

# The Effects of Corporate Community Involvement

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What are the effects of corporate volunteering for business' and their employees?

“It’s one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself” Ralph Waldo Emerson

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## **Preface**

Writing a thesis is always a challenge; struggling with the information needed, conceptualize the findings, computers who fail over and over again, beautiful weather during the summer (while the Dutch summers are suppose to be rainy), motivate yourself to keep up the good spirit and the self discipline that one needs to finalize their academic career at RSM Erasmus University is hard for us all, I can tell.

Luckely, I was one of the students who got the opportunity to start off my thesis trajectory with an internship where I got access to lots of valuable information. The enthusiasm and transparency of Fortis Foundation Netherlands and especially my intern coach Margot van Sluis-Barten has really inspired me to make something beautiful out of this thesis. However, without the chance that Prof. Lucas Meijs has given me I would never be at this point. He introduced me to Fortis Foundation Netherlands and basically arranged the internship for me. Moreover, his ongoing enthusiasm for his work and the work of others (among others: my work!) really kept me motivating. His critical notes and suggestions has brought this thesis to a higher level. His coaching abilities for master thesis trajectories are admirable. Thank you for everything. Also a special thanks to my co-reader Dr. Ir. Peeter Verlegh, who kept me going with SPSS and for his feedback during this trajectory. He was there when I needed him.

I could not have completed this thesis without one of my friends, Sjoerd Prins, who really helped me out with my struggle to analyze the output of SPSS multiple (100?) times. Thank you for all your help. Of course, I would like to thank my boyfriend, who certainly has experienced that a thesis trajectory is full of ups and downs. I could transform in a really enthusiastic and exciting girlfriend to one who was a bit depressed after another (in my eyes terrible or horrific) setback. He was the one where I could complain, but also (maybe more

importantly) find distraction. But most importantly, he believes in me. I am proud that I can say that I have really good friends and family members, as they all kept believing in my abilities and they are proud of what I have accomplished so far. I think such friends and family members are very precious. Thank you.

Looking back on this thesis trajectory I would not want to change anything, not even the setbacks and the stress I have experienced (and it was rough from time to time!). The learning experience of writing this thesis has been overwhelming, but satisfying. As my dear friend from the US would say: Thank “y’all” for your help and support!

Lonneke Roza

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## **Executive summary**

In an era of measuring performance and the rising awareness of organizations that they want to act sociably towards society, it becomes relevant to measure the effects of corporate community investment. Although scholars acknowledge that there are benefits of corporate community investment and in particular corporate volunteering, little is known about the treats that effect these benefits. Therefore this research will show major societal implications as well as important information and new insights for managers of corporate community programs.

This research will shine light on the differences in effects that occur along three dimensions. These dimensions will be analyzed for the effects that occur for the participant as well as the organization. The first dimension will explain differences according to the characteristic of the volunteer, such as age, gender and if they have a previous volunteer experience (whether or not as a corporate volunteer). The second dimension will explain differences that occur by the characteristic of the volunteer assignment. In this perspective, volunteer assignments will be divided into (in)direct service assignments and (non) cognitive assignments. In addition, there will be a closer look into how the guidance during the volunteer assignment (by the nonprofit) will impact the effects that occur. The last dimension will provide an insight into the differences according to the characteristic of the job or organization, which includes the satisfaction of the participants of the preparation and the functional level of the participant within the work environment. The effects are inspired on the available literature and the available data from the WellVenture Monitor, designed by Fortis Foundation Netherlands and RSM Erasmus University.

This research has shown that there are indeed differences that occur due to the characteristics. Most important implications will be that the preparation of the organization and the guidance during the project are really important to maximize the benefits for the participant as well as the organization. Moreover, men perceive more effects on skills and meaning of life, direct service assignments have a higher score on skills, improved relations at work and exposure, while indirect service assignments contributes more to the meaning of life of the participants. In addition, cognitive volunteer assignments have a higher score on skills, improved relations at work and broadening horizon. Last but not least, for society as a whole, it appears that corporate community programs attract new volunteers as 34% of the participants did not have a previous volunteer experience.

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## **Chapter 1: Introduction**

It is a more or less general statement in the CSR community that all parties involved should gain from social cooperation between business and civil society. But believing in the possible win-win situation is not enough. In an era of measuring the performance of organizations and their efforts, it becomes relevant to measure the effects of community programs. Community programs are acknowledged as a part of the bigger picture of community service and therefore it deserves more examination (Tschirhart and St. Clair, 2008). As part of community programs and involvement, employee volunteerism or corporate volunteering is rapidly growing in developed countries (for examples of the UK, see Attwood et. al, 2003 and Business in Community, 2002). It is acknowledged that although employee volunteerism is widely promoted (especially in large organizations), little is known about the impact on stakeholders (Brewis, 2004). Both employee volunteerism as corporate volunteering refer to volunteer work encouraged, and in some cases even facilitated, by the organization by which an individual is employed. This kind of volunteer work usually entails providing one's time and expertise to non-profit organizations; this is either done in the employee's own time or during official working hours (see Meijs & Van der Voort, 2004). Geroy et. al. (2000) explain the rise of awareness and attractiveness of employee volunteerism for firms by the notion of benefits which this type of engagement can initiate.

Although scholars more often acknowledge that employee volunteerism is an effective phenomena, relatively few conducted research about the effects of employee volunteerism. A first step has been undertaken by Geroy et. al (2000) and De Gilder et. al (2005). It is widely agreed that there are some benefits for the organization, but there is little research available that shines light on the perspective of the employee. Furthermore, many (multinational) organizations report their community involvement and CSR activities in annual reports by

crude measures like the donated amount of hours, but measuring the effects from the perspective of the employee is very uncommon. Most of the research on this topic is based on United States or United Kingdom experiences, where employee volunteerism has been common for many years. In contrast with the United States and United Kingdom, this phenomenon is relatively new in the Netherlands.

### ***1.1 Relevance of the research***

Measuring the effects of corporate community investment has a two folded relevance. Firstly, this thesis will provide more insight in the effects of corporate community investment and in particular the effects of corporate volunteering from the point of view of the employees. Up to this point, it is still relatively unknown what the employees gain from participating in a corporate community program. Moreover, most literature only shines light on the (positive) effects of corporate community involvement for the employer or organization (Ellen et. al, De Gilder, et. al, 2005; Geroy et. al, 2000; Lewin, 1991; Pelosa and Hassay, 2002; Pereira, 2003; Steel, 1995; Tuffrey, 1997; Turban and Greening, 2002). Widely acknowledged effects are improved brand image and enhancement of reputation, but also the opportunity to train the skills of the employees in a social context. These effects will also be checked, but in addition there will be a close look at the effects that the employees perceive while participating. Will they only participate because they just want to have some time off work? In other words, does the aspect 'fun' have a significantly higher rate than other aspects? Does participation according to the employees really contribute to the improvement of their skills? What do the participants perceive to be the effects for the organization? Do they feel participating in a community program contribute to improved work relations? Etcetera. While answering these interesting questions, the practical relevance of this thesis becomes clear. When the effects of a community program becomes clear to a organization, strategy and focus can be

implemented. A organization can give a certain typology and may even create a certain template to match a certain employee with a certain project that fits. For example, an employee that has the intention to improve his or her presentation skills can be matched within the community program with a certain project that will provide the context to do so and where it is known that these effects occur. Moreover, an employee that feels ‘stuck’ in his or her workplace (because he or she is doing a desk job), can get more joy out of his or her work, when he or she can do something besides the general tasks. Furthermore, high executives are fond of measuring performance. They want to have clear rapports and ‘hard evidence’ of the activities (thus also of the community program) the organization is engaging in. Thus, as stated in the introduction, in an era of measuring the performance of organizations and their efforts, it becomes relevant to measure the effects of corporate community programs.

## ***1.2 Goal of the research***

The focus of this research is on corporate volunteering. However, to have a clear description of corporate volunteering there has to be knowledge about corporate community programs (in most cases these programs facilitate the corporate volunteer).

The main objective of this theses is to analyze the effects of corporate volunteering from the perceptive of the employees. The research connects traditional volunteer literature and corporate volunteer literature to set hypotheses. However, this subject is not been widely researched up until this moment. Explorative research is conducted on the relationships of the variables for which there is no literature available.

To research the effects of corporate volunteering, a tool named The WellVenture Monitor<sup>1</sup> will be used. This tool is developed by Fortis Foundation Netherlands and RSM Erasmus University to measure the impact and effects of community programs on employees and the organization. This will proceed in three areas, namely participation, organization and environment<sup>2</sup>. On each of these areas, corporate volunteers answered an online questionnaire. Thus, the effects that are measured are based on *the perception of the participants* of the community program. These questionnaires will provide insight in what the perception is on these three areas according to the employees. Therefore, the main research question is constructed as following:

***What are the effects on the organization and the employee of (participating in) a corporate community program?***

First, hypotheses are set according to general literature about volunteerism and corporate volunteering in specific according to three main dimensions. The first dimension will be according to the characteristics of volunteers, the second will consider the characteristics of the volunteer assignment and lastly, there will be a dimension that will explain differences according to the characteristics of the job or organization. All these dimensions could have influence on the perception of the employees. Eventually these characteristics could explain the differences in effects perceived by the corporate volunteer.

### ***1.3 Research design and outline***

This thesis consists of three parts. In the first part, the literature about CSR, corporate citizenship, community programs and corporate volunteering will be discussed. This will

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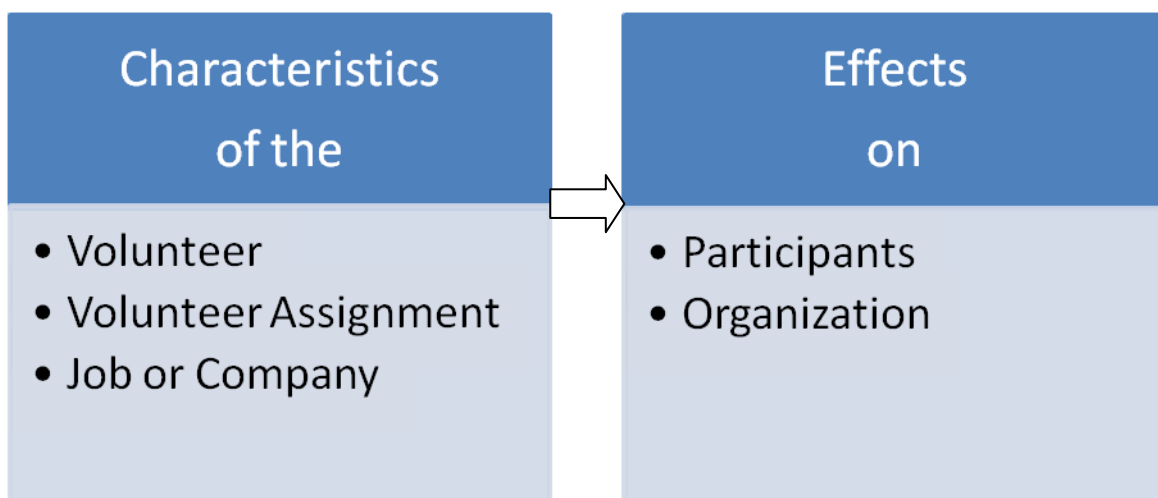
<sup>1</sup> For a description of the Well Venture Monitor, please look at the methodology

<sup>2</sup> However, environment can not be taken into account, due to the outcome of the factor and reliability analysis.

provide the theoretical framework on which this research is based. At the end of the literature review in chapter 2, an indication of the current state of corporate community involvement in the Netherlands will be provided, with an illustration of a best practice.

The second part is about setting the hypotheses and explain how the research is conducted. Chapter 3 provides the hypotheses set and chapter 4 will discuss the methodology. Previous research about volunteerism and corporate volunteerism to set hypotheses is a necessary addition to the literature review, because not much research has been conducted about 1) the effects of corporate volunteerism and 2) about the influence of characteristics of the volunteer, the volunteer assignment and the job/organization has on the effects of corporate volunteering. The hypotheses can be generalized into a conceptual framework (see figure 1.1).

Figure 1.1 Conceptual framework



The third part will discuss the results and implications of this research. In chapter 5 the outcomes of the hypotheses will be provided, where as chapter 6 will provide the conclusions and implications that this research has lead to. In this chapter the main research question will be answered. Also the limitations and suggestions for further research will be discussed.

## **Chapter 2: Literature review**

### ***2.1 The social responsibility of for-profits***

Traditionally, businesses met their social obligations by producing goods for consumers and providing labor opportunities for employees, taking into account the legislation and consumer needs in terms of products. However, many organizations now believe that they should go beyond this traditional way of doing business. The term corporate social responsibility has been introduced during the 1950s (Bowen, 1953), and during the years this concept has become of a greater interest for both businesses and nonprofit organizations. The increased attention for social responsible behavior of businesses can be explained by three factors. Firstly, there is a growing awareness of businesses that there can be an economic advantage when acting social (De Gilder et. al, 2005). Amongst others, Porter and Kramer (2002) support this finding by identifying positive effects on the reputation. Second, De Gilder et. al (2005) identify the demand for social responsibility of organizations. Luijk's (2000) argument is that (especially in Western Europe) organizations tend to have a stakeholder approach, and therefore can gain a license to operate (right to exist) when engaging in social responsible behavior. Austin (2000) support this finding by stating that stakeholders, such as NGO's and governments expect from organizations that they behave in a social responsible manner. Thirdly and in addition to Austin (2000), Brammer and Millington (2003) identify the political and legislative environment which can put pressure on organizations to act social responsible. Governments have some legislation and expectations towards organizations that they at least take good care of their employees in terms of health care provisions and pensions, but also that they take their responsibility for environmental issues such as pollution.

## **2.2 Corporate citizenship**

Recently, scholars use corporate social responsibility intertwined with corporate citizenship. However, according to Wood and Logsdon (2001), there is a clear distinction between corporate social responsibility and corporate citizenship, in which corporate citizenship has a more narrow approach (see table 2.1). Corporate social responsibility focuses more on sociopolitical issues, such as poverty, hunger and so on, while corporate citizenship focuses more on community affairs through charity and employee volunteering (Woods and Logsdon, 2001). Furthermore, corporate social responsibility can be seen as a threat to neo-classical economic theories, because it assumes that self-interest is less important. In contrast, engaging in corporate citizenship will support this self-interest as encouraging business to engage in community programs that will be beneficial for (local) communities. Moreover, corporate citizenship encourages ‘voluntaristic charity’, but it is far from mandatory. Therefore, it both supports the constrained liberalism and compassionate conservatism (Wood and Logsdon, 2001).

<b>Corporate Social Responsibility</b>	<b>Corporate Citizenship</b>
Hard to operationalize, measure and evaluate	Limited and specific, easier to measure
Obligatory and voluntary (through tax payment and law abidance as well as discretionary problem solving activities).	Largely voluntary, often with a corporate strategic focus (i.e. use corporate resources to help the community and the organization as well)
Broad concern for many issues and stakeholders, and for society at large.	Narrow focus on local community and charity
Self-interest benefits are possible and acceptable, but not assumed and are not primary in any case; ethical and legal concerns take precedence.	Self-interest are desirable and perhaps essential to serve as incentives for behavior that benefits local communities
It is threatening to popular neo-classical	It is reassuring: speaks to ‘constrained



economic theories of capitalism.	liberalism' and 'compassionate conservatism'
Moral grounding is assumed and ambiguous; it has a 'Sixties-liberal' orientation, and a US focus	'Give-back' and 'tit-for-tat' grounding does not require any philosophy or deep thinking

Table 2.1. Comparison of corporate social responsibility with corporate citizenship (Wood and Logsdon, 2001).

According to Zadek et. al (2001) corporate citizenship can be identified as a new wave of (corporate) voluntary initiatives that address social, environmental and as well as business aims. Furthermore, corporate citizenship in the New Economy lead to businesses that will take the impacts of their actions more into account to enhance (and increase) their long-term financial performance. According to Post (2000, p. 8), corporate citizenship is a process of “identifying, analyzing and responding to the organization’s social, political and economic responsibility”. This at least includes taking into account the legislation and stakeholder expectations (Hess, et. al, 2002; Post, 2008). In addition, ‘good’ corporate citizenship should embrace corporate community involvement in which money, time, products, services and other resources are provided to support the community in which the business operates (Centre for Corporate Public Affairs, 2001; Zadek et. al, 2001). Hess et. al (2002) emphasis the importance of the use of firm resources related to the organization’s core competencies as well. Post (2000) argues that corporate citizenship is about what organizations actually do and the process of how they do it. Therefore, corporate citizenship can be explained by 1) the acknowledgement of issues expressed by stakeholders concerning social, environmental and business interests, 2) a relationship between business and non-profit organizations or governments and 3) the use of firm resources to support the community in which they operate.

### ***2.3 Corporate volunteering***

Within corporate citizenship there are several ways to conduct societal responsible behavior. One of the ways to become involved in corporate citizenship is by supporting the community via having a corporate community program, in which corporate volunteering is central. Hess et. al (2002) identifies three different reasons for the emerging attention of businesses to be active in corporate community involvement. First, there is a competitive advantage factor, which heavily depends on corporate image and reputation as financial capital, due to the accessibility of technology and location and therefore less significant as a source of competitive advantage. Thus, community involvement can enhance and improve the corporate image as well as the reputation of a organization, which can influence consumer preferences and buying behavior (Maignan et. al, 1999). Secondly, they identified the “new moral marketplace factor”. Organizations are challenged by the changing market circumstances which are influenced by the moral desires of the stakeholders. These stakeholders make trade-offs between their own moral desires and low-priced goods. Therefore, it becomes more relevant to spread the information about the community involvement by organizations. Thirdly, they identified a comparative advantage of business over governments and non-profits to provide assistance in solving certain issues. Based on the resource-based view, sometimes businesses are more qualified to address certain issues than non-profits or governments. Moreover, it can be used as a mechanism to temper the public anger by (major) job losses caused by for example reorganizations (Miller, 1997).

As it becomes clear why business’ are engaged in corporate community investment, the literature discusses that there are several ways to facilitate corporate volunteering. Corporate volunteering refers to employees who are voluntarily active to make a contribution towards society, supported in some way by their employer (Brewis, 2004). In addition, Meijs and Van

der Voort (2004) describe corporate volunteering as when a organization encourage their employees to use their time and skills voluntarily to a non-profit organization, within or outside official workhours. Tschirhart and St. Clair (2008) state that a volunteer program facilitated by the employer consists of formal and informal policies to encourage and help employees to participate in community involvement. The support can be given in several ways, such as time off work to volunteer, an organization (or department within an organization) acting as a broker to find volunteer opportunities for staff members, promoting voluntary vacancies on the corporate website, facilitating a voluntary fund, or organizing social team activities etcetera. In addition, Finney (1997) identified that some of the organizations are acted as clearinghouses, where volunteer opportunities for employees are identified, while Caudron (1994) identified organizations that organize volunteer activities for their employees outside the official work hours. In other organizations is becomes more common to spend a certain amount of hours to voluntary assignments during organization time (Miller, 1997, Romano, 1994).

Thus, there are differences in the degree of commitment of the organization. The level of commitment can be described according to Meijjs and Kerkhof (2001). First there is *recognition*, which refers to activities of organizations that prove that they value the voluntary activities of their employees. Second, there is *support* of the organization, which implies that the organization let the employee use organization resources or let employees have a flexible working schedule in order to participate in volunteerism. *Organizing* the voluntary activities or opportunities for the employees is a third option. Here, the organization is actively involved as they organize the volunteer opportunities for their employees. Finally, *sponsoring* refers to allowing employees to do voluntary work during work hours and support them with (financial) resources. Examples of this type of corporate commitment are team projects,

mentoring schemes and secondments to non-profit organizations (Meijs and Van der Voort, 2004). All these opportunities for employees to volunteer are not necessarily stand-alones. An organization can also offer several opportunities at the same time for employees to get involved with volunteering. For example, an organization can recognize the voluntary efforts of the employees when they support a cause of choice. At the same time it can sponsor employees when they engage in voluntary work for causes that the employer have chosen. There are several researchers who claim that there has to be a certain degree of 'fit' between the business strategy of the firm and the charity to maximize the effects of a cooperation (Sen and Bharttacharye, 2001; Porter and Kramer, 2002). However, Pelosa and Hassay (2006) did not find support for this claim in their research. They found that there were many volunteer programs which were very successful although there was no 'fit' between the organization and the charity. It seems that there is no clear view about what is the best way to facilitate volunteering by the employer.

According to the literature, there can be a certain degree of expectation to do voluntary work by their employer, especially for those who are high level employees. Some employees believe it is mandatory (and therefore feel a pressure) to act as a representative of the organization, while others feel the pressure of expecting to participate in certain employee volunteer programs (Hall et. al, 2001; Walker and Pharoah, 2000). These findings are also supported by Tschirhart and St. Clair (2008). They state that most of the senior level executives accept that participation is part of their job. Moreover, they find that most of the senior level executives find it rightly that their performance evaluation will be influenced by the degree of participation in community involvement and governance board (Tschirhart and St. Clair, 2008). Although organizations may strive for a high participation rate amongst their employees, Clary and Snyder (2002) warn for an over-marketing of the community program.

If so, employees may feel obliged to participate and therefore their efforts are not voluntary any more. They state that this could diminish their intrinsic motivation to volunteer. Clary et. al (1994) rather recommend that the marketing is matched to the motivations of the volunteers. Sometimes formal performance rewards are included in volunteer projects and therefore it can be formally praised by a organization (Meijs and Van der Voort, 2004) to participate in a corporate community program.

## **2.4 Benefits of a corporate volunteer program**

Literature states that several effects can occur when a organization facilitates employee volunteering. The literature is two-folded as most of the benefits are marketing or HRM related. The organization can benefit from being committed to society as the corporate/brand image can enhance (Ellen et. al, 2000). In addition, corporate community involvement by employees can increase the employees' willingness to speak highly of their employer (Peloza and Hassay, 2006). This is supported by the Centre for Corporate Public Affairs (2001), where the benefits sought by organizations who engage in corporate community involvement are enhanced reputation, better community relations and increased employee morale. Earlier studies of Lewin (1991) and Steel (1995) actually found a positive relationship between corporate volunteer programs and loyalty towards the employer.

Tuffrey (1997) suggests that the organization morale will increase when employees are participating in a corporate community program. Moreover, facilitating corporate volunteering could lead to recruiting efficiencies as corporate volunteering can be attractive for future employees (Turban and Greening, 1997). In addition, Pereira (2003) found in a case study of Timberland that 95% of the employees stated that the primary reason to choose Timberland as their employer was the opportunity to participate in corporate community

programs. Research suggests that employees think it is important that the organization by whom they are employed is committed to society (Business in Community, 2003; Pelozo and Hassay, 2006). Meijs and Kerkhof (2001) identified a link between corporate volunteering and HRM goals, such as teambuilding, management and skills training and recruitment.

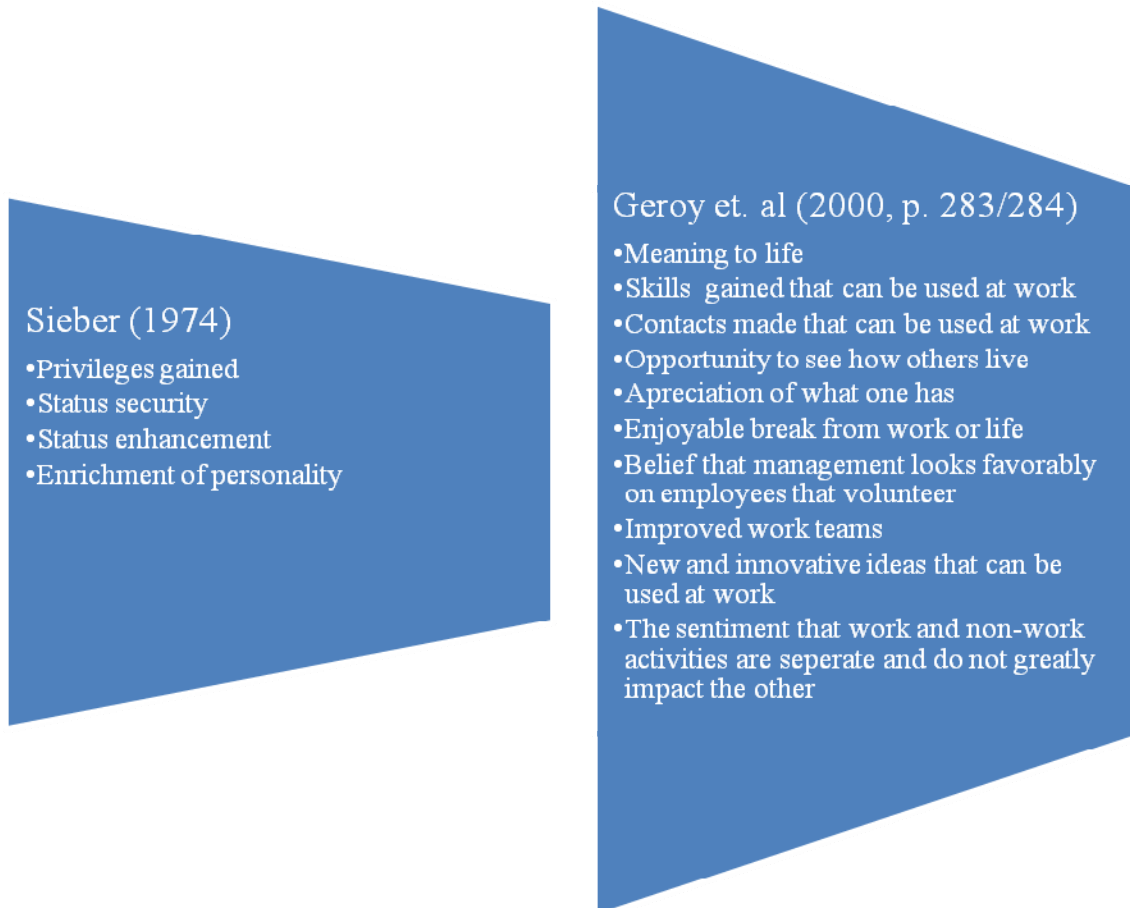
The research of Brewis (2004) suggests that organizations need to make the motivations and procedures clear of the corporate community programs in order to maximize the benefits for both the organization, the employees as for the community and the non-profit organization. Tschirhart and St. Clair (2008) are more careful with communicating the motivations and procedures, as they imply that there is a fine line of appropriateness which organizations can cross according to their employees when designing and implementing a corporate community program. The areas that they have examined are encouragement of participation, recognition of participants, use of program to promote the organization image and flexibility in choice. These areas are interrelated as they influence each other on perception of certain lines which they can cross. The degree of appropriateness of these areas seem to depend on how employees perceive volunteering and the link of a corporate community program with organization objectives (Tschirhart and St. Clair, 2008). Therefore, there are no strict lines in what is good and what is wrong to do.

Skill development is a very commonly recognized benefit of corporate volunteer programs (Caudron, 1994; Lidstat, 1995; Kirchmeyer, 1992; Finney, 1997; Romano, 1994). It is obvious that this is not only a benefit for the employer, but for the employee as well. Corporate volunteering can facilitate employees to gain professional and interpersonal skills (Ross, 1997). Caudron (1994) identified that corporate community programs are an effective manner to develop job related skills. He concludes that organizations in his research perceived less need for training programs, because their community program was so successful. This

can be linked to the 'Career' motive of Clary and Snyder (1999) as a volunteer want to gain these skills to develop themselves and creates career opportunities. In addition, Pelozo and Hassay (2006) found that there are social benefits as well as increased opportunity for recognition and rewards for the employees when they participate in a corporate community program. Again, social benefits can be linked to the motives of Clary and Snyder (1999), where it become obvious that the benefits of corporate volunteering are (in some degree) linked to the functional motivation of (corporate) volunteers.

From the perspective of employees, Geroy et. al (2000) identified 10 different themes within the four positive dimensions of Sieber (1974), see figure 2.1. These (positive) effects are identified based on a questionnaire and interviews of 8 respondents. Although this is very low and it is statistically impossible to base implications on these findings, it gives an impression of the possible effects that can occur when participating in a community program.

Figure 2.1 Effects of corporate volunteering according to Sieber (1974) and Geroy et. al (2000).



As one can read, there is little known by the effects on employees which are participating in corporate community programs. According to Geroy et. al (2000), little is known about the effects of corporate volunteer programs for the employees as well as the employers. The research that has been done is mainly anecdotic or has a lack of academic rigor (Cihlar, 2004). This thesis will conduct a research that will try to answer this question. Possible outcomes could be that employees (as well as the organization) will benefit by participating, because they develop (new) skills as (amongst others) the research of Meijs and Kerkhof (2001) suggests. For example, one can train his or her presentation skills by teaching children what are important things to take into account when you move out and live on your own for the



first time. This pro-active behavior is very positive for both the employer as the employee as the employee voluntarily trains his or her skills and the employer doesn't need to set up an additional workshop to teach the employees how to present. Moreover, at the same time the employee is working on the organization image by 'doing good'. On the other hand, it can be possible that people only participate because they think it is fun to do. It could be possible that some people are bored at work, because they are sitting behind their desk for years and they just want to do something else or active. However, the motivations of the volunteers why they perceive some effects is not the issue in this thesis. The focus will be on the perceived effects according to the employees, where motivations to volunteer (MVT) are taken into account, but is not the outcome.

There are not only benefits for the for-profit organization and their employees. Community programs can also benefit the nonprofit organizations in several ways, such as time and skilled volunteers, strengthening community relations and creating a healthier environment (Peterson, 2004). However, this is not the scope of this research and therefore will not be discussed further.

This short impression of the literature gives some insight on the current academic knowledge (of the effects) of corporate volunteerism. As the opinions differ of what is corporate volunteering and what is not, the form of corporate volunteering that this thesis will discuss is work voluntary done by the employee, where the cause is chosen by the employer, done in organization time and where the employee is free to determine if he or she will participate.

## ***2.5 Current state in the Netherlands***

One of the recent trends of organizations who want to demonstrate their social responsibility and their community involvement is encouraging corporate volunteering (De Gilder et. al,

2005). Employees can engage in a corporate community program on organization time or (partially) in their leisure time. All community programs have the similarity that the organization encourage the employee to participate as a volunteer on behalf of the community. The level of encouragement can vary by placing ads for volunteer work on the intranet and organization magazines or newsletters to giving time off work to engage in social beneficiary activities.

According to research from the 2007 Deloitte Volunteer IMPACT Survey of 1000 respondents between the age of 18 and 26 reported that 62% of the respondents find it important that a organization provides volunteer opportunities and this is a factor when deciding where to work. Moreover, 39% reported that there is an opportunity for volunteering at their organization and 28% report that the employer uses voluntary activities for skill and professional development. Not only in the US is this phenomena rising. According to Business in the Community, 89% of their members (700 organizations) have a policy regarding corporate volunteerism (Volunteering England, 2005).

In order to have an insight on the current state of the engagement of Dutch based organizations, a desk research of 112 organizations that are listed on the Amsterdam stock Exchange (AEX) in has been conducted November 2008. The results imply that the Dutch based organizations are foremost involved in corporate philanthropy, in which they donate money to causes of choice, without any obligations towards the non-profit organization.

Of the sample of 112 listed organizations, 22 have established a corporate foundation, which facilitates corporate community investment program for a for-profit organization. Although this is almost 20% of the sample, the professionalism and scope of these foundations strongly varies. Some organizations have set up a foundation that operates as a asset fund that only

donates cash contributions to non-profit organizations. Moreover, there are several foundations that are set up by the listed organizations, that are not active in the Netherlands. For example, Nike Inc has a foundation, but their primary focus is on children in developing countries.

Although many organizations have a CSR section on their corporate website, only a few of them communicate about their social responsible behavior towards the community. Even though that 22 organizations have a foundation, the information provided about the activities of the foundations are relatively limited.

Meijs and Van der Voort (2004) identified a few trends regarding corporate volunteering in The Netherlands. Among others, they identified that about fifteen (multinational) Dutch-based organizations are actively involved in corporate community investment. Furthermore, cause-related marketing and corporate philanthropy which the organization uses for marketing purposes is not common in The Netherlands. Moreover, more and more businesses are engaging in volunteer projects on the job. Finally, they identified a rise of brokerages that help organizations to organize (one-day) corporate volunteer assignments.

Meijs (2001) identified different perceptions about corporate volunteering in the Netherlands. In general it is perceived as somewhat negative, especially by traditional volunteers and people who are poorly informed. The perception is that business' are showing off and question the intention of the support. He also discovered that organizations who facilitate volunteer opportunities chosen by the organization, but in the leisure time of the employee are perceived as organizations who are controlling the lives of the employee.

## **2.6 Best practice<sup>3</sup>**

To provide an insight at how a community program can be facilitated by an employer, the illustration of Fortis Foundation Netherlands will provide a profound example.

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<sup>3</sup> [www.fortisfoundation.nl](http://www.fortisfoundation.nl)

***Illustration: The leading community investment organization in the Netherlands: Fortis Foundation Netherlands.***

After having community teambuilding activities and project “Stimulans”, where (since 1998) employees can apply for additional funding of their community efforts. Fortis decided to give their community involvement an independent and structural form in 2001. Fortis Foundation Netherlands is set up to stimulate and support the employees of Fortis who want to carry out their social responsibility.

There are several initiatives of Fortis Foundation. Firstly, employees can apply for funding for community projects in which they participate in their leisure time within the arrangement of the Stimulansplan. Second, the foundation organizes Community Teambuilding Activities for departments who jointly wants to do something for the (local) community. At the same time, the aim of these projects can be very particular for the department and the employees involved (e.g. skill development, enhancement of relationships within the department, company pride). Third, the foundation organizes national events (e.g MADD) in which every employee of Fortis can take part. Moreover, there are specific community programs which fit the different segments of Fortis Netherlands, namely for Fortis Bank, Fortis Assurance and Fortis Facility Management. Central in all projects are manpower (do-activities) and/or brainpower (projects with a cognitive aspect, so called think-activities). Fortis Foundation has the aim to help vulnerable youngsters and young adults in the sectors (Mental) Health Care and Education to improve their quality of life in the long run. The way Fortis Foundation has been established, their professionalism and their profound and extensive community program, has made Fortis one of the leading organizations in corporate community involvement in the Netherlands. The recognition for their efforts came in 2007, when Intermediar (a profound and important magazine for (future) leaders) awarded Fortis Netherlands with the Best-Employer Award 2007, due to (among others) the ability to participate in a community program of Fortis Foundation. The participants felt more connected with the organization by participating in community projects with their colleagues. Up until today, they still want to remain the leader in community investment in the Netherlands. The development of a tool to measure the impact of corporate community programs is one of the results from this. The WellVenture Monitor is established in 2006 and is free accessible for any (nonprofit) organization.

## **Chapter 3: Hypotheses**

### **3.1 Introduction**

Based upon the research question and the scope of the WellVenture Monitor, one can make a distinction based upon 1) the characteristics of the corporate volunteer, 2) the characteristics of the volunteer assignment and 3) the characteristics of the job of the volunteer and the organization for which the corporate volunteer is currently working. The hypotheses on difference in effects of corporate volunteering will follow these three lines. Most hypotheses are based upon general volunteer literature, but of course where appropriate specific literature on corporate volunteering is used.

One general question on volunteering is which part of the population is volunteering the most. In general in The Netherlands, a higher percentage of people volunteer when they are religious (Bekkers, 2004; De Hart, 2001; 2009; Lam, 2002; Van Ingen, 2009), churchgoing (De Hart, 2001; 2009; Ruiter and De Graaf, 2006), spend less time at a paid job (Van Ingen, 2009; Faulk, 2009), are living together and have kids (Van Ingen, 2009; Kullberg, 2009), are higher educated (Ruiter and Bekkers, 2009; Dekker and De Hart, 2009) and living in small communities (Ruiter and Bekkers, 2009).

A second general question is for which causes or what tasks are people volunteering. According to Musick and Wilson (2008) a reason to pay attention to the task which volunteers perform, is that nonprofit organizations often recruit volunteers for a specific task, rather than recruit volunteers and then look at which task they can perform. According to Harris (1996), volunteer tasks can be distinguished into three major groups, namely governance (for example on boards), operational (for example delivery of services) and support (such as fundraising). Meijs and Brudney (2007) used the metaphor of a slot machine, where the voluntary tasks

(*Assignments*) were combined the *Availability* and the *Assets* of the volunteer to create a winning volunteer scenario. The volunteer assignment has an equal role in finding the proper volunteer for an organization as well as the availability and assets of the volunteer to find the proper task. In the literature there is a distinction between volunteers who participate at a frequent basis (at least once a month in a 12 month period) and volunteers who participate at a less frequent basis (less than once a month or at an ad hoc events). These volunteers are defined as either regular volunteers or as episodic volunteers (Handy et. al, 2006; Low et. al, 2007). In addition, Musick and Wilson (2008) state that the choice of the volunteer to perform a certain task is partly a function of preferences and attitude, but also of organizational needs.

A third general question is why people are volunteering. The best known theory on the motivations on volunteering is the Voluntary Functional Inventory (VFI) of Clary and Snyder (1999). They divide the motivations to volunteer into six categories, namely 1) Values, 2) Enhancement, 3) Social, 4) Career, 5) Protective and 6) Understanding. These different kind of motives are not stand-alones. Most of the time, volunteers have a higher score on multiple motivation factors. Motivated by values means that you volunteer because you want to stay true to the ideal conception of oneself (Musick and Wilson, 2008). Enhancement motives comes from offering learning experiences about certain subjects, people or places. Social motives are the need to fit in and being accepted by a certain group, but also meeting new people. Career motives are driven by career related benefits, such as business contacts or work skills. If a volunteer is driven by inner conflicts, feelings of incompetence or lack of social identity, there are driven by protective motives (Musick and Wilson, 2008). According to Snyder et. al (2000), understanding is driven by the motive of personal growth, such as broadening perspective and ego-enhancement (such as feeling more important). Individual

motivations are can be divided into intrinsic and extrinsic motivations (Peloza and Hassay, 2006; Peterson, 2004), but also according to altruistic motives, utiliristic motives and social driven motives (Hustinx et. al, 2009). According to Hustinx et. al (2009), three groups of volunteer motives can be distinguished. First there is the altruistic motive (value-based), where, for example, helping others and religious beliefs are central. Second, there is the motivation based on utilitarianism, which entails human capital (Cnaan and Goldberg-Glen, 1996). Lastly, there is the motivation based on social motives, such as extending the network or feeling peer pressured by colleagues, family or friends to volunteer (Cappellar and Turati, 2004). Peloza et. al (2008) found that although the altruistic motivation was apparent in the motivation of corporate volunteers, it was less likely in comparison with private forms of volunteering. They support this finding by stating that this appears by the mild personal connection of the corporate volunteer with the charity, because they don't choose the charity themselves. Freedom of choice appears to be of influence. This can be linked to Pearce (1993), who distinguishes between motives to start volunteering, such as being asked and to remain volunteering, such as the functional motives of Clary and Snyder (1999).

### ***3.2 Dimension 1: Characteristics of the volunteer***

The WellVenture Monitor offers possibilities to test differences from the perspective of gender, age, if it is the first acquaintance with the social target group (e.g. youngsters), if people have volunteered before (whether or not facilitated by the organization), if they would volunteer again (whether or not via de organization) and which type of volunteer they are (episodic or regular). These variables all explain characteristics of the volunteer which may influence their perception on the effects that occur. Therefore, these variables will be used to subject the effects to. As one can read below, much is known about gender and age, while the



questions would volunteer again (whether or not via the organization) and first acquaintance with the social target group has never been subjected for further analysis yet.

### **3.2.1 Gender**

#### *Descriptive effects of corporate volunteering*

The research of gender differences in volunteering shows diffuse outcomes. Although research in some countries imply that there is no gender related difference in the quantity of voluntary engagement (For UK see Hakim, 1996, for Canada see Boraas, 2004; Goddard, 1994; Reed and Selby 2000), Van Daal and Plemper (2003; 2007) argue that there is a difference in the Netherlands between the amount of volunteering by men and women. They identified that more women tend to engage in community involvement than men. Musick and Wilson (1997) also found a difference in the engagement of men and women when they are adult. They report that women say that they are able to spend more time on volunteering than men, regardless of their part-time or full-time employment and even if women are unemployed. More specific, MacPhail and Bowes (2009) found that men are more likely to receive employer support for volunteer assignments, while women spend less time on volunteering possibly due to the lack of support.

Moreover, Musick and Wilson (2008) did a multivariate analyses of socio-demographic variables influencing the possible gender effect. Their conclusion is that even if women have the same socio-demographic characteristics as men, they still volunteer more often than men do, but they spend an equal amount of time on volunteering. Based on other findings, it could be expected that although women will participate more often in volunteering, men will spend more time on a volunteer assignment than women do (Boraas 2003; Goddard, 1994; MacPhail and Bowes, 2009; Reed and Selbee, 2000).

According to Musick and Wilson (2008) gender differences in volunteering can occur due to socialization. Women tend to consider themselves (and are considered by others) as more social, empathic and altruistic and this leads to gender differences in volunteering. Moreover, women are more required and expected to do caring work in a patriarchal society (Musick and Wilson, 2008). Thus, it could be a possible outcome that women (due to their role in society) will participate more in projects which are concerned with (health) care.

According to Caiazza and Hartmann (2001) gender roles and expectation influence the type of volunteer task men and women will undertake. Women tend to volunteer more often in the human service delivery and activities that are concerned with family roles, while men are more interested in political and advocacy activities (Musick and Wilson, 2008). Moreover, men participate more at sport associations than woman do (Van Daal and Plemper 2007). Men are generally more interested in sports and civic organizations and women tend to volunteer more for religious, youth, cultural and health related organizations (Musick and Wilson, 2008).

Table 3.1. Descriptive hypotheses according to gender

Hypotheses
<i>Woman will participate more often in corporate volunteering than men<sup>4</sup></i>
<i>Men will spend more hours in corporate volunteering than women</i>
<i>Women will participate more often in projects which have a (health) care component than men.</i>
<i>Men will participate more often in projects which have a sport related component than</i>

<sup>4</sup> This hypothesis can not be tested due to the lack of information about the division of gender of the (commercial) organizations that offer the corporate volunteering opportunity.

*women*

*Women will participate more often in cultural related activities than men*

*Women participate more often in educational related activities than men*

### ***Specific effects of corporate volunteering***

Women tend to be more motivated by fun, broadening their horizon and volunteer because they want to help others. According to Wuthnow (1995), women tend to volunteer due to expressive motives. These motives are gaining enjoyment, feeling needed and feeling compassion towards people in need. These findings leads to the question if women have a higher perceived score on the elements of fun (gaining enjoyment), feeling needed and compassion (broadening horizon). Moreover, it seems that women look for fulfillment in terms of needs when they volunteer (Meaning, Musick and Wilson, 2008). That women are more altruistic (Musick and Wilson, 2008), could lead to a higher perception on altruistic effects such as meaning in life.

Marini et. al (1996, p. 54) found that women had a higher rate on importance to volunteer activities that is “worthwhile to society” and is “directly helpful to others”. This implies that the value-component in volunteering is more strongly present by women than men. This is supported by several other researchers (Astin et. al, 2002; Jenkins, 2005). Moreover, the National Citizen Engagement Survey (2002) found that women are more pro-social than men. Therefore, it could appear that female corporate volunteers will probably have a higher score on questions that are related to helping society or others. Following the reasoning of the socialization theory explained in Musick and Wilson (2008), they will probably have an higher score on the social variables Meaning and Broadening horizon. In addition, general volunteer literature suggests that women look more for a fun component in their voluntary activities. Therefore, they will probably have an higher score on enjoyment.

Men are seeking for more tangible effects of their volunteer activities, such as gaining skills. According to Musick and Wilson (2008), men will expect more specific rewards for the voluntary work that they perform than women. Women tend to experience the voluntary work as rewarding when they gain awareness and understanding, while men are looking for more instrumental rewards. In terms of the rewards in participating in a community program, men could look for rewards in terms of improving ones competencies, while women are looking more for broadening their horizon.

There is no theoretical grounding that there are gender related differences with the other (in)dependent variables. Therefore, the relationship with the other variables will be subjected to explorative analysis.

Table 3.2 Specific hypotheses of gender

Hypotheses
<i>Women will have a higher score on <b>Meaning</b> than men</i>
<i>Women will have a higher score on <b>Broadening horizon</b> than men</i>
<i>Women will have a higher score on <b>Enjoyement</b> than men</i>
<i>Men will have a higher score on <b>Skills</b> than women</i>
<i>Men will have a higher score on <b>New and innovative ideas</b> than women</i>

### **3.2.2 Age**

#### *Descriptive effects of corporate volunteering*

Within the volunteer literature volunteering amongst different age groups is widely researched. However, the literature mostly categorizes the volunteers in three major groups, namely youngsters, adults and (pre) retired people. The population of this research offers possibilities to delve into effects that occur within the group of adults using an age range of

18-35, 35-45, 45-65 and 65+. These will be renamed as 1) young professionals (18-35), 2) mid career (35-45), established career (45-65) and retirees (65+).

In the UK and US most volunteers are between the age of 16-24 years old. This is due to the high school and college phase in their life, where volunteering is encouraged and/or required (Musick and Wilson, 2008). In a later life phase (age 25-34) volunteering declines, whereas in the middle life stage (35-45) it reaches a peak as the need for volunteers is large in response to the children (primary) school career. After this phase volunteering declines again. Van Daal and Plemper (2003; 2007) identified that in the Dutch context more people will volunteer as they become older. The largest group of volunteers in the Dutch context is the age group of 55-64 years. The difference between the general (US based) literature and the specific Dutch context is structural due to the until about 2007 non existence of service learning and community service. Due to the new *maatschappelijke stage* policy the Dutch age-group between 12 and 18 will reach an almost 100% score around 2011.

Table 3.3 Descriptive hypotheses of career (age)

#### Hypotheses<sup>5</sup>

*The largest group of corporate volunteers is the group established career.*

*The second largest group of corporate volunteers is the group mid career.*

*The smallest age group of corporate volunteers is the group of young professionals.*

#### ***Specific effects of corporate volunteering***

At the start of their career, young professionals are looking more into volunteer assignments where they can develop themselves and gain skills (Musick and Wilson, 2008). The age group of 18-35 could be considered as young professionals and therefore will be used as a proxy.

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<sup>5</sup> These hypotheses can not be tested, due to the lack of knowledge about the division of the population of the organizations

This age category will probably have a higher score on Skills as well as New and innovative ideas, as they look for development. There is no theoretical grounding that the age groups will differ on the other (in) dependent variables. Therefore, the relationships with the other variables shall be explored.

Table 3.4 Specific hypotheses according to career (age)

### Hypotheses

*Young professionals will have a higher score on **Skills** than the other categories*

*Young professionals will have a higher score on **New and innovative ideas** than the other categories*

### **3.2.3 Volunteered earlier (via the organization)**

#### *Descriptive effects of corporate volunteering*

It is unknown if participants who are volunteering for the first time (whether or not via the organization) would differ according to the characteristics of the volunteer, volunteer assignment and/or job/organization. There is no theoretical grounding that there are differences with the other independent variables. Therefore, the relationship with the other variables will be subjected to explorative analysis.

#### *Specific effects of corporate volunteering*

If a corporate volunteer has a first experience as a volunteer in general or via the organization, it could be expected that this will broaden their perspective and give meaning to their life. The feeling that you have contributed to the wellbeing of others or give some extra pleasure in the lives of those that are troubled in some sort can enrich you in several ways. If you have never had an volunteering experience before, the chance that you perceive a broadening of your horizon (broadening horizon) is more likely than if you are a repetitive volunteer. In addition,

these effects could also occur when this is the first time that a person volunteered via the organization. However, there is no theoretical grounding that there are differences related with volunteered earlier (whether or not via the organization) and the dependent variables. Therefore, the relationship will be subjected to explorative analysis.

### **3.2.4 Would volunteer again (via the organization)**

#### *Descriptive effects of corporate volunteering*

There is no literature available that distinguish the volunteers in those who would and those who would not volunteer again (via the organization). It is expected that whether or not the participant would volunteer again, has no influence on the characteristics of the volunteer, the volunteer assignment or the characteristic of the job/company or visa versa. However, there is no theoretical grounding that there are differences between would volunteer again (via the organization) with the other independent variables. Therefore, the relationship with the other variables will be subjected to explorative analysis.

#### *Specific effects of corporate volunteering*

It could be expected that people who would volunteer again (via the organization) probably had a positive volunteering experience. Therefore, it could be expected that these respondents would perceive the effects more positively and therefore give higher score on the variables than people who did not have a positive experience. Or visa versa, when they have experienced effects of their volunteer efforts, they recognize what advantages are while volunteering and therefore would volunteer again. However, there is no theoretical grounding that there are differences between would volunteer again with the other dependent variables. Therefore, the relationship with the other variables will be subjected to explorative analysis.

### **3.2.5 First acquaintance with social target group**

#### *Descriptive effects of corporate volunteering*

There is no literature available if characteristics of the volunteer, characteristics of the volunteer assignment and characteristics of the job/organization have an influence on the first acquaintance with the social target group or visa versa. Therefore, the relationship between the first acquaintance with the social target group and the other independent variables will be subjected to explorative research.

#### *Specific effects of corporate volunteering*

The first acquaintance with the social target group can also have an influence on the perceived effect. If it is the first time that you come in contact with for example mentally disabled children, it could for broaden your horizon and you could create more appreciation for the employees of the nonprofit due the ‘shock’ effect that this experience will bring. You also will gain more insight in the lives of these children and see how others live. Therefore, it could be expected that the respondents that have the first acquaintance with the social target group during the project, will have a higher score on Meaning and Broadening horizon. However, there is no theoretical grounding for these expectations or possible relationships between the first acquaintance and the other dependent variables. Therefore, this relationship will be subjected to explorative analysis.

### **3.2.6 Episodic vs. regular volunteers**

#### *Descriptive effects of corporate volunteering*

Although the WellVenture Monitor can not distinguish the volunteers into regular and episodic volunteers, it will be used as a proxy that respondents who filled in that they have volunteered on a ongoing basis (e.g. weekly) are regular volunteers and those who volunteered less than weekly are episodic volunteers. Thus based on the hours spend on volunteering the distinction is made between an episodic and regular volunteer.



It is found by Hustinx et. al (2008) that episodic volunteers are more involved in tasks that naturally are more lendable for these purposes, while regular volunteers involve themselves more in tasks where specialized responsibilities, training and skills are needed. Although it is not exactly the same, based on these findings that regular volunteers would engage more in projects with a cognitive aspect, while episodic volunteers are more involved in noncognitive projects.

In the US, the AARP (2000) found that most of the volunteers between the age of 50-59 years are episodic volunteers. This finding can be tested in a certain degree for corporate volunteers as well. Within the scope of the WellVenture Monitor there is a distinction between the age of the respondents. Moreover, there is an age group of 45-65 identified. Based upon the finding of the AARP (2000), it could occur that age group of 45-65 will participate more often in volunteer assignments that are episodic (less than once a month on a 12 month basis).

Table 3.5 Descriptive hypotheses of type of volunteer

#### **Hypotheses**

*Regular volunteers will participate more often in volunteer assignments with a cognitive aspect than episodic volunteers*

*Episodic volunteers will participate more often in volunteer assignments without a cognitive aspect than regular volunteers*

*The group of established career will participate more often as episodic volunteers than the other career related groups*

#### ***Specific effects of corporate volunteering***

According to Hustinx and Lammertyn (2003), regular volunteers are more driven by social and altruistic motives than episodic volunteers. It is assumed that these volunteers would rather have utilitarian motives. Therefore, it could occur that these volunteers (on an episodic

basis) would have a higher score on meaning in life, while regular volunteers will have a higher score on the broadening horizon.

Table 3.6 Specific hypotheses of type of volunteer

Hypotheses
<i>Episodic volunteers will have a higher score on <b>Meaning</b> than regular volunteers</i>
<i>Regular volunteers will have a higher score on <b>Broadening horizon</b> than episodic volunteers</i>

There is no theoretical grounding for the relationship between the type of volunteer and the other (in)dependent variables. Therefore, these relationships will be subjected to explorative analysis.

### ***3.3 Dimension 2: Differences according to assignment characteristics***

Within differences based upon the assignment characteristics, there can be made a distinction based upon the time spend on the particular volunteer assignment, if it is direct service or indirect service (Meijs and Brudney, 2007), if there is a cognitive aspect concerned with the specific assignment, the specific theme of the volunteer assignment (for example sports and recreation) and if there is satisfaction with the guidance of the nonprofit and guidance during the volunteer assignment.

#### **3.3.1 Social theme of the volunteer assignment**

##### ***Descriptive effects of corporate volunteering***

There are no findings that suggest a relationship between the social theme of a volunteer assignment and the characteristics of the volunteer, volunteer assignment and the job/organization. Therefore, this relationship shall be subjected to explorative analysis.

### ***Specific effects of corporate volunteering***

In addition to the lack of literature regarding the social theme of the volunteer assignment and the relationship with the characteristics, there is also no literature available for the explanation of the influence of the social theme on the dependent variables. Therefore, the analyses are subjected to explorative analysis.

### **3.3.2 Time spend on volunteer assignment**

#### ***Descriptive effects of corporate volunteering***

Based on the literature, it could appear that men will participate more hours than women do in corporate volunteering (among others, MacPhail and Bowes, 2009). However, this hypotheses is already set within the paragraph of gender and therefore will not be discussed in this paragraph. There is no theoretical grounding that suggest a relationship between the time spend on a volunteer assignment and other independent variables. Therefore, this relationship shall be subjected to explorative analysis.

#### ***Specific effects of corporate volunteering***

The more repetitive a task is, the more chance on effects could be expected. Therefore, the more repetitive the volunteer assignment is (for example, a weekly presentation about the way to manage money) to more effects there will be perceived. However, there are no theoretical grounding that suggests such findings. Therefore, the relationship shall be subjected to explorative analysis.

### **3.3.3 Direct vs. indirect service**

#### ***Descriptive effects of corporate volunteering***

There are no literature based implications that the relationship between a direct or indirect assignment with the other independent variables will differ. Therefore, this relationship shall be subjected to explorative analysis.

#### ***Specific effects of corporate volunteering***

Direct service assignments are voluntary tasks where there is a direct contact with the social target group (elderly, disabled children etc). This will probably have an influence on the meaning people gain from the contact they have during the volunteer assignment as well as the broadening horizon. However, these expectations have no theoretical grounding. Therefore, the relationship shall be subjected to explorative analysis.

### **3.3.4 Cognitive volunteer assignments**

#### ***Descriptive effects of corporate volunteering***

There is another distinction that can be made according to the characteristics of the volunteer assignment. Within the community program of Fortis Foundation Netherlands, the distinction is made between projects with a cognitive aspect ('Think' volunteer assignments; for example giving workshops) and projects without a cognitive aspect ('Act' volunteer assignments; for example going to the zoo). There are no theoretical implications that would suggest that there are (or are no) differences within the dependent variables according to whether or not a volunteer assignment has a cognitive aspect or not. Therefore, the relationship shall be subjected to explorative analysis.

#### ***Specific effects of corporate volunteering***

It is expected that this distinction could influence the effects that occur. The projects with a cognitive aspect are used for example skill training, while projects without a cognitive aspect are used for teambuilding and fun. Therefore, it could be expected that the projects with a cognitive aspect will have a higher score on Skills and New and innovative ideas, while projects without a cognitive aspect are expected to have a higher score on improved work relations, bonding and enjoyment. However, there is no theoretical grounding for these expectations. Therefore, the relationship will be subjected to explorative analysis.

### **3.3.5 Guidance**

#### *Descriptive effects of corporate volunteering*

Although the preparation and guidance of the organization is found as important (Peloza and Hassay, 2006), it is not expected that this will have influence on the characteristics of the volunteer, characteristics of the volunteer assignments or the characteristics of the job/organization or visa versa. However, there is no theoretical grounding for these expectations. Therefore, the relationship shall be subjected to explorative analysis.

#### *Specific effects of corporate volunteering*

The volunteer experience is expected to be influenced by the guidance of the project. Peloza and Hassay (2006) identified that preparation and guidance during the volunteer assignment is important. Therefore, it can be expected that the participants who think favorable about the guidance of the nonprofit and the guidance during the volunteer assignment will have a higher score on the variables. However, there is a lack of theoretical grounding for this relationship. Therefore, the relationship shall be subjected to explorative analysis.

### **3.4 Dimension 3: Difference according to job / organization characteristics**

The last dimension is that of the differences according to the job/organization. The WellVenture Monitor enables it to look into the functional level of the corporate volunteer and if the participant is satisfied with the preparation of the organization.

#### **3.4.1 Functional level**

##### *Descriptive effects of corporate volunteering*

Musick and Wilson (2008) specify two different dimensions when referring to volunteer task. First, there is a vertical line that goes from simple, repetitive and low skill jobs towards more complex, varied and high skilled jobs. The second dimension is about the strata and according to Musick and Wilson (2008) this usually is differentiated by gender. People with a higher

educational degree/managers/professionals will participate more often in voluntary activities with a cognitive aspect than people with lower educational degree/blue collar/administrative workers.

It is found that people who are higher educated will engage more in voluntary work than lower educated people (Van Daal and Plemper, 2007). Although the WellVenture Monitor does not measure the educational degree of the participants, it does measure the functional level of the employee. It can be assumed that the functional level of the employee is related with the educational level and can be used as a proxy. For example, it is very unlikely that a senior manager does not have any higher education or that the cleaning lady has a master degree.

Goddard (1994) found that professionals and managers are more likely to engage in voluntary assignments that include giving presentations, giving advice, taking place in a committee or do administrative work. In addition, In the light of the possibilities of the dataset, it can be expected that professionals and management will participate more in projects that have a cognitive aspect than people with lower functional levels (e.g administrative and supported staff).

Based on the slot machine of volunteer assignment, availability and assets of Meijs and Brudney (2007) the hypothesis will be set that professionals and management (people with high skills and low availability) will participate more often in projects which has a short time-span (e.g as episodic volunteers).

Table 3.7 Descriptive hypothesis of functional level

### Hypotheses

*Professionals and management will participate more often in volunteer assignments with a cognitive aspect than the other participants*

*Administrative and supportive staff will participate more often in volunteer assignments without a cognitive aspect than the other participants*

*Participants in a management position will participate more often as a corporate volunteer than people with a lower functional level than the other participants*

*Management and professionals will participate more often as episodic volunteers than the others participants*

### ***Specific effects of corporate volunteering***

The WellVenture Monitor allows to make a distinction in the characteristics of the job/organization by functional level of the employer and by the satisfaction about the preparation of the organization.

Functional level and educational degree are heavily related. As there is little known about the relationship between the functional level of an employee and the effects that could occur by participating in a corporate community program, the functional level of an employee will be used as a proxy.

According to Geroy et. al (2000) that in well-paid jobs and (related to that) higher educated people found that the opportunity to experience how others live (especially if they are from a different socio-economic class) was a benefit of corporate volunteering. Therefore, it could be expected that managers and executives will have a higher score on Broadening horizon.

Trainees are usually young people who are at the start of their career. It is found that young people will seek for volunteer assignment where they can develop themselves (Musick and Wilson, 2008). If they are seeking for an experience to develop themselves, they will probably

rate the Skills and new and innovative ideas with a higher score. There is no theoretical grounding about other relationships between the functional level of the employee and the remaining (in) dependent variables. Therefore, the relationship shall be subjected to explorative analysis.

Table 3.8 Specific hypotheses of functional level

Hypotheses
<i>Managers and executives will have a higher score on <b>Broadening horizon</b> than the other participants</i>
<i>Trainees will have a higher score on <b>Skills</b><sup>6</sup> than the other participants</i>
<i>Trainees will have a higher score on <b>New and innovative ideas</b><sup>7</sup> than participants</i>

### **3.4.2 Preparation of the organization**

#### *Descriptive effects of corporate volunteering*

As stated above, findings suggests that preparation of the organization is important while facilitating a corporate volunteer assignment. However, there are no theoretical findings that suggests that this has influence on the other independent variables. Therefore, the relationship between the preparation of the organization and the independent variables will be subjected to explorative analysis.

#### *Specific effects of corporate volunteering*

It is expected that a good preparation of the volunteer assignment by the organization will lead to a satisfying volunteer experience. Therefore, it could be expected that the people who are satisfied about the preparation of the volunteer assignment by the organization will have a

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<sup>6</sup> Due o the lack of respondents this hypothesis can not be subjected to analysis.

<sup>7</sup> Idem.



higher score on the variables than people who are dissatisfied with the preparation by the organization. However, there is no theoretical grounding that this relationship exists. Therefore the relationship between the preparation of the organization and the dependent variables will be subjected to explorative analysis.

After the hypotheses about the relationship between the characteristics of the volunteer, characteristics of the volunteer assignment and the characteristics of the organization/job according to descriptive effects of corporate volunteering and specific effects of corporate volunteering, the hypotheses will be tested and discussed in the next chapter.

## **Chapter 4: Methodology**

### **4.1 The measurement tool**

The data for the empirical part of this thesis will be drawn from the WellVenture Monitor. This tool provides information about three different levels of measurement: field of achievement, criterion and measuring instrument. The field of achievement is divided in participants, organization and environment and the other two levels are adapted to measure several indicators for these three fields. E.g. within the field of participants, the WellVenture Monitor measures the well being of the people that participated in the project by looking at the pride, fun and loyalty that they experienced during and after the project. Within the field of organization, the tool can measure if the goals of the organization are met. The last example is one out of the field of the environment, in which the tool can measure to what extent the project was exposed to (among others) media attention. The tool is designed to give an insight of how employees of the firm, the employees of the charity and the social target group perceives the effects on the participants themselves, the organization and the environment. In theory this model is well constructed. However, it has appeared impossible to use the three levels of measurement. Factor analysis has shown that the items which are used to explain the third level of measurement (measuring instrument) are not valid in most of the cases. In addition, if this level of measurement can not be done, analysis and implications can not be made for higher levels of measurement. Also the factor analysis has shown that the variables that are constructed beforehand on the second level of measurement and the first level of measurement have too little items (due to the lack of respondents who answered the same items within a variable). Therefore, it is chosen to reconstruct variables according to the available items, based on suggestions from the literature. The results of the construction of the

variables based on the items drawn from the WellVenture Monitor and based on implications from the literature can be found later on in this chapter.

#### ***4.2 Limitations of the tool***

Although this tool is very useful for company purposes and explorative research, there are a few restrictions if used in more analytical setting. A general limitation is that the tool is not used by every organization that is engaged in corporate community involvement (in the Netherlands). There are approximately 260 registered users at the start of this master thesis trajectory (November 2008). In this research only the projects of Fortis Foundation and Samen voor Zeist can be measured due to the lack of information of the other registered users. Second, the WellVenture Monitor is still in development. In 2009, the tool will be evaluated and improved, if necessary. Third, it is also possible that not all users will fully use the monitor. It can be expected that some organizations will only measure what they find relevant. The tool does not use financial measurements of the effects of employee volunteerism, so the data cannot be used in terms of financial performance (as the Social Return of Investment can). The level of measurement for this thesis will be on the individual participant. Due to the limitations of the tool, the missing values can be rather high.

#### ***4.3 Data collection***

The general questionnaire of the WellVenture Monitor was set up by RSM Erasmus University and Fortis Foundation Netherlands, whereafter the possibility is open for the organizations that use the monitor to tick off/on questions that they find appropriate for the specific community project. Therefore, the appropriateness of the questions asked was taken into account for each individual project. However, this sets certain limitations as well, such as inappropriate questioning and low or no response to certain question, as one can read in the

research limitations. The general questionnaire used for this thesis can be found in appendix 5.

The data that are used in this thesis are collected by Fortis Foundation Netherlands (largest corporate foundation in the Netherlands) and Samen Voor Zeist (an intermediary in linking organizations and nonprofit organizations) via an online questionnaire. The questionnaires are distributed by these organizations to the contact persons of the parties involved. It was up to them to authorize the research and to distribute the questionnaires to the participants. The questionnaire is set up in Dutch as all participants were expected to understand Dutch fluently. After the data collection by these organizations, the questionnaires were imported into SPSS by the author of this thesis. Due to technical inaccuracies of the WellVenture Monitor caused by the lounge of a new and improved tool, not all projects could be imported into SPSS. In total 53 projects are taken into account. To ensure that there are no extreme values within the sample, all scores which exceeds three times the standard deviation are excluded from the sample, which finally includes 545 respondents. An overview of all projects measured can be found in appendix 4.

#### ***4.4 Data description***

The variables in this research can be divided into independent variables and dependent variables. Due to the lack of knowledge about personal traits of the respondents (such as religion and marital status), no control variables are used. This is explained in the research limitations in chapter 6.

##### **4.4.1 Independent variables**

The independent variables of this research are based upon three characteristics. First, the characteristic of the volunteer, such as age and gender. Second, the characteristics of the volunteer assignment, such as duration of the project and finally based upon the

characteristics of the job/organization, such as functional level of the employee (see table 4.1).

Table 4.1 List of independent variables.

Characteristic of	Independent variable
<b>Volunteer</b>	Age Gender Volunteered earlier (via the organization) Would volunteer again (via the organization) Would volunteer again at nonprofit First time acquainted with the social target group Episodic versus regular volunteer
<b>Volunteer assignment</b>	Has a (non)cognitive aspect Involves (in)direct service Time spend on volunteer assignment Social theme Satisfaction with guidance during project Satisfaction with guidance of the nonprofit
<b>Job/Organization</b>	Functional level of the participant Satisfaction with preparation of the organization

#### 4.4.2 Dependent variables

The dependent variables in this research are the perceived effects of corporate volunteering. These dependent variables are constructed according to the available (corporate) volunteer literature and the availability of items by the WellVenture Monitor. The construction of these variables will be described in the paragraph *Constructing the variables* (see chapter 4.5).

Geroy et. al (2000) implied that, based on 8 interviews with participants of a corporate community program, there could occur several effects perceived by the employee. Not all the themes that they identified will be used to explain the effects of corporate volunteerism in this thesis. Only the ones that could be explained according to the available data drawn from the WellVenture Monitor will be discussed in this paragraph.

First, there is the “sentiment that volunteer activities give meaning to life”, in which several interviewees indicated that they felt good about themselves, that they were making a difference, making them proud on themselves etc. Second, the interviewees implied that they learned or practiced their skills, mostly people skills. They noted that through a volunteer assignment they were better able to use social skills at work, (time)management and organizational skills and training skills. Third, the opportunity to see how others live, basically explains that participating in a corporate community program broadens ones perspective. Fourth, they also identified that the volunteer experience was fun to do. In addition, Pelosa and Hassay (2006) also found the effect of fun in their research of the effects of corporate volunteerism. Fifth, it could improve work teams, by doing something together. Pelosa and Hassay (2006) also found a strengthening in the (internal) network component. Lastly, interviewees explained that they have created new ideas that they could use in the workplace.

From the organization perspective, the exposure could increase while facilitating a corporate community program (Centre for Corporate Public Affairs, 2001; Ellen et. al, 2000; Pelosa and Hassay, 2006). More exposure such as (internal and external) marketing exposure could be perceived by the employees. Therefore, the variable of exposure will be analyzed.

Loyalty towards the employer is one of the effects that is found in several researches (Business in Community, 2003; Lewin, 1991; Peloza and Hassay, 2006; Steel, 1995 and Turban and Greening, 1997). Moreover, the dataset drawn from the WellVenture Monitor also allows to generate a bonding component. Therefore, this component is also subjected to the analysis as well.

Table 4.2 Description of the dependent variables

<b>Meaning</b>	The sentiment of participant that a volunteer assignment contributes to their meaning in life, such as personal pride, do something or others, personal satisfaction and making a difference
<b>Broadening horizon</b>	The perception that the volunteer assignment gives insights in other peoples' lives and creates concern for others
<b>Skills</b>	The personal skills that are gained or enhanced during the volunteer assignment
<b>Enjoyment</b>	The volunteer assignment has a fun or motivational component
<b>Improved work relations</b>	Participating at a volunteer assignment can improve the work relations of a department.
<b>New and innovative ideas</b>	The volunteer assignments leads to new and innovative ideas for the organization

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<b>Exposure</b>	Participating at the volunteer assignment influence the (internal and/or external) exposure for the organization
<b>Loyalty</b>	The degree that participants in the community program feels loyal towards their employer
<b>Bonding</b>	The perception that there is more concern for others (within the organization)

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#### **4.4 Limitations of the dataset**

Fortis Foundation Netherlands has given this author the assignment to test and evaluate the WellVenture Monitor. It has been a long road before the data could be used for academic research. The tool has been designed as such that practitioners can draw conclusions, without any statistical significance. Fortis Foundation Netherlands however, would like to have this academic insight into the effects, therefore the tool had to be adjusted. The questionnaires were not available, only the results on the different variables. For the purpose of this thesis and further analytical research, as recommended by this author Fortis Foundation has invested in a option for detracting the individual questionnaires from the tool. Second, it seemed that the tool had some bugs, which had to be overcome before it could be used for research. Third, due to a second launch of the (adjusted) tool in 2008, the former projects which were measured by this tool, could not be incorporated into the sample of this thesis due to the lack of time to analyze these findings. However, they are available at this point (august 2009). All these adjustments have improved the practical and academic usefulness of the tool, but it has taken a long time (approximately 6 months) before the actual analysis could be subjected.

Although the tool can measure the effects of corporate community involvement for the non-profit organization as well, the focus of this research will be on employee's perceptions. The



dataset created by the WellVenture Monitor at the nonprofit side at this moment is not of enough quality to draw substantial conclusions.

Furthermore, the questionnaires are adaptive to the wishes and interest of the user of the monitor. The questions which are asked at the respondents could vary immensely as the tool provided approximately 300 items. Therefore, it could occur that some items are not useful for further analysis as they have too little response. In addition, factor analysis is more difficult to subject as not all items within the same (proposed) variable is answered. This has lead to a loss of a lot of information. It is necessary to have at least three items before one can subject items to a factor analysis. Moreover, it could be that there is inappropriate questioning as the questionnaire is constructed by practioneers without further testing.

Crosstabs and Chi-square tests are also subjected to the limitation of the lack of conformity of the questionnaire. Some respondents did not answer the dependent or independent variable (or at least too few) and therefore the crosstabs could not be constructed or the chi-square test could not be subjected (with a minimum expectancy of 5 respondents per category).

The missing values in this sample are due to the fact that questions are not asked, there is no non-respons to questions. In other words, every question that has been asked is answered by the respondent.

#### ***4.5 Constructing the dependent variables***

As mentioned in the literature review, there can occur several effects while participating in or facilitating a corporate community program. However, most researchers did not used a quantitative approach and most of the findings are anecdotic. In this paragraph the variables will be constructed based on the possible effects according to the literature and the data available from the WellVenture Monitor.

The variables as explained in the previous paragraph, can be explained according to the items that are drawn from the WellVenture Monitor (see table 4.3).

Table 4.3 Constructing the variables

Variable	Possible items
Meaning	<p>Participating makes me proud of myself, because I can help others</p> <p>Participating makes me proud of myself, because I can contribute to society</p> <p>It satisfies me that by participating I can do something for others</p> <p>By participating my personal satisfaction is increased</p> <p>It satisfies me that I can participate and as a volunteer and thereby connect to society</p> <p>By participating I feel more connected with others</p>
Skills	<p>Participating at this project contributes to my personal development</p> <p>During this volunteer assignment I could use the skills that I also use during my paid job</p> <p>During this project my leadership skills were very useful</p> <p>During this project my personal skills were very useful</p> <p>During this project I have learned a lot</p> <p>During this project my perseverance has been tested</p> <p>During this project I could practice my social skills</p> <p>During this project my social skills were very useful</p>
Broadening horizon	<p>By participating I feel more concerned with the social target group</p> <p>By participating I feel more concerned with the employees of the nonprofit organization</p> <p>Participating at this project has broaden my perspective</p> <p>I have gained more insight in the world of the social target</p>

	<p>group</p> <p>I have positively changed my perspective on the social target group</p> <p>I have created more appreciation for the employees of the nonprofit organization</p>
Enjoyment	<p>The social activity was fun to do</p> <p>By participating I enjoy my work more than before</p> <p>Participating at this project really motivated me</p>
Improved work relations	<p>Participating at this project with my department gives me the feeling that we are striving towards a common goal</p> <p>By participating I have been given the chance to meet new people within the organization</p> <p>By participating my relationship with colleagues from another department is strengthened</p> <p>By participating my internal network is increased</p>
New and innovative ideas	<p>Participating at this project really inspired me</p> <p>Due to this volunteer assignment I have created new ideas for my job/organization</p> <p>Due to this volunteer assignment I have created new ideas for sustainable products or services.</p>
Exposure	<p>The voluntary assignments contributes to the preferred reputation of my organization</p> <p>This voluntary assignment leads to more media attention for my organization</p> <p>In our own media there has been attention for this project</p>
Loyalty	<p>By participating I feel more loyal towards my employer</p> <p>It feels good that my employer makes this possible</p> <p>I'm proud that I work for an organization which enables and support these social initiatives</p> <p>I think it is important that the organization enables us to participate in social activities</p>
Bonding	<p>By participating I feel more concerned</p>

By participating I feel more concerned with co-workers  
By participating I feel more concerned with colleagues  
from another department

The items under each of these variables are subjected to factor analysis, principle component analysis and reliability analysis to validate the usage of the items for each variable. As the variables are constructed by the author it is important to check if the items chosen for the variables are indeed the items that are most likely for the variable. Interreliability analysis has shown that the two used judges<sup>8</sup> had an interreliability of evaluated agreement on the items is 90%. This is found as sufficient to keep the items for the variables as constructed by the author.

For the variable **Meaning**, 6 items were subjected to the factor analysis. It is found that the KMO of 0,699 explains that the partial correlation among the variables is sufficient. The communalities however shows that the item *By participating at this project with my department I feel more connected with others* does not meet the minimum of 0,500. In addition, the reliability analysis shows that the Cronbach's Alpha is 0,601 (which exceeds the minimum of 0,600), however, this would increase substantially if the items *By participating at this project with my department I feel more connected with others* and *It satisfies me that I can participate as a volunteer and thereby connect to society*. The Cronbach's Alpha will rise up until 0,954. The eigenvalues indicate that there is only one component which exceeds the minimum of 1 (3,939). Therefore the variable **Meaning** is constructed as following:

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<sup>8</sup> One student of Business Administration at RSM Erasmus University and one student of Organizational Sciences at the University of Tilburg

Variable	Items
Meaning	Participating makes me proud of myself, because I can help others Participating makes me proud of myself, because I can contribute to society It satisfies me that by participating I can do something for others By participating my personal satisfaction is increased

The second construction of a variable will concern **Skills**. Initially 8 items were subjected to factor analysis. However, due to the lack of common respondents (e.g respondents who were asked the same questions), only 4 items could be subjected to the analysis. The KMO of 0,287 indicates that no factor analysis could be done, due to the insufficient partial correlations among the 4 items. However, if one item was deleted (*During this project I have learned a lot*) the KMO became 0,613, which exceeds the minimum of 0,600. Principle component analysis shows that the communalities are all above 0,500 and the eigenvalues implies that there is only one component that exceeds the minimum of 1. The reliability analysis shows that these items have a Cronbach's Alpha of 0,804 (and could not rise if one item was deleted). Therefore the variable skills will consist of 3 items.

Variable	Items
Skills	Participating at this project contributes to my personal development During this project my personal skills were

very useful

During this project my social skills were very useful

The third variable that can be constructed according Geroy et. al (2000) is **Broadening horizon**. Based upon the WellVenture Monitor, 6 items could explain this variable. The KMO of 0,786 reveals that the partial correlation among the items is sufficient. However, according to the principle component analysis the communalities not all exceed the minimum of 0,500. Further investigation of the items is necessary. The eigenvalues and the scree plot indicate that there is only one component which exceeds the minimum of 1. The reliability analysis shows a high Cronbach's Alpha of 0,804. This could not increase if one item was deleted. Although, the communalities do not all exceed the minimum of 0,500, it is expected that these items will all have a contribution to the explanation of the variable. Therefore, **Broadening horizon** will be constructed out of the 6 items.

Variable	Items
Broadening horizon	By participating I feel more concerned with the social target group  By participating I feel more concerned with the employees of the nonprofit organization  Participating has broaden my perspective  I have gained more insight in the world of the social target group  I have positively changed my perspective on

the social target group

I have created more appreciation for the employees of the nonprofit organization

According to Geroy et. al (2000) there could be an effect of enjoyable break from work or life. Although the WellVenture Monitor does not exactly measure this, it can measure the effect of enjoying the volunteer experience. Therefore based on the initial effect of Geroy et. al (2000) and the availability of data from the WellVenture Monitor, three components could possibly explain enjoyment based on 3 items.

The KMO of these three items is 0,559, which indicates that it explains less partial correlations among the items than there should be. However, the communalities all exceed the minimum of 0,500. There is one component that exceeds the eigenvalue of 1 and the reliability analysis shows that there is a Cronbach's Alpha of 0,746, which cannot be increased if one item was deleted. Therefore, despite the low KMO, **Enjoyment** has been constructed according to the 3 items:

Variable	Items
Enjoyment	The social activity was fun to do  By participating I enjoy my work more than before  Participating at this project really motivated me

Geroy et. al (2000) identified effects according to improved work relations. This variable could be explained according to 4 items drawn from the WellVenture Monitor. Although the first analysis shows a KMO of 0,720, the reliability analysis could not come up with an analysis, due to the lack of respondents on the item *By participating my internal network has increased*. However, if this item would be removed, the KMO remains sufficient (0,652). The principle component analysis shows that all communalities exceed the minimum of 0,500. In addition, there is one component with an eigenvalue that exceeds 1. The reliability analysis shows an internal consistency of 0,689. Therefore, the variable **Improved work relations** shall be computed out of 3 items.

Variable	Items
Improved work relations	<p>Participating at this project with my department gives me the feeling that we are striving towards a common goal</p> <p>By participating I have the chance to meet new people within the organization</p> <p>By participating my relationship with colleagues from another department has strengthened</p>

Another suggestion from Geroy et. al (2000) is that corporate volunteering leads to new and innovative ideas that can be used at work. Based on the possibilities of the WellVenture Monitor this variable can consist of 3 items. These items are subjected to factor analysis. The KMO of these three items is 0,640, which exceeds the minimum of 0,600. Moreover, the principle component analysis shows that the communalities all exceed the minimum of 0,500



and there is one component with the eigenvalue that exceeds 1. The reliability analysis shows that there is internal consistency (Cronbach's Alpha) of 0,606. This internal consistency could increase if one items would be eliminated. However, to construct a variable at least three items are necessary. The Cronbach's Alpha is sufficient for the three items. Therefore, the variable **New and innovative ideas** will be computed out of the three items.

Variable	Items
New and innovative ideas	Participating at this project really inspired me Due to this volunteer assignment I have created new ideas for my job/organization Due to this voluntary activity I have created new ideas for new sustainable products or services

As mentioned before, the Centre for Corporate Public Affairs (2001), as well as Ellen et. al (2000) and Pelosa and Hassay (2006) all indicate that facilitating corporate volunteering can enhance or improve the corporate image and reputation. In some way it will lead to more exposure for the organization. The variable is thus based on these findings of the literature, but adapted according to the available items drawn from the WellVenture Monitor.

Based on the items available from the WellVenture Monitor, three items could explain the enhancement in exposure. After subjecting them to the factor analysis, principle component analysis and the reliability analysis it seems that these items could explain one variable. The KMO of the items is 0,678. In addition, the principle component analysis shows that all communalities exceed 0,500. Moreover, this analysis reveals that there is one component with an eigenvalue that exceeds 1. The reliability analysis shows that these items have a

Cronbach's Alpha of 0,754. Therefore, the effects on reputation shall be measured according these items.

Variable	Items
Exposure	<p>The voluntary assignments contributes to the preferred reputation of my organization</p> <p>This voluntary assignment leads to more media attention for my organization</p> <p>In our own media there has been attention for this project</p>

Another effect that occurs according to scholars (Lewin, 1991; Pelosa and Hassay, 2006; Steel, 1995; Turban and Greening, 1997) is that there is an increase of loyalty.

**Loyalty** can be explained according to 4 items that can be detracted from the WellVenture Monitor. The KMO of these items is 0,784. Three out of four items exceed the minimum for communalities, the other is 0,467. There is only one component, which exceeds the eigenvalue of 1. The reliability analysis shows that there is an internal consistency (Cronbach's Alpha) of 0,790. If one item would be deleted, this could rise. However, if one looks at the question that would be eliminated (*By participating I feel more loyal towards my employer*), it does not seem necessary to deduct this item from the variable. Therefore, the variable **Loyalty** will be computed out of four items.

Variable	Items
Loyalty	<p>By participating I feel more loyal towards my employer</p> <p>It feels good that my employer makes this possible</p>

	<p>I'm proud that I work for an organization which enables and support these social initiatives</p> <p>I think it is important that the organization enables us to participate in social activities</p>
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Lastly, **Bonding** could be one of the perceived effects of participating at the corporate community program. Due to a different context in which the participants will be, it could be that you connect more with (other) people within the organization. For example, teambuilding activities within a corporate community program are very common and one of the effects that the community program tries to achieve, is to connect the people within the organization. Therefore, it is quite interesting to put this into consideration.

The analysis shows that the KMO is sufficient (0,714). In addition, the principle component analysis shows that all communalities exceed the minimum of 0,500. The eigenvalues show that there is one component which exceeds the minimum requirement of 1. The reliability analysis shows a Cronbach's Alpha of 0,886. Although if the item *By participating I feel more concerned* was deleted, this could rise. However, the internal consistency is already substantial. Therefore, this item will not be deleted and will be used to explain (with the two other items) the variable **Bonding**.

Variable	Items
Bonding	<p>By participating I feel more concerned</p> <p>By participating I feel more concerned with co-workers</p> <p>By participating I feel more concerned with colleagues from another department</p>

## Chapter 5: Empirical research

### 5.1 Descriptive statistics

In this paragraph the descriptive statistics of the independent and dependent variables will be discussed. An important note has to be made, there are no unanswered questions. Missing values are present due to the lack of asking the question, not because the respondent did not want to answer the question or that the respondent did not know the answer to the question.

There are 545 respondents.

#### 5.1.1 Independent variables

The independent variables are divided into three parts according to the characteristics of the volunteer, the volunteer assignment and the job/organization.

##### *Characteristics of the volunteer*

297 respondents (54,5%) answered the gender question (162 men (54,5%) and 135 women (45,5%)) offering enough respondents to perform the needed analysis (see table 5.1).

Table 5.1 Descriptives gender

Gender	Frequency	Valid percentage
<b>Male</b>	162	54,5 %
<b>Female</b>	135	45,5 %
<b>Total</b>	297	100 %
<b>Missing values</b>	248	

195 respondents (35,8%) answered the age question; 71 respondents are young professionals between 18-35 (36,4%), 54 respondents are mid career between 35-45 (27,7%), 67 respondents are established career between 45-65 (34,4%) and 3 respondents are retirees of 65+ (1,5%), offering enough respondents to perform the needed analysis (see table 5.2). Since there are no hypothesis formulated for the retirement group the low amount of respondents poses no problem.

Table 5.2 Descriptives Career

Career	Frequency	Valid percentage
<b>Young professionals</b>	71	36,4%
<b>Mid-career</b>	54	27,7%
<b>Established career</b>	67	34,4%
<b>Retirees</b>	3	1,5%
<b>Total</b>	195	100%
<b>Missing Values</b>	350	

257 respondents (47,2%) of the respondents answered the question on having volunteered earlier. 169 respondents have volunteered earlier (65,8%), while 88 respondents did not volunteered before (34,2%). This offers enough respondents to perform the needed analyses (table 5.3).

In addition to the question if they have volunteered earlier, the question is asked if they volunteered earlier via the employer. In total, 334 respondents answered this question (61,3%) of which 138 respondents (41,3%) are recidivists and for 196 participants (58,7%) this was the first time that they volunteered via their employer. This offers enough respondents to perform the needed analyses (table 5.3).

To gain knowledge if the volunteer experience would lead to future volunteering, the question is asked if the respondents would volunteer again. In total, 137 respondents answered this question (25%) of which 133 respondents (98,5%) would volunteer again and 2 respondents would not volunteer again (1,5%). This will set a restriction as there are not enough respondents to make any implications about the group that would not volunteer again.

In addition to the general question about volunteering again, the opportunity to ask if the respondents would volunteer again via the employer could be asked as well. This question has lead to 466 (98,3%) respondents who possible would volunteer again via their employer, with only 8 respondents (1,7%) who would not of a total of 474 (87%). Although there is a strong overrepresentation of the participants who would volunteer again, there are enough respondents to conduct further analyses (see table 5.3).

Of a total of 275 (50,5%), 260 respondents (94,5%) would volunteer again at the same nonprofit organization, while 15 of them (5,5%) would not. Although the sample is overrepresented by the people who would volunteer again via the organization, it is possible to make further analyses (see table 5.3).

Table 5.3 Descriptives of independent variables with yes/no answers

Independent variable	Frequency	Valid percentage
<b>Volunteered earlier</b>		
<b>Yes</b>	169	65,8%
<b>No</b>	88	34,2%
<b>Total</b>	257	100%
<b>Missing values</b>	288	
<b>Volunteered earlier via the organization</b>		
<b>Yes</b>	138	41,3%
<b>No</b>	196	58,7%
<b>Total</b>	334	100%
<b>Missing values</b>	211	
<b>Would volunteer again</b>		

<b>Yes</b>	133	98,5%
<b>No</b>	2	1,5%
<b>Total</b>	135	100%
<b>Missing values</b>	410	
<b>Would volunteer again via organization</b>		
<b>Yes</b>	466	98,3%
<b>No</b>	8	1,7%
<b>Total</b>	471	100%
<b>Missing values</b>	71	
<b>Would volunteer again at nonprofit</b>		
<b>Yes</b>	260	94,5%
<b>No</b>	15	5,5%
<b>Total</b>	275	100%
<b>Missing values</b>	270	

#### *Characteristics of the volunteer assignment*

In the community program of Fortis Foundation Netherlands, volunteer assignments can be divided into assignments with a cognitive aspect ('Think') and assignments without a cognitive aspects ('Act'). Projects with a cognitive aspect contains a certain usage of the brains, rather than hands, while projects without a cognitive aspects are more designed to do something with your hands, such as painting the local school. The other organization who provided data, does not have this division leading to a higher percentages of respondents not having been asked this question. 100% out of the FFN respondents were asked this question, which have lead to 395 respondents (72,6%) of which 122 respondents have participated in a volunteer assignment with a cognitive aspect (30,9%) and 273 respondents (69,1%). This offers enough respondents for further analyses (see table 5.4).

In this database it is possible to make the distinction between direct service and indirect service, however it is only known for the projects that are provided by Fortis Foundation Netherlands. Of a total of 385 respondents (71,4%) 276 respondents (69,1%) participated in a project which entails direct service. In other words, they are in direct contact with the social target group during the assignment. 113 respondents (30,9%) participated at volunteer assignments where this was not the case (indirect service). This offers enough respondents for further analyses (see table 5.4).

Table 5.4 Descriptives of type of volunteer assignment

Type of assignment	Frequency	Valid Percentage
<b>Cognitive</b>	122	30,9%
<b>Noncognitive</b>	273	69,1%
<b>Total</b>	395	100%
<b>Missing values</b>	150	
<b>Direct service</b>	276	71,0%
<b>Indirect service</b>	113	29,0%
<b>Total</b>	389	100%
<b>Missing</b>	156	

A total of 431 respondents (79,1%) have answered the question how much time they have spend on their volunteer assignment. 113 of them (26,2%) have spend 0-4 hours, 169 (39,2%) have spend 4-8 hours, 113 (26,2%) have spend 2-5 days, 19 (4,4%) have spend more than 5 days and 17 (3,9%) have spend time on a weekly basis. Although the people who have spend a short time on their volunteer assignment are overrepresented in this sample, it offers enough respondents to subject further analyses (see table 5.5).

Table 5.5 Descriptives of time spend on volunteer assignment.



Time spend on assignment	Frequency	Valid percentage
<b>0-4 hours</b>	113	26,2%
<b>4-8 hours</b>	169	39,2%
<b>2-5 days</b>	113	26,2%
<b>More than 5 days</b>	19	4,4%
<b>On a regular basis (weekly)</b>	17	3,9%
<b>Total</b>	431	100%
<b>Missing values</b>	114	

This table can be converted into episodic and regular volunteers as a regular volunteer participates at least once a month based on a twelve month period and an episodic volunteer participates less. Based on the information drawn from the WellVenture Monitor, it can be assumed that a weekly participation at the project will represent the regular volunteers and the other categories will represent episodic volunteers. However, as can be seen in the frequency table the episodic volunteers (96,1%) are overrepresented in this sample. However, there are enough respondents to subject further analyses (see table 5.6).

Table 5.6 Descriptives of type of volunteer

Type of volunteer	Frequency	Valid percentage
<b>Episodic volunteer</b>	414	96,1%
<b>Regular volunteer</b>	17	3,9%
<b>Total</b>	431	100%
<b>Missing values</b>	545	

Of the 286 (52,5%) respondents to this question, 244 are satisfied with the guidance of the nonprofit (85,3%) and 43 respondents were dissatisfied with the guidance (14,7%). This offers enough respondents to make further analyses (see table 5.7).

Table 5.7 Descriptives of satisfied with the guidance of the nonprofit

Guidance nonprofit	Frequency	Valid percentage
<b>Satisfied</b>	244	85,3%
<b>Dissatisfied</b>	42	14,7%
<b>Total</b>	286	100%
<b>Missing values</b>	259	

From a total of 499 respondents (91,6%), there are 450 respondents (90,2%) that are satisfied with the guidance during the activity, while 49 (9,8%) of them are dissatisfied with the guidance. This offers enough respondents to make further analyses (see table 5.8).

Table 5.8 Descriptives of enough and good guidance during volunteer assignment

Guidance during assignment	Frequency	Valid percentage
<b>Satisfied</b>	450	90,2%
<b>Dissatisfied</b>	49	9,8%
<b>Total</b>	499	100%
<b>Missing</b>	46	

There are several themes that can be distinguished in the corporate community program of Fortis Foundation Netherlands. This variable will only represent these corporate volunteers, as the other organizations did not make this distinction within their program. From a total of 395 respondents (100% of the FFN sample and 72,5% of the total sample), 100 respondents (25,3%) participated in a volunteer assignment with the theme of sports and recreation, 197 respondents (49,9%) with the theme care and welfare, 21 (5,3%) with the theme poverty, 72 (18,2%) with the theme education and science and 5 respondents (1,3%) with the social theme environment and nature. There are enough respondents for 4 out of 5 themes, however, the theme environment and nature could impose a problem while subjecting this variable to further analyses. Therefore, this item is deleted (see table 5.9).

Table 5.9 Descriptives of social theme.

Social theme	Frequency	Valid percentage
<b>Sports and recreation</b>	100	25,6%
<b>Care and Welfare</b>	197	50,5%
<b>Poverty</b>	21	5,4%
<b>Education and Science</b>	72	18,5%
<b>Total</b>	390	100%
<b>Missing</b>	155	

#### *Characteristics of the job/organization*

From 78 respondents (14,3%) is known what their functional level within the organization is.

Due to the lack of respondents and the similarities within the sample, it is chosen that middle management and higher management and executives are combined. Therefore, the new item is called management and executives. 30 respondents (38,5%) have a support or administrative job within the organization, 21 respondents (26,9%) are managers or executives, 3 respondents (3,8%) are trainees or interns and 24 (30,8%) are specialists. Although 3 out of 4 categories have enough respondents, there can be no conclusions drawn for the trainees and interns, due to the lack of respondents. They are deleted from the dataset (see table 5.10).

Table 5.10 Descriptives of functional level

Functional level	Frequency	Valid Percentage
<b>Support and administrative</b>	30	40,0%
<b>Management and executives</b>	21	28,0%
<b>Specialists</b>	24	32,0%
<b>Total</b>	75	100%
<b>Missing values</b>	470	

From the 330 respondents (60,6%) who were asked if they were satisfied with the preparation of the organization, 308 (93,3%) indicated that they were indeed satisfied. Only 22 respondents (6,7%) at which this question was asked were dissatisfied. Although there is an overrepresentation of the respondents who are satisfied with the preparation of the organization, there are enough respondents to subject this to further analyses (see table 5.11).

Table 5.11 Descriptives of satisfaction of preparation of organization

Preparation of organization	Frequency	Valid percentage
<b>Satisfied</b>	308	93,3%
<b>Dissatisfied</b>	22	6,7%
<b>Total</b>	330	100%
<b>Missing values</b>	215	

### 5.1.2 Dependent variables

The scores on the dependent variables vary from 4,3016 (New and innovative ideas) to 5,9708 (Loyalty), but are all perceived as positive (mean>4). The amount of respondents vary from 413 (Skills) to 545 (Loyalty), see table 5.12. The correlations among the dependent variables show that all variables have a significant correlation ( $p < 0,01$ , see appendix 6).

Table 5.12 Descriptives of dependent variables

Dependent variable	N	Mean	Sd
<b>Meaning</b>	519	5,45	1,29
<b>Skills</b>	413	5,46	1,10
<b>Broadening horizon</b>	509	4,98	1,20
<b>Improved work relations</b>	479	5,11	1,05
<b>Enjoyment</b>	520	5,71	1,19

<b>New and innovative ideas</b>	425	4,30	1,51
<b>Exposure</b>	464	5,14	1,31
<b>Loyalty</b>	545	5,97	0,92
<b>Bonding</b>	483	4,40	1,25

## ***5.2 Descriptive effects of corporate volunteerism***

In this paragraph the descriptive effects of corporate volunteering will be discussed. In this part only the significant differences will be discussed. At the end of this paragraph a concluding table is provided. The outcomes of all the analyzed relationships can be found in appendix 2.

According to the Chi-square test there is a significant difference between men and women regarding the satisfaction with the preparation of the organization (Chi-square=4,22; df=1;  $P<0,05$ ). Although both sexes are satisfied with the preparation, men seem to be more satisfied (98,4%) with the preparation of the organization than women are (89,1%).

According to the Chi-Square test there is a difference between whether or not a volunteer assignment has a cognitive aspect and the whether or not the participants find that there was enough and good guidance during the volunteer assignment (Chi-square=27,66; df=1;  $p<0,001$ ). The crosstab shows that participants in projects without a cognitive aspect are more satisfied with the guidance during the volunteer assignment (96,2%) than participants who participated in projects with a cognitive aspect (78,8%). In addition, there is also a significant difference between whether or not the volunteer assignment has a cognitive aspect and the type of volunteer (Chi-square=4,77; df=1;  $p<0,05$ ). It appears that regular volunteers have a preference for volunteer assignments with a cognitive aspect (58,8%), while episodic volunteers mostly participates in volunteer assignments without a cognitive aspect (67,0%).

The Chi-Square test indicates that there is a difference between participants who (whether or not) have volunteered earlier and those that have (whether or not) have volunteered earlier via the organization (Chi-Square=12,99; df=1;  $p<0,001$ ). The crosstab shows that 46,7% of the participants who volunteered earlier have also volunteered earlier via the organization, while 9,4% of those who did not volunteered earlier did some volunteering via the employer. From those who did volunteered earlier 53,3% did not yet participated in the community program of their employer. 90,6% of those who did not volunteered earlier, did also not volunteered earlier via their employer.

In addition, there is also a difference whether or not the participant has a previous volunteer experience via the organization and if it is the first acquaintance with the social target group (Chi-square=27,48; df=1;  $p<0,01$ ). Participants who did not volunteered earlier via the organization, are more likely to have an first acquaintance with the social target group (60,9%). Participants who already had a volunteer experience are more likely have an earlier acquaintance with the social target group (75,9%). Moreover, people who have had a previous experience with volunteering via their organization, will participate more often in direct volunteer assignments (93,3%) than people who did not volunteered earlier via the organization (72,4%). These participants are more likely to choose a volunteer assignment which is indirect. This difference is significant (Chi-square=13,21; df=1;  $p<0,01$ ).

The crosstabs and the Chi-square indicates that there is a significant difference between participants who are satisfied with the preparation of the organization and if they are satisfied with the guidance of the nonprofit (Chi-square=15,96; df=1,  $p<0,01$ ). People who are satisfied with the preparation of the organization are most likely also satisfied with the guidance of the nonprofit (84,1%), while people who are not satisfied with the preparation will be less likely

to be satisfied with the guidance of the nonprofit (43,8%). They are more likely to be dissatisfied with the guidance of the nonprofit.

The Chi-square and the crosstabs indicates that there is a significant difference between the participants who indicate if whether or not there was enough and good guidance during the volunteer assignment and the first acquaintance with the social target group (Chi-square= 6,14; df=1;  $p<0,05$ ). 78,1% of the participants who indicated that the guidance during the volunteer assignment was good and enough, had also the first acquaintance with the social target group, while 90,7% of those who did not have a first acquaintance with the social target group thought that there was enough and good guidance during the volunteer assignment. Although there is a significant difference between the groups, the majority of the respondents indicate that they think that there was enough and good guidance during the volunteer assignment. In addition, there is also a significant difference between participants who have indicated that there was enough and good guidance during the volunteer assignment and the participants who have participated in direct or indirect volunteer assignments (Chi-square=6,57; df=1;  $p<0,05$ ). Again, the majority in both the participants in direct and the indirect volunteer assignments have indicated that there was enough and good guidance during the volunteer assignment, participants in indirect assignments are more likely to indicate that there was enough and good guidance (96,5% vs. 88%).

### ***5.3 Specific effects of corporate volunteering***

In this paragraph, the specific effects of corporate volunteering will be subjected to analysis. Due to the length of the list of dependent and independent variables, only the differences that are significant will be discussed. The complete output of the analyzed relationships can be found in appendix 3.

In addition to the used T-Test, the Levene's test of equality is used to look if the variances are equal. If the variances are not equal, the variables are treated with *equal variances not assumed*. In addition to the One-way Anova, the Bonferroni test is used to look if there are differences between the groups given that there is a significant difference according to the One-way Anova.

On average, volunteer assignments with a cognitive aspect have a significant higher score on skills (mean=5,69; sd=0,90) than volunteer assignments without a cognitive aspect (mean=5,38; sd=1,19). This difference is significant ( $t=2,52$ ;  $df=355$ ;  $p<0,05$ ). Levene's Test for equality of variances show that the variances are not equal ( $F=6,82$ ,  $p<0,05$ ). In addition, on average volunteer assignments with a cognitive aspect have a higher score on broadening horizon (mean=5,23; sd=1,12) than volunteer assignments without a cognitive aspect (mean=4,83; sd=1,27). The difference is significant ( $t=2,95$ ;  $df=355$ ;  $p<0,01$ ).

Moreover, volunteer assignments with a cognitive aspect will have on average a higher score on improved work relations (mean=5,35; sd=0,91) than volunteer assignments without a cognitive aspect (mean=4,97; sd=1,03). The difference is significant ( $t=3,0503$ ;  $df=352$ ;  $p<0,01$ ).

On average, participants who have an earlier volunteer experience (via the organization) have a higher score on bonding (mean=4,54; sd= 1,36; via the organization: mean=4,50; sd=1,20) than people who did have volunteered earlier via the organization (mean=4,08; sd=1,35; via the organization: mean=4,12; sd=1,19). The difference is significant ( $t=2,42$ ;  $df=228$ ;  $p<0,05$ ; via the organization:  $t=2,66$ ;  $df=297$ ;  $p<0,05$ ).

On average, participants who would volunteer again via the organization have a significant higher score on meaning (mean=5,49 vs. 4,31; sd=1,24 vs. 1,71;  $t=2,643$ ;  $df=452$ ;  $p<0,01$ ),



broadening horizon (mean=4,93 vs. 3,94; sd=1,21 vs. 1,69;  $t=2,12$ ;  $df=436$ ;  $p<0,05$ ), improved work relations (mean=5,07 vs. 3,81; sd=1,00 vs. 1,22;  $t=3,51$ ;  $df=426$ ;  $p<0,01$ ), exposure (mean=5,11 vs. 3,57; sd=1,33 vs. 1,90;  $t=3,02$ ;  $df=405$ ;  $p<0,05$ ), loyalty (mean=5,94 vs. 5,08; sd=0,93 vs. 1,29;  $t=2,55$ ;  $df=472$ ;  $sd=0,11$ ) and bonding (mean=4,42 vs. 3,50; sd=1,27 vs. 1,31;  $t=2,03$ ;  $df=430$ ;  $p<0,05$ ). As the p-values show these differences are significant ( $p<0,05$ ).

On average, participants who would volunteer again at the nonprofit have a significant higher score on all variables: meaning (mean=5,75 vs. 3,78; sd=1,16 vs. 1,45;  $t=6,25$ ;  $df=249$ ;  $p<0,01$ ), skills (mean=5,59 vs. 4,69; sd=1,06 vs. 1,49;  $t=2,84$ ;  $df=178$ ;  $p<0,01$ ), broadening horizon (mean=5,22 vs. 3,97; sd=1,03 vs. 1,06;  $t=4,54$ ;  $df=239$ ;  $p<0,01$ ), enjoyment (mean=5,69 vs. 4,16; sd=1,09 vs. 1,32;  $t=5,22$ ;  $df=251$ ;  $p<0,01$ ), improved work relations (mean=5,20 vs. 4,57; sd=1,04 vs. 1,25;  $t=2,26$ ;  $df=237$ ;  $p<0,05$ ), new and innovative ideas (mean=4,77 vs. 3,45; sd=1,32 vs. 1,48;  $t=3,57$ ;  $df=205$ ;  $p<0,01$ ), exposure (mean=5,32 vs. 4,43; sd=1,10 vs. 1,08;  $t=3,02$ ;  $df=225$ ;  $p<0,01$ ), loyalty (mean=5,99 vs. 4,85; sd=0,88 vs. 1,23;  $t=4,75$ ;  $df=273$ ;  $p<0,01$ ) and bonding (mean=4,46 vs. 3,20; sd=1,35 vs. 1,20;  $t=3,52$ ;  $df=249$ ;  $p<0,01$ ).

On average, men have a higher score on skills (mean=5,57; sd=1,15) than women (mean=5,21; sd=1,13). The difference is significant ( $t=-2,46$ ;  $df=250$ ;  $p<0,05$ ). In addition, the results show that on average men have also a higher score on broadening horizon (mean=5,25; sd=1,11) than women (mean=4,94; sd=1,16). The difference is significant ( $t=-2,20$ ;  $df=264$ ;  $p<0,05$ ).

On average, participants who are satisfied with the preparation of the organization have a higher score on their perception on meaning (mean=5,52 vs. 4,29; sd=1,12 vs. 1,66;  $t=4,65$ ;

df=303), skills (mean=5,68 vs. 4,77; sd=0,88 vs. 1,47; t=3,91; df=250), broadening horizon (mean=4,91 vs. 4,40; sd=1,18 vs. 1,24; t=2,20; df=325), enjoyment (mean= 5,76 vs. 4,67; sd= 1,10 vs. 1,38; t=4,32; df=304) and bonding (mean= 4,40 vs. 3,54; sd=1,22 vs. 1,44; t=3,08; df=269). The difference is significant (meaning  $p<0,01$ ; skills  $p<0,05$ ). The Levene's test of equality shows that meaning of life and skills do not have equal variances. For broadening horizon, enjoyment and bonding the difference is also significant (broadening horizon  $p<0,01$ ; enjoyment  $p<0,01$  and bonding  $p<0,01$ ).

On average, participants who are satisfied with the guidance of the nonprofit have a higher score on their perception of meaning (mean=5,52 vs. 4,78; sd=1,09 vs. 1,36), skills (mean=5,63 vs. 5,20; sd=0,91 vs. 1,17), broadening horizon (mean=4,96 vs. 4,52; sd=1,11 vs. 1,08) and enjoyment (mean=5,7 vs. 4,98; sd=1,11 vs. 1,18). The difference is significant (t=3,32; df=51,32;  $p<0,01$ ). The Levene's test of equality shows that meaning has no equality of variances. For skills, broadening horizon and enjoyment the difference is also significant (skills t=2,60; df=231;  $p<0,05$ ; broadening horizon t=2,37; df=279;  $p<0,05$  and enjoyment t=3,95; df=279;  $p<0,01$ ).

On average, participants who think that there was enough and good guidance during the volunteer assignment have a higher score on meaning (mean=5,57 vs. 4,33; sd=1,19 vs. 1,63), broadening horizon (mean=5,04 vs. 4,67; sd=1,11 vs. 1,16), enjoyment (mean=5,79 vs. 4,46; sd=1,05 vs. 1,70), new and innovative ideas (mean=4,33 vs. 3,73; sd=1,47 vs. 1,59), exposure (mean=5,25 vs. 4,59; sd=1,26 vs. 1,53), loyalty (mean=6,03 vs. 5,48; sd=0,86 vs. 1,12) and bonding (mean=4,50 vs. 3,81; sd=1,24 vs. 1,24). The differences of meaning, enjoyment and loyalty are significant (meaning: t=5,08; df=51,59;  $p<0,01$ ; enjoyment t=5,25; df=49,88  $p<0,01$ ; loyalty: t=3,32; df=54,32;  $p<0,01$ ). The Levene's test of equal variances shows that meaning and loyalty do not have equal variances. Broadening horizon, new and innovative

ideas, exposure and bonding all have equal variances and the difference is significant (broadening horizon  $t=2,23$ ;  $df=462$ ;  $p<0,05$ ; new and innovative ideas  $t=2,60$ ;  $df=403$ ;  $p<0,05$ , exposure  $t=3,27$ ;  $df=427$ ;  $p<0,01$  and bonding  $t=3,57$ ;  $df=445$ ;  $p<0,01$ ).

On average, participants who have had the first acquaintance with the social target group during their volunteer assignment have a higher score on broadening horizon (mean=5,31;  $sd=0,98$ ) than people for whom it is not the first acquaintance during their volunteer assignment (mean=4,72;  $sd=1,17$ ). This difference is significant ( $t=4,02$ ;  $df=214$ ;  $p<0,01$ ).

On average, indirect service assignment have a higher score on meaning (mean=5,79;  $sd=1,28$ ) than direct service assignments (mean=5,49;  $sd=1,24$ ). The Levene's test of equality shows that the variances are indeed equal. Moreover, the t-test indicates that the difference is significant ( $t=-2,20$ ;  $df=386$ ;  $p<0,05$ ). On the contrary, direct service assignments have a higher average score on skills than indirect service assignments (mean=5,67 vs. 5,08;  $sd=0,95$  vs. 1,31), improved work relations (mean=5,20 vs. 4,90;  $sd=0,97$  vs. 1,05) and exposure (mean=5,24 vs. 4,78;  $sd=1,26$  vs. 1,79). The differences found are significant (skills  $t=4,83$ ;  $df=355$ ;  $p<0,01$ , improved work relations  $t=2,63$ ;  $df=352$ ;  $p<0,01$  and exposure  $t=2,50$ ;  $df=307$ ;  $p<0,05$ ). The Levene's test of equal variances shows that the variance of skills and exposure are not equal.

Based on an one-way Anova, there is a difference between the time spend on a volunteer assignment and the exposure effects that a participant perceives due to the volunteer assignment. The participants who have spend 0-4 hours on their assignment ( $N=90$ ), 4-8 hours ( $N=118$ ), 2-5 days ( $N=109$ ), more than 5 days ( $N=19$ ) and on a regular basis, e.g. weekly ( $N=16$ ) have a different perception on the exposure effects due to the volunteer assignment ( $F=5,51$ ;  $p<0,01$ ). Participants who have spend time on a regular basis e.g. weekly

have the highest score on exposure (mean=5,72; sd=1,10). Followed by 2-5 days (mean=5,43; sd=1,05), 4-8 hours (mean=5,12; sd=1,38), 0-4 hours (mean=4,70; sd=1,47) and finally more than 5 days (mean=4,65; sd=1,07). The Bonferroni test shows that there is a significant difference between the groups of 0-4 hours versus participants who volunteered 2-5 days and on a regular basis e.g. weekly ( $p < 0,05$ ). In addition, the one-way Anova also shows a significant difference according to the time spent on the assignment and enjoyment ( $F=15,884$ ;  $p < 0,05$ ). However, the Bonferroni test does not show significant differences within the group.

Based on an one-way Anova, there is a difference between the functional level of the participant and the loyalty that a participant perceives due to the volunteer assignment. The participants who have a supportive or administrative job at the organization ( $N=30$ ), or who are managers or executives ( $N=21$ ) or are trainees or interns ( $N=3$ ) or are specialists ( $N=24$ ) have a different perception on loyalty ( $F=4,13$ ;  $p < 0,01$ ). The Bonferroni test shows that the difference within the group is significant between the management and executives and specialists ( $p < 0,05$ ), where the specialists have a significant higher score (mean=6,09; sd=0,67) than the managers/executives (mean=5,29; sd=0,78).

Based on an one-way Anova, there is a difference between the social theme of the volunteer assignment and the perception of the effects on skills of the participant. The participants who have participated in a volunteer assignment with the theme of sports and recreation ( $N=98$ ), or with the theme of care and welfare ( $N=167$ ), with the theme of poverty ( $N=21$ ) and education and science ( $N=66$ ) have different perceptions on skills ( $F=4,08$ ;  $p < 0,01$ ). The Bonferroni test shows that there are significant differences between the themes sports and recreation (mean=5,65; sd=0,95) and care and welfare (mean=5,27; sd=1,24).

In addition, there is also a significant difference found between the theme and the perception on exposure. The One-way Anova shows that there is a difference between sports and recreation (N=100), care and welfare (N=144), poverty (N=13) and education and science (N=53) and the perception on exposure (F=7.17; p<0,01). According to the Bonferroni test there is a significant difference (p<0,05) between sports and recreation (mean=5,65; sd=1,02) versus care and welfare (mean=4,90; sd=1,59) and education and science (mean=4,80; sd=1,43).

### **5.4 Outcomes**

Overall, all variables that have been subjected to analysis have a positive outcome (mean>4 on a Likert-scale of 1-7). Although there appear to be differences according to the characteristics of the volunteer, volunteer assignment and job/organization, only one hypothesis is accepted and one hypothesis is opposite to what was expected (see table 5.13). The others could not be tested or were rejected. It seems that although general literature of volunteering implies some differences (for example according to gender), this has not shown in this research.

Table 5.13 Outcomes of hypotheses

Hypotheses	Outcome
<i>Woman will participate more often in corporate volunteering than men</i>	<i>Could not be tested</i>
<i>Men will spend more hours in corporate volunteering than women</i>	<i>Rejected</i>
<i>Women will participate more often in projects which have a (health) care component than men</i>	<i>Rejected</i>
<i>Men will participate more often in projects which have a sport related component than women</i>	<i>Rejected</i>
<i>Women will participate more often in cultural related activities</i>	

<i>than men</i>	<i>Rejected</i>
<i>Women participate more often in educational related activities than men</i>	<i>Rejected</i>
<i>Women will have a higher score on Meaning than men</i>	<i>Rejected</i>
<i>Women will have a higher score on Broadening horizon than men</i>	<i>Opposite</i>
<i>Women will have a higher score on Enjoyment than men</i>	<i>Rejected</i>
<i>Men will have a higher score on Skills than women</i>	<i>Accepted</i>
<i>Men will have a higher score on New and innovative ideas than women</i>	<i>Rejected</i>
<i>The largest group of corporate volunteers is the group established career.</i>	<i>Could not be tested</i>
<i>The second largest group of corporate volunteers is the group mid career.</i>	<i>Could not be tested</i>
<i>The smallest age group of corporate volunteers is the group of young professionals.</i>	<i>Could not be tested</i>
<i>Young professionals will have a higher score on Skills than the other categories</i>	<i>Rejected</i>
<i>Young professionals will have a higher score on New and innovative ideas than the other categories</i>	<i>Rejected</i>
<i>Regular volunteers will participate more often in volunteer assignments with a cognitive aspect than episodic volunteers</i>	<i>Rejected</i>
<i>Episodic volunteers will participate more often in volunteer assignments without a cognitive aspect than regular volunteers</i>	<i>Rejected</i>
<i>The group of established career will participate more often as episodic volunteers than the other career related groups</i>	<i>Rejected</i>
<i>Episodic volunteers will have a higher score on Meaning than regular volunteers</i>	<i>Rejected</i>
<i>Regular volunteers will have a higher score on Broadening horizon than episodic volunteers</i>	<i>Rejected</i>

<i>Professionals and management will participate more often in volunteer assignments with a cognitive aspect than the other participants</i>	<i>Rejected</i>
<i>Administrative and supportive staff will participate more often in volunteer assignments without a cognitive aspect than the other participants</i>	<i>Rejected</i>
<i>Participants in a management position will participate more often as a corporate volunteer than people with a lower functional level than the other participants</i>	<i>Rejected</i>
<i>Management and professionals will participate more often as episodic volunteers than the others participants</i>	<i>Rejected</i>
<i>Managers and executives will have a higher score on Broadening horizon than the other participants</i>	<i>Rejected</i>
<i>Trainees will have a higher score on Skills than the other participants</i>	<i>Could not be tested</i>
<i>Trainees will have a higher score on New and innovative ideas than participants</i>	<i>Could not be tested</i>

Regarding to the explorative research, it has shown differences occur that have never been researched before. For example, there seem to be significant differences when participating in direct or indirect services assignments regarding several of the variables. However, it has to be taken into account that although effects occur when participating in a corporate community program, it is hard to draw hard conclusions out of it. For example, direct service assignments have a higher score on skills. The participants indicate that they have perceived more skills-training during the direct service assignments than during the indirect service assignments. However, this can not be compared to other facilitation of the training of skills, such as workshops. For exposure, it seems that participants perceive that exposure occurs when they participate. However, is this more or less effective than marketing tools, such as

advertisement? In addition, bonding or improved work relations seem to be effects of corporate community programs. However, this could also be accomplished by a teambuilding event, such as paintball.

A concluding table (table 5.14) is provided to show the outcomes of the explorative research. The distinction is made between the characteristics of the volunteer, volunteer assignments and job/company.

Table 5.14 Outcomes of the explorative research

<b>Characteristics of the volunteer</b>
Men are more satisfied with the preparation of the organization than women
Men perceive more effects on skills and broadening horizon than women
Regular volunteers participate more often in volunteer assignments with a cognitive aspect, while episodic volunteers participate more often in volunteer assignments without a cognitive aspect
The corporate community program attracts new volunteers, as approximately 34% of the volunteers did not have a previous volunteer experience (whether or not via the organization)
Participants who have a first experience with volunteering via the organization also have a first acquaintance with the social target group
Participants who have the first acquaintance with the social target group perceive more effects on broadening horizon
Participants who have a previous volunteer experience via the organization are more likely to participate in direct service assignments
Participants who would volunteer again at the nonprofit perceive more effects on all variables
Participants who would volunteer again (via the organization) perceive more effects on meaning, broadening horizon, improved work relations, exposure, loyalty and bonding
<b>Characteristics of the volunteer assignments</b>



Participants who are satisfied with the guidance during the volunteer assignment are mostly participants who have the first acquaintance with the social target group.
Participants who are satisfied with the guidance during the volunteer assignment perceive a higher score on meaning, broadening horizon, enjoyment, new and innovative ideas, exposure, loyalty and bonding
Participants of direct service assignments are more satisfied with the guidance during the volunteer assignments than participants of indirect service assignments
Participants of direct service assignments perceive more effects on skills, improved work relations and exposure, while participants of indirect service assignments perceive more effects on meaning
Participants in volunteer assignments with a cognitive aspect perceive more effects on skills, improved work relations and broadening horizon
Participants who are satisfied with the guidance of the nonprofit perceive more effects on meaning, broadening horizon and enjoyment
Participants who are volunteering on a regular basis (weekly) perceive more effects on exposure than participants who spent 0-4 hours on their volunteer assignment
Participants who participated in a volunteer assignment with a sports and recreation theme perceive more effects on skills and exposure than participants in a care and welfare theme
Participants who participated in a volunteer assignment with an educational and science theme perceive more effects on skills than participants in a care and welfare theme
<b>Characteristics of the job/organization</b>
Participants who are satisfied with the preparation of the organization are also satisfied with the guidance of the nonprofit (and visa versa).
Participants who are satisfied with the preparation of the organization perceive more effects on meaning, broadening horizon, skills, enjoyment and bonding
Specialists perceive more effects on their loyalty towards their employer than managers and executives do.

In the next chapter, the differences shall be discussed and final conclusions will be drawn from the research.

## **Chapter 6 Conclusion, discussion and implications**

This thesis is based on a two-folded research. First, hypotheses are set and tested and second, explorative research is done to look at relationships between the predetermined independent and dependent variables used in this research. This chapter will provide a discussion of the outcome of the hypotheses set (6.1) and the explorative research (6.2), whereafter the limitations (6.3), conclusions (6.4) and suggestions for future research (6.5) will be discussed.

### **6.1 Hypotheses**

Most of the hypotheses that are tested are rejected. The tests do not show any differences regarding these relationships. However, the hypothesis that women would have a higher score on broadening horizon (set by the socialization theory of Musick and Wilson, 2008), shows an opposite outcome. Men have a significant higher score on broadening horizon than women do. It is clearly an unexpected outcome and it is hard to find an explanation for this. A wild guess could be that although women will search and therefore expect that their horizon will be broadened, men do not expect this and therefore perceive more effects on this matter. On the contrary, women have expected this to happen and therefore will perceive a lower effect. However, although the difference is significant, the actual difference on a scale of 1-7 is rather low. Both men as women perceive effects (mean>4), only the degree in which they perceive the effects differ slightly.

As expected men have a significant higher score on skills than women do. Men seem to perceive more effects on their skills than women. The construction of skills is as such that mostly social and personal skills are tested. It could be that men perceive more social and personal skills gained than women due to the fact that women are already seen as more social and therefore they do not perceive the increase in their skills as much as men do.

Overall, the differences as expected beforehand are mostly rejected, only one expected gender difference seem to occur and one hypothesis appeared to be opposite than set.

## **6.2 Explorative research outcomes**

The hypotheses in this research did not show the differences that were expected beforehand according to the literature. However, there are a lot of differences that occur in the explorative part of this research. These outcomes can be divided along the three dimensions used in this research.

### **6.2.1 Characteristics of the volunteer**

Although the Chi-Square test have indicated that there is a significant difference, most men and women are satisfied with the preparation of the organization. This implies that the preparation of the organization is sufficient.

Participants who have volunteered earlier are more likely to have volunteered earlier via the organization. However, a note has to be made here. Due to the adaptability of the questionnaire, it could be that people who have volunteered earlier via the organization, where asked the question if they have volunteered earlier (in general) or visa versa. Moreover, it could be that they were asked both questions and if they have volunteered earlier via the organization, they could have positively answered the question ‘did you have volunteered earlier’, because they have had a volunteer experience with via the organization. However, it seems that the people who are active as a volunteer in society in their leisure time are also active as corporate volunteers. In addition, the high rate of employees who participates for the first time (which had no volunteer experience before the participation at the community program) indicates that a corporate volunteer program attracts new volunteers. Another rather

logical outcome is that participants for who it was the first volunteer experience are more likely to have a first acquaintance with the social target group.

People who have volunteered earlier are more likely to participate in volunteer assignments which are direct service, while people who did not have a previous volunteer experience via the organization are more likely to choose a direct. This could be due to the fact that indirect service assignments are perceived as less confronting than direct service assignments. As it could be a direct confrontation with the people who are less fortunate than the corporate volunteer. To start off with an indirect assignment gives the volunteer a chance to experience volunteering, without the direct confrontation, whilst if they have experienced how rewarding it can be for them, they could easier take the step to direct service assignments.

Participants in the sample have a quite neutral perception about if there are any effects regarding bonding. Participants who have volunteered earlier via the organization have a significant higher score on bonding than participants who do not have this experience (do not have an earlier volunteer experience: mean=4,12; sd=1,19; do have an earlier volunteer experience: mean=4,50; sd=1,20). However, both means indicates that they are rather neutral. This could imply that the corporate community program is not designed as such that it is made to be more concerned with others (within the organization) or that is it not effective for this effect at this point.

The participants who would volunteer again have a significant higher score on most of the variables (meaning, broadening horizon, improved work relations, exposure, loyalty and bonding). The positive volunteer experience probably leads to a higher score. If one had has a good volunteer experience, they would probably rate the items and therefore the variables with a higher score than participants who would not volunteer again and therefore, at least for

themselves, did not have a good volunteer experience. However, the amount of respondents who have indicated that they would not volunteer again is rather low ( $N \leq 8$ ), which implies that the implications of this outcome have to be treated carefully.

Participants who would volunteer again at the nonprofit have a significant higher score on all variables. This implies that the nonprofit organizations have an important role in the (positive) experience of the volunteer. However, the maximum amount of respondents that indicated that they would not volunteer again at the nonprofit is rather low ( $N \leq 15$ ). Thus, the implications made for this outcome have to be treated carefully.

Participants who had a first acquaintance with the social target group have a significant higher score on broadening horizon. The reasoning for this is quite logical as the first time when you meet people from a different socio-economic class or people with an impairment, it is most likely that it broadens your horizon.

### **6.2.2 Characteristics of the volunteer assignment**

The participants who have participated in volunteer assignments without a cognitive aspect are more satisfied with the guidance during the volunteer assignment. Although the majority of both groups are satisfied there is a significant difference. The finding could imply that nonprofit organizations which facilitate the corporate volunteer assignment are better able to organize these 'act' events. On the contrary, participating in the 'think' projects (for example giving workshops to troubled children) could encounter that it is expected that the volunteer works on his or her own and therefore it is assumed that there is no (or little) guidance needed for these corporate volunteers. However, from both perspectives, the volunteer assignments without a cognitive aspect are better guided by nonprofits than volunteer assignments with a cognitive aspect.

In addition, volunteer assignments with a cognitive aspect are more popular with regular volunteers than episodic volunteers. A reasoning is that volunteer assignments without a cognitive aspect are usually short term volunteer assignments. If one goes to the zoo with disabled people, this will be for 0-8 hours and based on a one-time event. It is not likely that a corporate volunteer goes to the zoo on a repetitive basis (e.g. weekly). On the contrary, volunteer assignments on a regular basis (e.g. weekly) are more likely to be volunteer assignments which incurs multiple presentations about for example how to handle your financial welfare or how to teach the elderly to use a computer.

Volunteer assignments with a cognitive aspect have a higher score on skills than projects without a cognitive aspect. As mentioned before, the reasoning is that skills could be more developed during assignments that really trigger your brain. Although skill development also occurs in volunteer assignments without a cognitive aspect, this is significant lower than within volunteer assignments with a cognitive aspect. Therefore, it could be implied that if a corporate volunteer or the organization is striving towards developing skills, they have to participate or organize volunteer assignments with a cognitive aspect to get the highest results. In addition, volunteer assignments with a cognitive aspect also have a significant higher score on meaning. A reasoning for this could be that volunteer assignments where the participants have to use their intelligence makes people feel more proud of themselves and satisfied with the accomplishment, because the perception of a volunteer assignment with a cognitive aspect can be that it seems more difficult to establish than 'just painting a local school' or 'go to the zoo'. Moreover, it also has a higher score on broadening horizon, which could be explained by the fact that the volunteer assignments are perceived as more intensive in terms of the opportunity to really look into a different world, with different perspectives. For example, if one is going to a theme park with less fortunated children they only see the

happy faces, while giving workshops and being asked questions, really gives an opportunity to look deeper into the world of less fortunate people.

The significant higher score on improved work relations could be explained by the establishment of a (perceived) difficult or complex volunteer assignment with your colleagues. This could improve the relationship with other colleagues more than going to a community breakfast, where you are sitting down with others and talk about the issues in society. rather than establish something with your colleagues.

Indirect service assignments have a higher score on meaning, while direct service assignments have a higher score on skills, improved work relations and exposure. It is hard to explain these findings. A wild guess could be that indirect service assignments are more complex and therefore more rewarding for the participant in term of satisfaction and pride. Direct service assignments have a higher score on skills, probably because this variable is constructed of mostly social skills. Therefore, having contact with different kind of people will indeed improve your social skills. Exposure could be explained by the fact that the physical presence of an individual or a team leads to more exposure. Finally, the improved work relations could also be subjected to the physical presence of team and the feeling that the team is working together on a common goal.

Participants who volunteer on a regular basis (e.g. weekly) and volunteer assignments with a duration between 2 and 5 days have a significant higher score on exposure than participants who have done a volunteer assignment for 0-4 hours. It implies that repetitiveness of volunteering leads to more exposure (at least according to the participant). The more the participant is connected with the nonprofit, the more this participant is recognized by the employees of the nonprofit and the social target group. Moreover, if it is a weekly assignment,

the participants and even the employees of the nonprofit and/or social target group will talk about this assignment towards friends, family and other acquaintances. Therefore, the perceived exposure for the participant and therefore the organization could be higher than when a participant only drops by once.

The social theme of the volunteer assignment seems to have influence on the perception on exposure and skills. The theme education and science seems to have the highest perceived effect on exposure, followed by sports and recreation and care and welfare. Sports and recreation has the highest perceived score on skills, which is rather remarkable, as most of the volunteer assignments within this theme are projects without a cognitive aspect.

Participants who indicate that they are satisfied with the guidance of the nonprofit and guidance during the volunteer assignment have a higher score on several effects (meaning, broadening horizon and enjoyment). In addition, enough and good guidance during volunteer assignment will lead to the perception of more effects on meaning, broadening horizon, enjoyment, new and innovative ideas, exposure, loyalty and bonding. Therefore, the significance of well guided volunteer assignment seems to be essential for the perception of effects due to participating in the corporate community program.

Participants in indirect assignments are more likely to indicate that there was enough and good guidance during the volunteer assignment. It is hard to find an explanation for this finding.

### **6.2.3 Characteristics of the job/organization**

The participants who are satisfied with the preparation of the organization are most likely also satisfied with the guidance of the nonprofit. This could imply that most of the participants are satisfied with both and therefore the volunteer assignments are well organized. Moreover, the



participants who are satisfied with the preparation of the organization have a significant higher score on meaning, skills, broadening horizon, enjoyment and bonding. In general, in addition to Pelosa and Hassay (2006), this research implies that a good preparation of the organization which organizes the corporate community program is really important to let the volunteer assignment be effective for the participants.

It appears that participants who are specialists perceive a higher effect on their loyalty towards their employer than managers and executives do. This finding is rather remarkable and unexpected. Therefore, it is hard to find an explanation for this.

### **6.3 Conclusion**

The implications will be divided in practical implications and academic implications. The main research question for this thesis is:

*What are the perceived effects on the organization and the employee of participating in a corporate community program?*

In this conclusion, an answer will be provided.

#### **6.3.1 Conclusions according to the three dimensions**

##### *Characteristics of the volunteer*

It is found that the characteristics of the volunteer influence the perception of the effects that occur during the participation at a corporate community program. Gender related differences are found for skills and broadening horizon. Men perceive more effects regarding these variables than women. Having volunteered earlier leads to higher scores on bonding, while would volunteer again via the organization leads to a higher perception of all variables, except skills and innovative and new ideas. In addition, if participants would volunteer again at the

nonprofit they perceive a higher score on all variables. Therefore, role of the nonprofit can be considered as of real importance. Whether or not the participants are satisfied with the guidance of the nonprofit has influence on the perceived effects of meaning, broadening horizon and enjoyment. Enough and good guidance has shown its importance because it positively influences the perception on all variables, except improved work relations and skills. As expected, the first acquaintance with the social target group has an influence on broadening horizon.

### *Characteristics of the volunteer assignment*

The main findings here are concerned with the differences between direct and indirect service assignments. Participants in indirect service assignments have a higher perceived effect on meaning, while the perception of effects on skills, improved work relations and exposure are higher when participating in direct service assignments.

The time spend on a volunteer assignment has shown only to be significant with the variable exposure. The social theme of the volunteer assignment has shown differences in the perception of the effects that occur regarding exposure and skills. Rather remarkable is that the variable skills has a significant higher score with the social theme of sports and recreation, while these volunteer assignments are mostly without a cognitive aspect.

In addition, the volunteer assignments with a cognitive aspect has shown to have a significant higher score on skills, broadening horizon and improved work relations. Volunteer assignments with a cognitive aspect could require more skills projects without a cognitive aspect. The differences are hard to explain for broadening horizon and improved work relations. However, as discussed in the discussion of the results, it could be that people feel

more fulfilled and proud of themselves and their colleagues that they have accomplished something what is perceived as more complex than 'act' volunteer assignments.

### *Characteristics of the job/company*

Differences in satisfaction of the preparation of the organization lead to different perceptions on the effects of meaning, broadening horizon, enjoyment and bonding. Moreover, it is found that the functional level of a participant has influence on the perception on loyalty. It seems that participants who are specialists have a higher score on loyalty than managers and executives.

It is clear that the development of the WellVenture Monitor by Fortis Foundation Netherlands and RSM Erasmus University has both practical and academic relevance. The tool provides insights in the effects of a corporate community program. The academic and practical implications are discussed below.

### **6.3.2 Academic implications**

In this thesis, a difference is found between the characteristics of the volunteer, the characteristics of the volunteer assignment and the characteristics of the job/organization, and the perceived effects of participating in a corporate community program. The literature has already indicated that there could occur effects by participation in a corporate community program. However, this research has broad a new perspective on the effects that can occur for the employees themselves and for the organization for which they work along the three dimensions. Although most of the expectations based on the literature are not met, differences among these three dimensions are significant. This implies that effects that occur due to a corporate community program are influenced by the three dimensions. However, it is questionable if these differences are indeed from a substantial order. The used likert-scale of

1-7 has shown that the perceived differences are significant, but all outcomes remain positive or at least neutral.

### *Limitations of the research*

The main limitation of the research is the fact that the use of the questionnaire is not standardized. It is found that the questions asked for each predetermined item were not related and therefore the variables had to be constructed according to the literature. Although the WellVenture Monitor offers an extraordinary database for research, it is strongly suggested to standardize the questionnaire. It appeared that factor analysis could not be subjected to the suggested variables in the tool. Rather, it had to be reorganized partly due to the lack of respondents and/or items within a variable. It is possible if the same questions are asked to all respondents, the factor and reliability analysis could show that there are certain variables that can be explained by the items. To subject the items to a factor or reliability analysis at least 3 items have to be asked in order to explain a variable.

Another limitation lies in the lack of information about the division of employees within the organization. For example, it is unknown what the division of gender is. Therefore, the hypotheses set about who participates more often in the community program could not be tested. In addition, two out of three hypotheses set for the functional level of a participant could not be analyzed due to the lack of trainees that are in the sample. A larger sample could make this possible. On the other hand, it could be that trainees and intern are just not that into corporate volunteering.

### **6.3.3 Practical implications**

A main practical implication for society in general is that it is found that a community investment program attracts new volunteers. Approximately 34% of the participants indicate

that they did not have a volunteer experience prior to their participation in the community program. This would suggest that governments and civil society actors need to develop policies that encourage organizations to have community investment programs.

The main practical implication for businesses of this research is that there occur effects by participating at a corporate community program according to the employees. It can be stated that the variables constructed for this research have a positive overall score. Thus, the participants in the corporate community program all perceive to a certain extent effects of their participation for themselves and/or the organization. The interesting added value is that to what extent these effects occur depends on the characteristics of the volunteer, characteristics of the volunteer assignment and the characteristics of the job/company. This can have major implication for managers of corporate volunteering programs. The practical implications of these volunteer related issues are less easy to reap for volunteer managers. Obviously the advice would be to define special programs for specific target groups within the employees.

It is important to set a strategy and identify which effects are most important to the participant and/or company and a cost-benefit approach seems appropriate. It is found that a good preparation of the organization will lead to higher perceived effects on 6 out of 9 variables. In addition, the guidance of the nonprofit organization seems to be important too. Therefore, a well organized community program is essential for the perception of effects by the participant and, more in general, benefits will be reaped if the community investment program is well organized for the employer as well as the employee.

Regarding the cost benefit approach, it is important that a organization takes into account that some volunteer assignments are more complex to organize and therefore are more expensive.

For example, if an organization finds it important that skills will be developed, one can choose for volunteer assignments with a cognitive aspect. If one chooses for such an assignment, the participants will probably perceive effects in meaning and broadening horizon as well. However, these volunteer assignments ask for much more effort and (therefore) financial means to organize. It can be questioned whether a volunteer assignment that has a cognitive aspect (and therefore are more expensive) has so much more effect on the participant and/or organization that it is worth the this extra effort (and financial means).

#### **6.3.4 Future research**

Future research is suggested for the motivation to participate in a corporate community program. The question rises why some employees volunteer via the organization and why some not do. In this research only the participants were subjected to analyses to measure the effects of the program, but it is as interesting to research which type of people do participate to deeper the knowledge about the corporate volunteer. Moreover, the question remains what the motivation is of these volunteers. The functional motivation for volunteers designed by Clary and Snyder (1999) could be used to gain more insight in the motivation of corporate volunteers. Practical implications of this research will shine light on the content of the preferred corporate community programs for the employees. If most of the participants (would like to) volunteer due to career motives, a corporate community program can be adjusted to this need. For academic research this will provide insight if corporate volunteers are different than volunteers that participate in their own free time.

Freedom of choice of participating in general and at which volunteer assignment more specific, is another interesting research. Do participants who are obliged to participate with

their colleagues less satisfied, did they enjoy less or do they perceive less effects? If they would be forced to participate would they have a lower score on loyalty?

It appears that people that have participated at one of the volunteer assignments of a community program would volunteer again (whether or not via the organization). This implication is positive trend for practitioners, as the community program really seems to add something for the employees. From an academic perspective however, it is a pity that there are just a few respondents who would not volunteer again, and therefore the potential differences could not be subjected for further analysis. If the current sample of respondents increases it could be that there are enough respondents to make this interesting distinction. On the other hand, if the participants remain to volunteer in the corporate community program, it is interesting to research the people who indicate that they would not.

At this point, the sample of this thesis is largely based on the employees of a large multinational banking and (former) insurance organization, with additional information of other organizations. Fortis Netherlands has a profound corporate foundation, which is very professional. This could influence the perception of corporate volunteers. As shown in the descriptive statistics, almost all respondents have indicated that they were satisfied with the preparation of the organization. It would be very interesting if information would be available about small- and medium sized organizations. Firstly, if and in what way small- and medium sized organizations are involved in community investment and if so if there are differences in effects for small- and medium sized organizations and large and multinational organizations.

Furthermore, it is interesting if there are different effects perceived if the corporate volunteer assignments are organized by the corporate foundation or if they are organized by community

investment intermediaries. Interesting topics in this distinction are the perceived loyalty and exposure.

At this point, the variable bonding is rather neutral. However, at Fortis Foundation, a lot of teambuilding activities are organized to connect the employees. Do the volunteer assignments that are especially designed for teambuilding really creates the bonding where they are designed for?

The WellVenture Monitor is designed as such that it can also measure the effects perceived by the employees of the nonprofit organization and the social target group. It is very interesting to look at the perceived effects on the nonprofit side and for the social target group, for whom these volunteer assignments are designed. Is there really a win-win-win situation for all parties involved?

As one can read there are multiple suggestions for future research about corporate volunteering and corporate community programs. Although this thesis have provided a list of suggestions, this list can be endless at this point, because 1) the scope of the WellVenture Monitor and 2) the minimum amount of research in this field.

Overall, it is clear that the WellVenture Monitor has serious academic and practical possibilities. It is expected that the monitor will provide an additional 750 respondents within a short period of time, which can lead to new insights about the effects of corporate community programs. These additional respondents are needed to validate the first results that are presented in this thesis.



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## Appendix 1 Output Construction variables

### 1.1 Meaning

**Descriptive Statistics**

	Mean	Std. Deviation	Analysis N	Missing N
Participating makes me proud of myself, because I can help others	5,4501	1,32895	391	128
Participating makes me proud of myself, because I can contribute to society	5,3491	1,31928	169	350
It satisfies me that (by participating) I can do something for others	6,0286	,96798	210	309
By participating, my personal satisfaction increased	5,0663	1,33999	196	323

**Correlation Matrix**

		Participating makes me proud of myself, because I can help others	Participating makes me proud of myself, because I can contribute to society	It satisfies me that (by participating) I can do something for others	By participating, my personal satisfaction increased
Correlation	Participating makes me proud of myself, because I can help others	1,000	,900	,740	,677
	Participating makes me proud of myself, because I can contribute to society	,900	1,000	,573	,749
	It satisfies me that (by participating) I can do something for others	,740	,573	1,000	,631
	By participating, my personal satisfaction increased	,677	,749	,631	1,000

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,602
Bartlett's Test of Sphericity	Approx. Chi-Square	137,054
	Df	6,000
	Sig.	,000

**Communalities**

	Initial	Extraction
Participating makes me proud of myself, because I can help others	1,000	,885
Participating makes me proud of myself, because I can contribute to society	1,000	,839
It satisfies me that (by participating) I can do something for others	1,000	,678
By participating, my personal satisfaction increased	1,000	,740

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,142	78,545	78,545	3,142	78,545	78,545
2	,452	11,291	89,835			
3	,353	8,832	98,668			
4	,053	1,332	100,000			

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,142	78,545	78,545	3,142	78,545	78,545
2	,452	11,291	89,835			
3	,353	8,832	98,668			
4	,053	1,332	100,000			

Extraction Method: Principal Component Analysis.

**Reliability analysis**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,954	,994	4

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,125	4,250	6,000	1,750	1,412	,521	4
Inter-Item Correlations	,976	,945	,995	,051	1,053	,000	4

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Participating makes me proud of myself, because I can help others	15,2500	29,583	,996		,913
Participating makes me proud of myself, because I can contribute to society	15,5000	25,000	,988		,910

It satisfies me that (by participating) I can do something for others	14,5000	40,333,964		,986
By participating, my personal satisfaction increased	16,2500	21,583,997		,927

## 1.2 Skills

### Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
During this voluntary activity my personal skills were very useful	5,4710	1,06484	155	258
During this voluntary activity my social skills are very useful	5,6088	1,06363	317	96
Participating at this voluntary activiy contributes to my personal development	5,2950	1,22289	200	213

### Correlation Matrix

	During this voluntary activity my personal skills were very useful	During this voluntary activity my social skills are very useful	Participating at this voluntary activiy contributes to my personal development
Correlation	1,000	,668	,489
During this voluntary activity my personal skills were very useful			
During this voluntary activity my social skills are very useful	,668	1,000	,346

**Correlation Matrix**

	During this voluntary activity my personal skills were very useful	During this voluntary activity my social skills are very useful	Participating at this voluntary activity contributes to my personal development
During this voluntary activity my personal skills were very useful	1,000	,668	,489
During this voluntary activity my social skills are very useful	,668	1,000	,346
Participating at this voluntary activity contributes to my personal development	,489	,346	1,000

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,613
Bartlett's Test of Sphericity	Approx. Chi-Square
	Df
	Sig.
	8,795
	3,000
	,032

**Communalities**

	Initial	Extraction
During this voluntary activity my personal skills were very useful	1,000	,803
During this voluntary activity my social skills are very useful	1,000	,697
Participating at this voluntary activity contributes to my personal development	1,000	,515

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,014	67,138	67,138	2,014	67,138	67,138
2	,677	22,573	89,711			
3	,309	10,289	100,000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
During this voluntary activity my personal skills were very useful	,896
During this voluntary activity my social skills are very useful	,835
Participating at this voluntary activity contributes to my personal development	,717

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Reliability Analysis**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,804	,817	3

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,590	5,385	5,692	,308	1,057	,032	3
Inter-Item Correlations	,598	,489	,698	,209	1,426	,009	3

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
During this voluntary activity my personal skills were very useful	11,0769	3,077	,684	,494	,708
During this voluntary activity my social skills are very useful	11,3846	1,923	,759	,580	,653
Participating at this voluntary activity contributes to my personal development	11,0769	3,577	,605	,378	,796

### 1.3 Broadening horizon

**Descriptive Statistics**

	Mean	Std. Deviation	Analysis N	Missing N
By participating I feel more concerned with the employees of the nonprofit organization	5,0044	1,33900	228	282
By participating I feel more concerned with the social target group	4,5612	1,33436	417	93



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Participating at this project has broaden my perspective	4,9134	1,36780	404	106
I've gained more insight in the world of the social target group	5,0394	1,36807	482	28
I have positively changed my perspective about the social target group	4,4951	1,37130	206	304
I have created more appreciation for the employees of the Nonprofit Organization	5,6683	1,30793	208	302

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,786
Bartlett's Test of Sphericity	Approx. Chi-Square	184,338
	df	15,000
	Sig.	,000

**Communalities**

	Initial	Extraction
By participating I feel more concerned with the employees of the nonprofit organization	1,000	,436
By participating I feel more concerned with the social target group	1,000	,376
Participating at this project has broaden my perspective	1,000	,554
I've gained more insight in the world of the social target group	1,000	,643
I have positively changed my perspective about the social target group	1,000	,507

I have created more appreciation for the employees of the Nonprofit Organization	1,000	,447
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Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,962	49,369	49,369	2,962	49,369	49,369
2	,914	15,231	64,600			
3	,728	12,134	76,734			
4	,565	9,422	86,156			
5	,454	7,572	93,728			
6	,376	6,272	100,000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
I've gained more insight in the world of the social target group	,802
Participating at this project has broaden my perspective	,744
I have positively changed my perspective about the social target group	,712
I have created more appreciation for the employees of the Nonprofit Organization	,668

By participating I feel more concerned with the employees of the nonprofit organization	,660
By participating I feel more concerned with the social target group	,613

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,804	,805	6

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,007	4,574	5,548	,974	1,213	,105	6

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
By participating I feel more concerned with the social target group	25,1478	26,232	,450	,273	,797
By participating I feel more concerned with the employees of the nonprofit organization	24,8957	25,305	,469	,313	,794

Participating at this project has broaden my perspective	25,1478	22,794,665	,495	,750
I've gained more insight in the world of the social target group	25,0609	22,373,730	,584	,735
I have positively changed my perspective about the social target group	25,4696	23,462,581	,449	,769
I have created more appreciation for the employees of the Nonprofit Organization	24,4957	23,884,493	,266	,792

## 1.4 Enjoyment

### Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
By participating I enjoy my work more than before	3,6983	1,65356	116	404
The social activity was fun to do	6,0731	1,12531	520	0
Participating at this voluntary project really motivated me	5,4058	1,22143	313	207

### Correlation Matrix

	By participating I enjoy my work more than before	The social activity was fun to do	Participating at this voluntary project really motivated me
Correlation	By participating I enjoy my work more than before	1,000,302	,641

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The social activity was fun to do	,302		1,000,589
Participating at this voluntary project really motivated me	,641	,589	1,000

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,559
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	105,893
	3,000
	,000

**Communalities**

	Initial	Extraction
By participating I enjoy my work more than before	1,000	,623
The social activity was fun to do	1,000	,568
Participating at this voluntary project really motivated me	1,000	,843

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,034	67,800	67,800	2,034	67,800	67,800
2	,700	23,320	91,120			
3	,266	8,880	100,000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
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	1
Participating at this voluntary project really motivated me	,918
By participating I enjoy my work more than before	,789
The social activity was fun to do	,753

Extraction Method: Principal Component Analysis.

- a. 1 components extracted.

### Reliability analysis

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,746	,757	3

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4,949	3,696	6,071	2,375	1,643	1,423	3
Inter-Item Correlations	,509	,355	,641	,286	1,805	,017	3

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Participating at this voluntary project really motivated me	9,7679	5,171	,719	,517	,491

By participating I enjoy my work more than before	11,1518	4,436,585	,411	,685
The social activity was fun to do	8,7768	7,292,478	,283	,770

### 1.5 New and innovative ideas

#### Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
Participating at this voluntary project really inspired me	5,1509	1,31544	232	193
Due to this voluntary activity I've created new ideas for my job/organization	3,3065	1,51306	186	239
Due to this voluntary activity I've created new ideas for new sustainable products and/or services	4,1803	1,46596	122	303

#### Correlation Matrix

		Participating at this voluntary project really inspired me	Due to this voluntary activity I've created new ideas for my job/organization	Due to this voluntary activity I've created new ideas for new sustainable products and/or services
Correlation	Participating at this voluntary project really inspired me	1,000	,415	,372
	Due to this voluntary activity I've created new ideas for my job/organization	,415	1,000	,609

**Correlation Matrix**

	Participating at this voluntary project really inspired me	Due to this voluntary activity I've created new ideas for my job/organization	Due to this voluntary activity I've created new ideas for new sustainable products and/or services
Participating at this voluntary project really inspired me	1,000	,415	,372
Due to this voluntary activity I've created new ideas for my job/organization	,415	1,000	,609
Due to this voluntary activity I've created new ideas for new sustainable products and/or services	,372	,609	1,000

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,640
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	6,234
	3,000
	,101

**Communalities**

	Initial	Extraction
Participating at this voluntary project really inspired me	1,000	,504
Due to this voluntary activity I've created new ideas for my job/organization	1,000	,734
Due to this voluntary activity I've created new ideas for new sustainable products and/or services	1,000	,701



**Communalities**

	Initial	Extraction
Participating at this voluntary project really inspired me	1,000	,504
Due to this voluntary activity I've created new ideas for my job/organization	1,000	,734
Due to this voluntary activity I've created new ideas for new sustainable products and/or services	1,000	,701

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1,939	64,630	64,630	1,939	64,630	64,630
2	,673	22,426	87,055			
3	,388	12,945	100,000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
Due to this voluntary activity I've created new ideas for my job/organization	,857
Due to this voluntary activity I've created new ideas for new sustainable products and/or services	,837
Participating at this voluntary project really inspired me	,710

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Reliability analysis

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,606	,585	3

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,222	2,250	4,250	2,000	1,889	1,002	3
Inter-Item Correlations	,319	,141	,609	,468	4,312	,051	3

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Participating at this voluntary project really inspired me	5,4167	4,083	,195	,043	,757
Due to this voluntary activity I've created new ideas for my job/organization	7,4167	2,265	,571	,386	,241
Due to this voluntary activity I've created new ideas for new sustainable products and/or services	6,5000	2,455	,521	,371	,333

**1.7 Loyalty**

**Descriptive Statistics**

	Mean	Std. Deviation	Analysis N	Missing N
By participating I feel more loyal towards my employer	3,9516	1,59702	124	421
It feels good that my employer makes this possible	6,0263	1,09237	532	13
I'm proud that I work for an organization which enables and support these social initiatives	6,0319	1,00418	533	12
I think it's important that the organization enables us to participate in social activities	6,2391	,93550	460	85

**Correlation Matrix**

		By participating I feel more loyal towards my employer	It feels good that my employer makes this possible	I'm proud that I work for an organization which enables and support these social initiatives	I think it's important that the organization enables us to participate in social activities
Correlation	By participating I feel more loyal towards my employer	1,000	,432	,444	,375
	It feels good that my employer makes this possible	,432	1,000	,581	,584
	I'm proud that I work for an organization which enables and support these social initiatives	,444	,581	1,000	,584
	I think it's important that the organization enables us to participate in social activities	,375	,584	,584	1,000

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,784
Bartlett's Test of Sphericity	Approx. Chi-Square	114,407
	Df	6,000
	Sig.	,000

**Communalities**

	Initial	Extraction
By participating I feel more loyal towards my employer	1,000	,467
It feels good that my employer makes this possible	1,000	,688
I'm proud that I work for an organization which enables and support these social initiatives	1,000	,695
I think it's important that the organization enables us to participate in social activities	1,000	,660

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,511	62,765	62,765	2,511	62,765	62,765
2	,664	16,606	79,371			
3	,419	10,483	89,855			
4	,406	10,145	100,000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
--	-----------

	1
I'm proud that I work for an organization which enables and support these social initiatives	,834
It feels good that my employer makes this possible	,830
I think it's important that the organization enables us to participate in social activities	,812
By participating I feel more loyal towards my employer	,684

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,790	,808	4

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,272	3,624	5,989	2,366	1,653	1,221	4
Inter-Item Correlations	,513	,342	,700	,358	2,046	,017	4

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted

By participating I feel more loyal towards my employer	17,4624	8,317	,456	,223	,835
It feels good that my employer makes this possible	15,3441	8,163	,689	,552	,691
I'm proud that I work for an organization which enables and support these social initiatives	15,3548	8,905	,661	,456	,712
I think it's important that the organization enables us to participate in social activities	15,0968	9,197	,660	,544	,717

## 1.8 Exposure

### Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
The volunatry activity contributes to the preferred reputation of the organization	5,6695	1,12697	354	110
This voluntary activity leads to more media attention for our organization	5,0635	1,29764	299	165
In our own media there has been attention for this voluntary project	4,5429	1,73910	210	254

### Correlation Matrix

	The volunatry activity contributes to the preferred reputation of the organization	This voluntary activity leads to more media attention for our organization	In our own media there has been attention for this voluntary project
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Correlation	The voluntary activity contributes to the preferred reputation of the organization	1,000	,430	,537
	This voluntary activity leads to more media attention for our organization	,430	1,000	,492
	In our own media there has been attention for this voluntary project	,537	,492	1,000

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,678
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	59,734
	3,000
	,000

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1,974	65,809	65,809	1,974	65,809	65,809
2	,575	19,155	84,964			
3	,451	15,036	100,000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
In our own media there has been attention for this voluntary project	,841
The voluntary activity contributes to the preferred reputation of the organization	,809

This voluntary activity leads to more media attention for our organization	,782
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Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Reliability analysis

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,754	,774	3

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,048	4,670	5,505	,835	1,179	,179	3
Inter-Item Correlations	,533	,484	,576	,092	1,191	,002	3

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The voluntary activity contributes to the preferred reputation of the organization	9,6374	7,300	,643	,419	,645
In our own media there has been attention for this voluntary project	10,4725	5,163	,571	,334	,719



**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The voluntary activity contributes to the preferred reputation of the organization	9,6374	7,300	,643	,419	,645
In our own media there has been attention for this voluntary project	10,4725	5,163	,571	,334	,719
This voluntary activity leads to more media attention for our organization	10,1758	6,258	,591	,375	,662

**1.9 Bonding**

**Descriptive Statistics**

	Mean	Std. Deviation	Analysis N	Missing N
By participating I feel more concerned	4,6829	1,54011	41	405
By participating I feel more concerned with co-workers	4,1200	1,73735	275	171
By participating I feel more concerned with colleagues from another department	4,3294	1,64312	252	194

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,714
Bartlett's Test of Sphericity	Approx. Chi-Square	1,767
	Df	3,000
	Sig.	,622

**Communalities**

	Initial	Extraction
By participating I feel more concerned	1,000	,829
By participating I feel more concerned with co-workers	1,000	,712
By participating I feel more concerned with colleagues from another department	1,000	,821

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,361	78,714	78,714	2,361	78,714	78,714
2	,413	13,770	92,484			
3	,225	7,516	100,000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
By participating I feel more concerned	,910
By participating I feel more concerned with colleagues from another department	,906
By participating I feel more concerned with co-workers	,844

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,886	,905	3

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,500	3,000	3,750	,750	1,250	,188	3

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
By participating I feel more concerned	6,7500	10,250	,740	,605	,911
By participating I feel more concerned with co-workers	7,5000	15,000	,791	,763	,867
By participating I feel more concerned with colleagues from another department	6,7500	10,917	,893	,840	,733

## Appendix 2 Descriptive effects of corporate volunteering

	Gender		Chi-Square	Asymp. Sig. (2-sided)	Df.
	Male	Female			
<i>Cognitive project</i>			3,143	0,065	1
Yes					
No					
Total					
<i>Volunteered earlier</i>			2.653	0,103	1
Yes	50	63			
No	37	28			
Total	87	91			
<i>Volunteered earlier via organization</i>			0,322	0,570	1
Yes	36	30			
No	59	41			
Total	95	71			
<i>Would volunteer again</i>			-	-	-
Yes	34				
No	0	0			
Total	34	52			
<i>Would volunteer again via organization</i>			-	-	-
Yes	144	106			
No	4	0			
Total	148	106			
<i>Would volunteer again at Nonprofit</i>			0,041	0,840	1
Yes	71	81			
No	5	5			
Total	76	86			
<i>Satisfied preperation organization**</i>			4,221	0,040	1
Yes	60	41			
No	1	5			
Total	61	46			
<i>Satisfied with guidance nonprofit</i>			1,518	0,218	1
Yes	73	42			
No	12	12			
Total	85	54			
<i>Enough and good guidance during volunteer assignment</i>			0,557	0,456	1
Yes	136	110			
No	17	18			

<b>Total</b>	153	128			
<b>Social theme</b>			7,474	0,058	3
<b>Sports and recreation</b>	32	12			
<b>Care and Welfare</b>	79	60			
<b>Education and Science</b>	12	11			
<b>Environment and Nature</b>	5	0			
<b>Total</b>	128	83			
<b>Functional Level</b>			4,757	0,190	3
<b>Support and Administrative</b>	11	19			
<b>Management and Executives</b>	8	13			
<b>Trainees and interns</b>	3	0			
<b>Specialists</b>	11	13			
<b>Total</b>	33	45			
<b>First acquaintance social target group**</b>			0,003	0,954	1
<b>Yes</b>	29	27			
<b>No</b>	34	31			
<b>Total</b>	63	58			
<b>Direct service assignment</b>			0,016	0,899	1
<b>Yes</b>	59	39			
<b>No</b>	69	44			
<b>Total</b>	128	83			
<b>Type of volunteer<sup>a</sup></b>			-	-	-
<b>Episodic</b>	136	116			
<b>Regular</b>	7	1			
<b>Total</b>	143	117			

	<b>Cognitive project</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<b>Volunteered earlier<sup>a</sup></b>	Yes	No	-	-	-
<b>Yes</b>	5	81			
<b>No</b>	0	42			
<b>Total</b>	5	123			
<b>Volunteered earlier via organization</b>			2,037	0,154	1
<b>Yes</b>	43	68			
<b>No</b>	65	71			
<b>Total</b>	108	139			

<b>Would volunteer again<sup>a</sup></b>			-	-	-
Yes	5	1			
No	0	0			
<b>Total</b>	<b>5</b>	<b>1</b>			
<b>Would volunteer again via organization<sup>a</sup></b>			-	-	-
Yes	117	245			
No	3	5			
<b>Total</b>	<b>120</b>	<b>250</b>			
<b>Would volunteer again at Nonprofit<sup>a</sup></b>			-	-	-
Yes	32	102			
No	1	0			
<b>Total</b>	<b>33</b>	<b>102</b>			
<b>Satisfied preparation organization</b>			0,604	0,437	1
Yes	96	128			
No	7	6			
<b>Total</b>	<b>103</b>	<b>134</b>			
<b>Satisfied with guidance nonprofit</b>			2,140	0,144	1
Yes	65	89			
No	16	12			
<b>Total</b>	<b>81</b>	<b>101</b>			
<b>Enough and good guidance during volunteer assignment<sup>***</sup></b>			27,664	0,000	1
Yes	93	229			
No	25	9			
<b>Total</b>	<b>118</b>	<b>238</b>			
<b>Social theme<sup>***</sup></b>			72.514	0,000	1
Sports and recreation	56	44			
Care and Welfare	26	172			
Education and Science	29	45			
Poverty	13	8			
Environment and Nature	0	5			
<b>Total</b>	<b>124</b>	<b>274</b>			
<b>Functional Level<sup>a</sup></b>			-	-	-
Support and Administrative	1	14			
Management and Executives	2	7			
Trainees and interns	0	0			
Specialists	1	10			

<b>Total</b>	4	31			
<b>Gender</b>			3,413	0,065	1
<b>Male</b>	12	116			
<b>Female</b>	15	68			
<b>Total</b>	27	184			
<b>First acquaintance with social target group</b>			3,372	0,066	1
<b>Yes</b>	33	45			
<b>No</b>	45	34			
<b>Total</b>	78	79			
<b>Direct volunteer assignment</b>			-	-	-
<b>Yes</b>	122	0			
<b>No</b>	154	113			
<b>Total</b>	276	113			
<b>Type of volunteer**</b>			4,772	0,029	1
<b>Episodic</b>	108	219			
<b>Regular</b>	10	7			
<b>Total</b>	115	226			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\*Significant at 95%

\*\*\* Significant at 99%

	<b>Volunteered earlier</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<b>Cognitive aspect<sup>t</sup></b>	Yes	No	-	-	-
<b>Yes</b>	5	0			
<b>No</b>	81	42			
<b>Total</b>	86	42			
<b>Volunteered earlier via organization***</b>			12,990	0,000	1
<b>Yes</b>	28	3			
<b>No</b>	32	29			
<b>Total</b>	60	32			
<b>Would volunteer again<sup>a</sup></b>			-	-	-
<b>Yes</b>	87	44			
<b>No</b>	0	2			
<b>Total</b>					
<b>Would volunteer again via organization<sup>a</sup></b>			-	-	-
<b>Yes</b>	129	72			
<b>No</b>	1	0			

<b>Total</b>	130	72			
<b>Would volunteer again at Nonprofit<sup>a</sup></b>			-	-	-
<b>Yes</b>	134	68			
<b>No</b>	10	3			
<b>Total</b>	144	71			
<b>Satisfied preperation organization<sup>a</sup></b>			-	-	-
<b>Yes</b>	85	41			
<b>No</b>	6	6			
<b>Total</b>	91	47			
<b>Satisfied with guidance nonprofit</b>			0,147	0,701	1
<b>Yes</b>	68	43			
<b>No</b>	9	7			
<b>Total</b>	77	50			
<b>Enough and good guidance during volunteer assignment</b>			0,319	0,572	1
<b>Yes</b>	140	67			
<b>No</b>	11	7			
<b>Total</b>	151	74			
<b>Social theme<sup>a</sup></b>			-	-	-
<b>Care and Welfare</b>	71	37			
<b>Education and Science</b>	13	2			
<b>Environment and Nature</b>	2	3			
<b>Total</b>	86	42			
<b>Functional Level<sup>a</sup></b>			-	-	-
<b>Support and Administrative</b>	19	11			
<b>Management and Executives</b>	17	4			
<b>Trainees and interns</b>	2	1			
<b>Specialists</b>	16	8			
<b>Total</b>	54	24			
<b>Gender</b>			2,653	0,103	1
<b>Male</b>	50	37			
<b>Female</b>	63	28			
<b>Total</b>	113	65			
<b>First acquaintance with social target group<sup>**</sup></b>			5,510	0,019	1
<b>Yes</b>	10	34			
<b>No</b>	13	13			
<b>Total</b>	23	47			
<b>Direct service</b>			0,156	0,925	1



<i>assignment</i>		
<b>Yes</b>	34	16
<b>No</b>	50	26
<b>Total</b>	84	42
<i>Type of volunteer</i>		
<b>Episodic</b>	111	70
<b>Regular</b>	0	0
<b>Total</b>	111	70

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	<b>Volunteered earlier via the organization</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<i>Cognitive aspect</i>	Yes	No	2,037	0,154	1
<b>Yes</b>	43	65			
<b>No</b>	68	71			
<b>Total</b>	111	136			
<i>Volunteered earlier***</i>			12,990	0,000	1
<b>Yes</b>	28	32			
<b>No</b>	3	29			
<b>Total</b>	31	61			
<i>Would volunteer again<sup>a</sup></i>			-	-	-
<b>Yes</b>	27	59			
<b>No</b>	1	1			
<b>Total</b>	28	60			
<i>Would volunteer again via organization<sup>a</sup></i>			-	-	-
<b>Yes</b>	130	188			
<b>No</b>	2	5			
<b>Total</b>	132	193			
<i>Would volunteer again at Nonprofit</i>			0,231	0,631	1
<b>Yes</b>	45	61			
<b>No</b>	5	9			
<b>Total</b>	50	70			
<i>Satisfied preperation organization</i>			2,529	0,112	1
<b>Yes</b>	115	129			
<b>No</b>	5	13			
<b>Total</b>	120	142			
<i>Satisfied with guidance</i>			0,022	0,883	1

<i>nonprofit</i>					
<b>Yes</b>	78	109			
<b>No</b>	17	25			
<b>Total</b>	95	134			
<b>Enough and good guidance during volunteer assignment</b>			3,549	0,060	1
<b>Yes</b>	123	162			
<b>No</b>	11	29			
<b>Total</b>	134	191			
<b>Social theme ***</b>			16,271	0,001	1
<b>Sports and Recreation</b>	56	44			
<b>Care and Welfare</b>	31	46			
<b>Poverty</b>	2	19			
<b>Education and Science</b>	22	27			
<b>Total</b>	111	136			
<b>Functional Level<sup>a</sup></b>			-	-	-
<b>Support and Administrative Management and Executives</b>	4	12			
<b>Trainees and interns</b>	7	7			
<b>Specialists</b>	0	3			
<b>Total</b>	2	12			
<b>Gender</b>	13	34	0,322	0,570	1
<b>Male</b>	36	59			
<b>Female</b>	30	41			
<b>Total</b>	66	100			
<b>First acquaintance with social target group ***</b>			27,475	0,000	1
<b>Yes</b>	20	63			
<b>No</b>	78	50			
<b>Total</b>	98	113			
<b>Direct service assignment ***</b>			13,205	0,001	1
<b>Yes</b>	98	105			
<b>No</b>	7	30			
<b>Total</b>	105	145			
<b>Type of volunteer</b>			0,116	0,734	1
<b>Episodic</b>	101	155			
<b>Regular</b>	6	11			
<b>Total</b>	107	166			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	Would volunteer again		Chi-Square	Asymp. Sig. (2-sided)	Df.
<i>Cognitive aspect<sup>a</sup></i>	Yes	No	-	-	-
Yes	5	0			
No	1	0			
<b>Total</b>	<b>6</b>	<b>0</b>			
<i>Volunteered earlier<sup>a</sup></i>			-	-	-
Yes	87	0			
No	44	2			
<b>Total</b>	<b>131</b>	<b>2</b>			
<i>Volunteered earlier via organization<sup>a</sup></i>			-	-	-
Yes	27	1			
No	59	1			
<b>Total</b>	<b>86</b>	<b>2</b>			
<i>Would volunteer again via organization<sup>a</sup></i>			-	-	-
Yes	88	2			
No	0	0			
<b>Total</b>	<b>88</b>	<b>2</b>			
<i>Would volunteer again at Nonprofit<sup>a</sup></i>			-	-	-
Yes	116	2			
No	13	0			
<b>Total</b>	<b>129</b>	<b>2</b>			
<i>Satisfied preparation organization<sup>a</sup></i>			-	-	-
Yes	79	2			
No	9	0			
<b>Total</b>	<b>88</b>	<b>2</b>			
<i>Satisfied with guidance nonprofit<sup>a</sup></i>			-	-	-
Yes	72	2			
No	16	0			
<b>Total</b>	<b>88</b>	<b>2</b>			
<i>Enough and good guidance during volunteer assignment<sup>a</sup></i>			-	-	-
Yes	115	2			
No	16	0			
<b>Total</b>	<b>131</b>	<b>2</b>			
<i>Social theme<sup>a</sup></i>			-	-	-
Care and Welfare	1	1			
Education and Science	5	5			

<b>Total</b>	6	6			
<b>Functional Level<sup>a</sup></b>			-	-	-
<b>Support and Administrative Management and Executives</b>	15	0			
<b>Trainees and interns</b>	3	0			
<b>Specialists</b>	13	0			
<b>Total</b>	43	0			
<b>Gender<sup>a</sup></b>			-	-	-
<b>Male</b>	34	0			
<b>Female</b>	52	0			
<b>Total</b>	86	0			
<b>First acquaintance social target group</b>			-	-	-
<b>Yes</b>	21	0			
<b>No</b>	37	2			
<b>Total</b>	58	2			
<b>Direct service assignment<sup>***</sup></b>			-	-	-
<b>Yes</b>	4	0			
<b>No</b>	0	0			
<b>Total</b>	4	0			
<b>Type of volunteer<sup>a</sup></b>			-	-	-
<b>Episodic</b>	86	0			
<b>Regular</b>	0	0			
<b>Total</b>	86	0			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	<b>Would volunteer again via organization</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<b>Cognitive aspect<sup>a</sup></b>	Yes	No	-	-	-
<b>Yes</b>	117	3			
<b>No</b>	245	5			
<b>Total</b>	362	8			
<b>Volunteered earlier<sup>a</sup></b>			-	-	-
<b>Yes</b>	129	1			
<b>No</b>	72	0			
<b>Total</b>	201	1			
<b>Volunteered earlier via organization<sup>a</sup></b>			-	-	-

<b>Yes</b>	130	2			
<b>No</b>	188	5			
<b>Total</b>	318	7			
<b><i>Would volunteer again<sup>a</sup></i></b>			-	-	-
<b>Yes</b>	88				
<b>No</b>	2				
<b>Total</b>	90				
<b><i>Would volunteer again at Nonprofit<sup>a</sup></i></b>			-	-	-
<b>Yes</b>	193	1			
<b>No</b>	14	1			
<b>Total</b>	207	2			
<b><i>Satisfied preperation organization<sup>a</sup></i></b>			-	-	-
<b>Yes</b>	289	3			
<b>No</b>	19	2			
<b>Total</b>	308	5			
<b><i>Satisfied with guidance nonprofit<sup>a</sup></i></b>			-	-	-
<b>Yes</b>	244	2			
<b>No</b>	41	2			
<b>Total</b>	285	4			
<b><i>Enough and good guidance during volunteer assignment<sup>a</sup></i></b>			-	-	-
<b>Yes</b>	383	6			
<b>No</b>	40	2			
<b>Total</b>	423	8			
<b><i>Social theme<sup>a</sup></i></b>			-	-	-
<b>Sports and Recreation</b>	97	3			
<b>Care and Welfare</b>	184	4			
<b>Poverty</b>	20	1			
<b>Education and Science</b>	56	0			
<b>Environment and Nature</b>	5	0			
<b>Total</b>	362	8			
<b><i>Functional Level<sup>a</sup></i></b>			-	-	-
<b>Support and Administrative</b>	30	0			
<b>Management and Executives</b>	21	0			
<b>Trainees and interns</b>	3	0			
<b>Specialists</b>	23	1			
<b>Total</b>	77	1			
<b><i>Gender<sup>a</sup></i></b>			-	-	-
<b>Male</b>	144	4			

<b>Female</b>	106	0			
<b>Total</b>	250	4			
<b>First acquaintance social target group</b>			-	-	-
<b>Yes</b>	97	2			
<b>No</b>	110	2			
<b>Total</b>	207	4			
<b>Direct service assignment</b>			-	-	-
<b>Yes</b>	249	5			
<b>No</b>	110	3			
<b>Total</b>	359	8			
<b>Type of volunteer<sup>a</sup></b>			-	-	-
<b>Episodic</b>	350	7			
<b>Regular</b>	17	0			
<b>Total</b>	357	7			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	<b>Would volunteer again at nonprofit</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<b>Cognitive aspect<sup>a</sup></b>	Yes	No	-	-	-
<b>Yes</b>	32	1			
<b>No</b>	102	0			
<b>Total</b>	134	1			
<b>Volunteered earlier<sup>a</sup></b>			-	-	-
<b>Yes</b>	134	10			
<b>No</b>	68	3			
<b>Total</b>	202	13			
<b>Volunteered earlier via organization<sup>a</sup></b>			0,231	0,631	1
<b>Yes</b>	45	5			
<b>No</b>	61	9			
<b>Total</b>	106	14			
<b>Would volunteer again<sup>a</sup></b>			-	-	-
<b>Yes</b>	116	13			
<b>No</b>	2	0			
<b>Total</b>	118	13			
<b>Would volunteer again via organization</b>			-	-	-
<b>Yes</b>	193	14			

<b>No</b>	1	1			
<b>Total</b>	194	15			
<b>Satisfied preparation organization<sup>a</sup></b>			-	-	-
<b>Yes</b>	125	10			
<b>No</b>	8	4			
<b>Total</b>	133	14			
<b>Satisfied with guidance nonprofit<sup>a</sup></b>			-	-	-
<b>Yes</b>	118	8			
<b>No</b>	9	6			
<b>Total</b>	127	14			
<b>Enough and good guidance during volunteer assignment<sup>a</sup></b>			-	-	-
<b>Yes</b>	231	10			
<b>No</b>	16	3			
<b>Total</b>	247	13			
<b>Social theme<sup>a</sup></b>			-	-	-
<b>Care and Welfare</b>	107	1			
<b>Education and Science</b>	27	0			
<b>Total</b>	134	1			
<b>Functional Level<sup>a</sup></b>			-	-	-
<b>Support and Administrative</b>	27	3			
<b>Management and Executives</b>	18	3			
<b>Trainees and interns</b>	2	1			
<b>Specialists</b>	21	3			
<b>Total</b>	68	10			
<b>Gender<sup>a</sup></b>			-	-	-
<b>Male</b>	71	5			
<b>Female</b>	81	5			
<b>Total</b>	152	10			
<b>First acquaintance social target group</b>			-	-	-
<b>Yes</b>	20	47			
<b>No</b>	3	5			
<b>Total</b>	23	52			
<b>Direct service assignment</b>			-	-	-
<b>Yes</b>	61	1			
<b>No</b>	68	0			
<b>Total</b>	129	1			
<b>Type of volunteer<sup>a</sup></b>			-	-	-
<b>Episodic</b>	168	11			
<b>Regular</b>	0	0			

<b>Total</b>	168	11
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<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	<b>Satisfied with the preparation organization</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<i>Cognitive aspect<sup>a</sup></i>	Yes	No	0,604	0,437	1
<b>Yes</b>	96	7			
<b>No</b>	128	6			
<b>Total</b>	224	13			
<i>Volunteered earlier<sup>a</sup></i>			-	-	-
<b>Yes</b>	85	6			
<b>No</b>	41	6			
<b>Total</b>	126	12			
<i>Volunteered earlier via organization<sup>a</sup></i>			2,529	0,112	1
<b>Yes</b>	115	5			
<b>No</b>	129	13			
<b>Total</b>	244	18			
<i>Would volunteer again<sup>a</sup></i>			-	-	-
<b>Yes</b>	79	9			
<b>No</b>	2	0			
<b>Total</b>	81	9			
<i>Would volunteer again via organization</i>			-	-	-
<b>Yes</b>	289	19			
<b>No</b>	3	2			
<b>Total</b>	292	21			
<i>Would volunteer again at nonprofit</i>			-	-	-
<b>Yes</b>	125	8			
<b>No</b>	10	4			
<b>Total</b>	135	12			
<i>Satisfied with guidance nonprofit<sup>***</sup></i>			15,955	0,000	1
<b>Yes</b>	180	7			
<b>No</b>	34	9			
<b>Total</b>	214	16			
<i>Enough and good guidance during volunteer assignment<sup>a</sup></i>			-	-	-



<b>Yes</b>	259	9			
<b>No</b>	18	7			
<b>Total</b>	277	16			
<b><i>Social theme<sup>a</sup></i></b>			-	-	-
<b>Sports and Recreation</b>	95	5			
<b>Care and Welfare</b>	57	6			
<b>Poverty</b>	19	2			
<b>Education and Science</b>	53	0			
<b>Total</b>	224	13			
<b><i>Functional Level<sup>a</sup></i></b>			-	-	-
<b>Support and Administrative</b>	15	1			
<b>Management and Executives</b>	12	2			
<b>Trainees and interns</b>	3	0			
<b>Specialists</b>	12	2			
<b>Total</b>	42	5			
<b><i>Gender<sup>a</sup></i></b>			-	-	-
<b>Male</b>	60	1			
<b>Female</b>	41	5			
<b>Total</b>	101	6			
<b><i>First acquaintance social target group</i></b>			-	-	-
<b>Yes</b>	68	4			
<b>No</b>	96	8			
<b>Total</b>	164	12			
<b><i>Direct service assignment</i></b>			-	-	-
<b>Yes</b>	216	12			
<b>No</b>	0	0			
<b>Total</b>	216	12			
<b><i>Type of volunteer<sup>a</sup></i></b>			-	-	-
<b>Episodic</b>	238	17			
<b>Regular</b>	16	0			
<b>Total</b>	254	17			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	<b>Satisfied with the guidance of nonprofit</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<b><i>Cognitive aspect<sup>t</sup></i></b>	Yes	No	2,140	0,144	1

<b>Yes</b>	65	16			
<b>No</b>	89	12			
<b>Total</b>	154	28			
<b><i>Volunteered earlier<sup>a</sup></i></b>			0,147	0,701	1
<b>Yes</b>	68	9			
<b>No</b>	43	7			
<b>Total</b>	111	16			
<b><i>Volunteered earlier via organization<sup>a</sup></i></b>			0,022	0,883	1
<b>Yes</b>	78	17			
<b>No</b>	109	25			
<b>Total</b>	187	42			
<b><i>Would volunteer again<sup>a</sup></i></b>			-	-	-
<b>Yes</b>	72	16			
<b>No</b>	2	0			
<b>Total</b>	74	16			
<b><i>Would volunteer again via organization</i></b>			-	-	-
<b>Yes</b>	244	41			
<b>No</b>	2	2			
<b>Total</b>	246	43			
<b><i>Would volunteer again at nonprofit</i></b>			-	-	-
<b>Yes</b>	118	9			
<b>No</b>	8	6			
<b>Total</b>	126	15			
<b><i>Satisfied with preperation organization</i></b>			-	-	-
<b>Yes</b>	180	34			
<b>No</b>	7	9			
<b>Total</b>	187	43			
<b><i>Enough and good guidance during volunteer assignment<sup>a</sup></i></b>			-	-	-
<b>Yes</b>	222	27			
<b>No</b>	10	14			
<b>Total</b>	232	41			
<b><i>Social theme<sup>a</sup></i></b>			-	-	-
<b>Sports and Recreation</b>	74	26			
<b>Care and Welfare</b>	48	0			
<b>Poverty</b>	20	1			
<b>Education and Science</b>	7	1			
<b>Environment and Nature</b>	5	0			
<b>Total</b>	154	28			

<b>Functional Level<sup>a</sup></b>			-	-	-
<b>Support and Administrative</b>	13	3			
<b>Management and Executives</b>	9	5			
<b>Trainees and interns</b>	2	1			
<b>Specialists</b>	10	4			
<b>Total</b>	34	13			
<b>Gender<sup>a</sup></b>			1,518	0,218	1
<b>Male</b>	73	12			
<b>Female</b>	42	12			
<b>Total</b>					
<b>First acquaintance social target group</b>			0,086	0,770	1
<b>Yes</b>	56	75			
<b>No</b>	14	21			
<b>Total</b>	70	96			
<b>Direct service assignment</b>			-	-	-
<b>Yes</b>	121	31			
<b>No</b>	27	0			
<b>Total</b>	147	31			
<b>Type of volunteer<sup>a</sup></b>			-	-	-
<b>Episodic</b>	169	38			
<b>Regular</b>	14	2			
<b>Total</b>	183	40			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	<b>Enough and good guidance during project</b>		<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<b>Cognitive aspect<sup>a</sup></b>	Yes	No	27,664	0,000	1
<b>Yes</b>	93	25			
<b>No</b>	229	9			
<b>Total</b>	322	34			
<b>Volunteered earlier<sup>a</sup></b>			0,319	0,572	1
<b>Yes</b>	140	11			
<b>No</b>	67	7			
<b>Total</b>	207	18			
<b>Volunteered earlier via organization<sup>a</sup></b>			3,549	0,600	1
<b>Yes</b>	123	11			

<b>No</b>	162	29			
<b>Total</b>	285	40			
<b>Would volunteer again<sup>a</sup></b>			-	-	-
<b>Yes</b>	115	16			
<b>No</b>	2	0			
<b>Total</b>	117	16			
<b>Would volunteer again via organization</b>			-	-	-
<b>Yes</b>	383	40			
<b>No</b>	6	2			
<b>Total</b>	389	42			
<b>Would volunteer again at nonprofit</b>			-	-	-
<b>Yes</b>	231	16			
<b>No</b>	10	3			
<b>Total</b>	241	19			
<b>Satisfied with preparation organization</b>			-	-	-
<b>Yes</b>	259	18			
<b>No</b>	9	7			
<b>Total</b>	268	25			
<b>Satisfied with the guidance of the nonprofit</b>			-	-	-
<b>Yes</b>	222	10			
<b>No</b>	27	14			
<b>Total</b>	249	24			
<b>Social theme<sup>a</sup></b>			-	-	-
<b>Sports and Recreation</b>	90	10			
<b>Care and Welfare</b>	157	5			
<b>Poverty</b>	18	3			
<b>Education and Science</b>	52	16			
<b>Environment and Nature</b>	5	0			
<b>Total</b>	322	34			
<b>Functional Level<sup>a</sup></b>			-	-	-
<b>Support and Administrative</b>	28	2			
<b>Management and Executives</b>	18	3			
<b>Trainees and interns</b>	3	0			
<b>Specialists</b>	20	4			
<b>Total</b>	69	9			
<b>Gender<sup>a</sup></b>			0,557	0,456	1
<b>Male</b>	136	17			

<b>Female</b>	110	18			
<b>Total</b>	246	35			
<b>First acquaintance social target group**</b>			6,139	0,013	1
<b>Yes</b>	75	97			
<b>No</b>	21	10			
<b>Total</b>	96	107			
<b>Direct service assignment**</b>			6,569	0,037	1
<b>Yes</b>	206	28			
<b>No</b>	109	4			
<b>Total</b>	315	32			
<b>Type of volunteer<sup>a</sup></b>			-	-	-
<b>Episodic</b>	327	45			
<b>Regular</b>	17	0			
<b>Total</b>	344	45			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	Social theme					Chi-Square	Asymp. Sig. (2-sided)	Df.
<b>Cognitive aspect***</b>	S&R	C&W	Poverty	E&S	E&N	72,514	0,000	4
<b>Yes</b>	56	26	13	29	0			
<b>No</b>	44	172	8	45	5			
<b>Total</b>	100	198	21	74	5			
<b>Volunteered earlier<sup>a</sup></b>						-	-	-
<b>Yes</b>		72		13	2			
<b>No</b>		37		2	3			
<b>Total</b>		108		15	5			
<b>Volunteered earlier via organization***</b>						16,271	0,001	3
<b>Yes</b>	56	31	2	22				
<b>No</b>	44	46	19	27				
<b>Total</b>	100	77	21	49				
<b>Would volunteer again<sup>a</sup></b>						-	-	-
<b>Yes</b>		1		5				
<b>No</b>		0		0				
<b>Total</b>		1		5				
<b>Would volunteer again via organization</b>						-	-	-

<b>Yes</b>	97	184	20	56	5			
<b>No</b>	3	4	1	0	0			
<b>Total</b>	100	188	21	56	5			
<b><i>Would volunteer again at nonprofit</i></b>						-	-	-
<b>Yes</b>		107		27				
<b>No</b>		1		0				
<b>Total</b>		108		27				
<b><i>Satisfied with preperation organization</i></b>						-	-	-
<b>Yes</b>	95	57	19	53				
<b>No</b>	5	6	2	0				
<b>Total</b>	100	63	21	53				
<b><i>Satisfied with the guidance of the nonprofit</i></b>						-	-	-
<b>Yes</b>	74	48	20	7				
<b>No</b>	26	0	1	1				
<b>Total</b>	100	48	21	8				
<b><i>Enough and good guidance during project</i></b>						-	-	-
<b>Yes</b>	90	157	18	52				
<b>No</b>	10	5	3	16				
<b>Total</b>	100	162	21	68				
<b><i>Functional Level<sup>a</sup></i></b>						-	-	-
<b>Support and Administrative Management and Executives</b>		15						
<b>Trainees and interns</b>		9						
<b>Specialists</b>		11						
<b>Total</b>		35						
<b><i>Gender<sup>a</sup></i></b>						-	-	-
<b>Male</b>	32	79		12				
<b>Female</b>	12	60		11				
<b>Total</b>	44	139		23				
<b><i>First acquaintance social target group<sup>**</sup></i></b>						10,010	0,018	3
<b>Yes</b>	33	19	12	15				
<b>No</b>	43	25	5	5				
<b>Total</b>	76	44	17	20				
<b><i>Direct service assignment</i></b>						-	-	-
<b>Yes</b>	10	4	10	10	0			
<b>No</b>	0	108	0	0	5			
<b>Total</b>	10	112	10	10	5			

<i>Type of volunteer<sup>a</sup></i>						-	-	-
<b>Episodic</b>	86	150	19	67	5			
<b>Regular</b>	14	0	2	1	0			
<b>Total</b>	100	150	21	68	5			

<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

	<b>Functional level</b>				<b>Chi-Square</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Df.</b>
<i>Cognitive aspect<sup>a</sup></i>	Adm & Supportive	Man & Executives	Train & Interns	Specialists	-	-	-
<b>Yes</b>	1	2		1			
<b>No</b>	14	7		10			
<b>Total</b>	15	9		11			
<i>Volunteered earlier<sup>a</sup></i>					-	-	-
<b>Yes</b>	19	17	2	16			
<b>No</b>	11	4	1	8			
<b>Total</b>	30	21	3	24			
<i>Volunteered earlier via organization<sup>a</sup></i>					-	-	-
<b>Yes</b>	4	7	0	2			
<b>No</b>	12	7	3	12			
<b>Total</b>	16	14	3	14			
<i>Would volunteer again<sup>a</sup></i>					-	-	-
<b>Yes</b>	15	12					
<b>No</b>	0	0					
<b>Total</b>	15	12					
<i>Would volunteer again via organization</i>					-	-	-
<b>Yes</b>	30	21	3	23			
<b>No</b>	0	0	0	1			
<b>Total</b>	30	21	3	24			
<i>Would volunteer again at nonprofit</i>					-	-	-
<b>Yes</b>	27	18	2	21			
<b>No</b>	3	3	1	3			

<b>Total</b>	30	21	3	24			
<b>Satisfied with preparation organization</b>					-	-	-
<b>Yes</b>	15	12	3	12			
<b>No</b>	1	2	0	2			
<b>Total</b>	16	14	3	14			
<b>Satisfied with the guidance of the nonprofit</b>					-	-	-
<b>Yes</b>	13	9	2	10			
<b>No</b>	3	5	1	4			
<b>Total</b>	16	14	3	14			
<b>Enough and good guidance during project</b>					-	-	-
<b>Yes</b>	28	18	3	20			
<b>No</b>	2	3	0	4			
<b>Total</b>	30	21	3	24			
<b>Social theme<sup>a</sup></b>					-	-	-
<b>Sports and Recreation</b>							
<b>Care and Welfare</b>	15	9		11			
<b>Poverty</b>							
<b>Education and Science</b>							
<b>Environment and Nature</b>							
<b>Total</b>							
<b>Gender<sup>a</sup></b>					-	-	-
<b>Male</b>	11	8	3	11			
<b>Female</b>	19	13	0	13			
<b>Total</b>	30	21	3	24			
<b>First acquaintance social target group</b>					-	-	-
<b>Yes<sup>3</sup></b>	3	3	1	5			
<b>No</b>	11	7	0	5			
<b>Total</b>	14	10	1	10			
<b>Direct service assignment<sup>**</sup></b>					-	-	-
<b>Yes</b>	1	2	0	1			
<b>No</b>	14	7	0	10			
<b>Total</b>	15	9	0	11			
<b>Type of volunteer<sup>a</sup></b>					-	-	-



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<b>Episodic</b>	16	14	3	14
<b>Regular</b>	0	0	0	0
<b>Total</b>	17	14	3	14

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<sup>A</sup> More than 20% of the cells have a expected outcome less than 5

\*\* Significant at 95%

\*\*\* Significant at 99%

## **Appendix 3 Specific effects of corporate volunteering**

See disc

## Appendix 4 Projects that are measured

Project	Frequency	Valid percent
Fortis Jongerenrun	56	10,3%
Fortis Soccer kids	13	2,4%
Fortis Soccer kids for buddies	8	1,5%
FVN FMO Reinaerde	9	1,7%
FRB operational Support and Philidelphia	6	1,1%
FVN Mulock Houwer	17	3,1%
FVN FMO Sherpa	19	3,5%
Omgaan met geld	4	0,7%
Buiktuin	3	0,6%
MADD 2008	31	5,7%
FVN FMO Valkenheide	6	1,1%
FVN FMO Zonnehuizen	14	2,6%
MaS spelletjesmiddag Calvijn College	4	0,7%
Sherpa Fortis fitness	6	1,1%
MaS paasmiddag Amersfoort	4	0,7%
Voetbalclinic ADO Den Haag	6	1,1%
Workshop jongerenraden	11	2%
Schoolontbijt	25	4,6%
Jeugdwelzijnsberaad	11	2,0%
Vastgoed en kinderkookcafe	2	0,4%
Vastgoed en 't landje	1	0,2%

<b>Vastgoed en 't Ruige Hof</b>	1	0,2%
<b>Fortis maakt kennis met Bartimeus</b>	9	1,7%
<b>Special Accounts en Humanitas Rotterdam</b>	4	0,7%
<b>Theatervoorstelling Week van de Jeugdzorg</b>	6	1,1%
<b>MaS kerstengel</b>	14	2,6%
<b>Reinaerde in kerstsfeer brengen</b>	13	2,4%
<b>Begeleiden VSO Hoge brug</b>	10	1,8%
<b>ASR Jongerenrun</b>	44	8,1%
<b>Kerstactiviteit Zonnehuizen</b>	5	0,9%
<b>Kerstengel Bomen</b>	20	3,7%
<b>Reinaerde in kerstsfeer brengen</b>	13	2,4%
<b>The challenge</b>	5	0,9%
<b>Basisschool Scharn</b>	7	1,3%
<b>Basisschool kievitsnest</b>	7	1,3%
<b>Basisschool Bepino Sarto</b>	8	1,5%
<b>Basisschool Triangel</b>	6	1,1%
<b>De uitdaging bij Don Sarto</b>	5	0,9%
<b>Tuinieren van de Groene Eenheid bij Reinaerde</b>	9	1,7%
<b>Milieudienst ZO Utrecht viert kerst</b>	10	1,8%
<b>Knutselen met kinderen</b>	8	1,5%
<b>Klussen bij Zonnehuizen Kind en Jeugd</b>	7	1,3%
<b>MADD Rabobank</b>	9	1,7%
<b>Vossenjacht</b>	7	1,3%

<b>Dubbel genieten MaS</b>	10	1,8%
<b>Helpende Handen MADD bij Bartimeus</b>	5	0,9%
<b>Dubbel genieten Samen Voor</b>	10	1,8%
<b>Kinderen van liefland boswandeling Heinz</b>	11	2,0%
<b>Hulp bij Jaarfeest Bartimeus</b>	7	1,3%
<b>Hulp bij Feestweek Bartimeus</b>	4	0,7%
<b>Knutselactiviteit Zonnehuizen</b>	10	1,8%

## **Appendix 5 Questionnaire**

See disc

## **Appendix 6 Correlations dependent variables**

See disc