest education level? *

Mark only one oval.

- High School Diploma
 Some college
 Bachelor's degree
 Graduate degree
 Post-graduate degree

6. The main responsibilities of my internship fall under the following department *

Choose the option that best applies
Mark only one oval.

- Executive Assistant (EA)
- Administration and Operations (Ops)
- Corporate (CSR)
- Non-Governmental Organizations (NGO)
- Salesforce
- Other: _____

What motivated you to intern with UniversalGiving?

On a scale of 1 to 7, where 1 = Strongly Disagree and 7 = Strongly Agree, please rate your responses to the following statements.

7. I decided to intern with UniversalGiving because I believe in the mission and values of the organization. *

Mark only one oval.

**8. I decided to intern with UniversalGiving because it accords me the opportunity to belong to a group and create a social network. ***

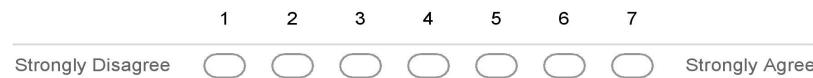
Mark only one oval.

**9. I decided to intern with UniversalGiving because it increases my self-esteem. ***

Mark only one oval.

**10. I decided to intern with UniversalGiving because I am helping to meet the needs of those less fortunate than myself. ***

Mark only one oval.

**11. I decided to intern with UniversalGiving because I am passionate about social change. ***

Mark only one oval.

**12. I decided to intern with UniversalGiving because it provides me with valuable job experience. ***

Mark only one oval.



13. I decided to intern with UniversalGiving because it provides me with the opportunity to make new contacts that might help my business or career. *
- Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

14. I decided to intern with UniversalGiving because it allows me to explore different career options. *
- Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

15. I decided to intern with UniversalGiving because it allows me to learn things through direct, hands on experience. *
- Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

16. I decided to intern with UniversalGiving because I enjoy working with an international team. *
- Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

How is your internship experience thus far?

On a scale of 1 to 7, where 1 = Strongly Disagree and 7 = Strongly Agree, please rate your responses to the following statements.

17. Overall, I am satisfied with my internship experience with UniversalGiving. *
- Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

18. If given the opportunity by UniversalGiving, I would extend my internship. *
- Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

19. The job description for the position I applied for matches the tasks I have been asked to do. *
- Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

20. I am learning (have learnt) a lot through my internship. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

21. I feel appreciated by UniversalGiving management. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

22. The expectations for interns at UniversalGiving are clear. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

23. I enjoy working with the rest of the UniversalGiving team. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

24. The training I received as an intern was sufficient for the work I have been asked to do. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

25. The recruitment/intern coordinator is attentive to my needs as a UniversalGiving intern. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

26. My immediate supervisor is attentive to my needs as a UniversalGiving intern. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

27. The CEO is attentive to my needs as a UniversalGiving intern. *

Mark only one oval.

1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree					

28. UniversalGiving uses my talents and skills as an intern effectively.*
Mark only one oval.



29. "If you are passionate about social change and enjoy working with an international team, come join UniversalGiving!" My internship experience is exactly as the above statement describes.*
Mark only one oval.



30. I would recommend others to intern with UniversalGiving.*
Mark only one oval.



Almost there!

31. Would you like to participate in a follow-up interview about your experience? Please enter your email address in the text box below.

This would take no more than 1 hour of your time, and can be conducted over the phone or in-person. Your interview will be recorded, but only for transcribing purposes (so that I can retrieve qualitative data). The recording will not be shared with UG nor made public. The interview will be conducted between Mar 23 - Apr 5 2015. As a gesture of appreciation, you will be provided with a \$20 Target gift card.

-
32. Thank you for completing the survey.
Please enter your email address to participate in the raffle for a \$20 Target Gift Card.

The email address will be used for no other purpose than to contact the eventual winner.

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GRACIAS 谢谢
THANK YOU
ありがとうございました MERCI
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شُكْرًا OBRIGADO

Appendix 3: Interview Guide – Intern Testimony

INTRODUCTION	<p>I want to thank you for taking the time to speak with me today. I would like to talk about the subject of volunteer management in UniversalGiving. Specifically, I'd like to hear your perspective about volunteer retention in relation to the Internship Program at UniversalGiving. This interview will take less than 1 hour. I will be recording the session because I don't want to miss any of your comments. While I will be taking notes, it would be impossible for me to write fast enough to get that all down. Please be assured that all responses will be kept anonymous. Please also remember that you don't have to talk about anything you don't want to and you may end the interview at any time.</p>
	<p>To give you a brief background, I'm conducting my research on the issue of volunteer retention. As a grateful former intern, I'd like to use the findings of my research to develop a toolkit that could improve the retention of the Internship Program. One of the areas I am assessing is how to enable interns to continue their involvement with UG, whether it is coming back to volunteer their time in their next break from school, or being involved as a UG ambassador. Now, I'm using the terms – interns and volunteers – interchangeably, as through a baseline survey conducted of past interns, most view themselves as volunteers even though they refer to themselves as interns (term is associated with higher prestige).</p>
	<p>As a gesture of appreciation for completing this interview, you will be provided with a \$20 Target Gift Card. At the end of the interview, I will confirm the delivery method for this gift card.</p> <p><Pause></p> <p>At this point, may I have your permission to go ahead with the interview?</p> <p>< Yes – go on to questions.></p> <p><No – Thank you for letting me know. Have a good day ahead. Goodbye. ></p>
QUESTIONS	<ol style="list-style-type: none"> 1. How long were you an intern at UniversalGiving? 2. In your opinion, what is the difference between being an intern and a volunteer, if both positions are unpaid. <p>Next, I'd like to talk more about your internship experience.</p> <ol style="list-style-type: none"> 1. Please tell me more about your expectations of an internship

	<p>at UniversalGiving?</p> <ol style="list-style-type: none"> 2. Could you elaborate on your interview process when you applied for the internship positions? (probe if necessary – phone? Face to face? What did they tell you about job responsibilities? Did they talk about the mission and vision of UniversalGiving? Did they ask about your skill sets? What about your interests?) 3. Describe the training that you received in order to help you perform your assigned tasks? Is there anything more you'd like to add? 4. Describe your relationship with your immediate supervisor. 5. What about with the CEO? 6. How would you describe managerial treatment of your time? 7. In what ways did management address your needs? 8. Based on your experience, what are the key strengths of the internship program? 9. What changes would you make to improve the program? Why? 10. What are the main factors that would affect your decision to continue your internship?
CLOSING	<p>It was wonderful to hear your perspective on this issue. Is there anything else you'd like to add?</p> <p>I'll be analyzing the information that you and others have given me and will submit a report to the organization. I'll be happy to send you a copy if you are interested. <take down information if interest expressed></p> <p>Thank you for your time again. Before I end the call, please provide me with an email or mailing address that I can send the gift card to.</p> <p>Have a good day!</p>

Appendix 4: Interview Guide – Expert Testimony

INTRODUCTION	<p>I want to thank you for taking the time to speak with me today. I would like to talk about the subject of volunteer management in UniversalGiving. Specifically, I'd like to hear your perspective about volunteer retention in relation to the Internship Program at UniversalGiving.</p> <p>This interview will take less than 1 hour. I will be recording the session because I don't want to miss any of your comments. While I will be taking notes, it would be impossible for me to write fast enough to get that all down. Please be assured that all responses will be kept anonymous. Please also remember that you don't have to talk about anything you don't want to and you may end the interview at any time.</p> <p>To give you a brief background, I'm conducting my research on the issue of volunteer retention. As a grateful former intern, I'd like to use the findings of my research to develop a toolkit that could improve the retention of the Internship Program. One of the areas I am assessing is how to enable interns to continue their involvement with UG, whether it is coming back to volunteer their time in their next break from school, or being involved as a UG ambassador. Now, I'm using the terms – interns and volunteers – interchangeably, as through a baseline survey conducted of past interns, most view themselves as volunteers even though they refer to themselves as interns (term is associated with higher prestige).</p> <p>Volunteer retention is a challenge to most nonprofits. Research shows that</p> <ul style="list-style-type: none">- the rate of volunteer turnover per year at 10 times that of paid nonprofit staff- one-third of those who volunteer one year do not donate their time the next year- This translates to an estimated \$38 billion in lost labor (Eisner, et al. 2009)- about 62.6 million Americans, or 28.4 percent of the adult population, gave 7.7 billion hours of volunteer service worth \$173 billion in 2013- As much as 85 percent of all charitable nonprofits have no paid staff and are run entirely by volunteers <p><i><Pause></i></p>
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	<p>At this point, may I have your permission to go ahead with the interview?</p> <p>< Yes – go on to questions.></p> <p><No – Thank you for letting me know. Have a good day ahead. Goodbye. ></p>
QUESTIONS	<p>(Factual Questions)</p> <p>Let me start by asking some basic questions about UniversalGiving.</p> <ol style="list-style-type: none"> 1. How many volunteers/interns on average does UG engage per year? Referring only to those that volunteer for the organization itself, and not for organizations that are on UniversalGiving's website? (Prompts: More than 50? Less than 50?) 2. What is the volunteer to staff ratio? 3. What is the average combined number of hours per week that volunteers contribute ? <p>(UG Experience)</p> <p>Next, I'd like to pick your brains as CEO of this amazing organization, no doubt due to your hard work.</p> <ol style="list-style-type: none"> 4. I've mentioned that the interns view themselves as volunteers, and the terms are just ..terms. In your opinion, what is the difference being a volunteer at UG and an intern at UG? (Prompts: Are the expectations different? Type of assignments?) 5. Why did you choose to have in place a structured internship program? It seems to be working well obviously, but I want to find out, when UG first started out, did you envision it right from the start (so proactive decision)? Or did this program come about because of the growing number of interns and no way to manage them (so reactive decision)? 6. Could you tell me more about the screening procedures UG uses to identify suitable volunteers? (Prompt: What do you look for in a volunteer?) 7. As CEO and having to juggle so many things on one plate, how do you ensure regular supervision and communication with your volunteers and interns? 8. How do you measure the impact of your volunteers? 9. To what degree is recognition, e.g award ceremony, "volunteer of the month" etc an important aspect of volunteer management? Why? (prompt: is it essential? Or a nice to have? How does UG ensure that it takes place) 10. Could you talk about UG's volunteer management plan? What does it involve? (prompt: for some orgs, it begins from the recruitment process, continues on with LDOs, matching volunteer's wants with assignments; others begins and ends with volunteers,

	etc) 11. What are the challenges to effective volunteer management? (e.g finding enough staff, not enough funds,etc) 12.In a perfect world, what do you want to see as the Short Term outcomes of a volunteer management plan? (prompt: decreased turnover/minimized attrition, projects that last through to the implementation stage etc) 13. And the long term? (overall increase retention rates, less resources spent on recruiting and training, increased ambassadors)
CLOSING	Is there anything more you'd like to add? It was wonderful to hear your perspective on this issue. Thank you for your time again. Have a good day!

Appendix 5: Intern Agreement Form

UniversalGiving™ Intern Agreement Form	
<i>Interns are essential for an organization like ours and we ask that you go through this contract to get an idea of the work we expect from you and hope that you also benefit from your stint with us.</i>	
Name of Intern	
Internship Duration	Start Date: End Date: Time Commitment: _____ hours per *week/month
Name of Mentor	
Roles & Responsibilities <i>(Please list accordingly)</i>	
Signature of Intern	Date:
Signature of Organization Representative	Date:

Appendix 6: Intern Motivation Questionnaire

For each of the following statements, please indicate how important or accurate they are for you in doing volunteer work.
(1 = Not At All Important/Accurate; 7 = Extremely Important/Accurate)

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

Scoring					
Protective Factor	27				
Values Factor	17				
Career Factor	22				
Social Factor	26				
Understanding Factor	23				
Enhancement Factor	26				
Dominant Motivation:	Protective Factor				



Automatically calculated
for convenience

Automatically populated to show
dominant motivator

This form is a reproduction of Clary and Snyder's Volunteer Functions Inventory (1998).
The original form can be viewed here:

http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/HELPING_OTHERS.pdf

Appendix 7: Intern Roadmap**♦ List 3 things you would like to learn/accomplish during this internship**

1.

2.

3.

♦ How will you know when you have accomplished your goals identified above?**★As your mentor, I will help you achieve these goals through the following activities:***♦ to be completed by the intern**★To be completed by the mentor*

Signed by Intern

Signed by Mentor